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Meranao in the Changing World: A Cultural Study on the Language of the Tarpaulin

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ABSTRACT

The coming of the digital world has not only paved way to motion pictures and a quantity of printed materials for information distribution, but has also largely contributed to the field of advertisement, propaganda and promotions that has been either politically fabricated or culturally influenced. The big screens of billboards and tarpaulins are not only public signs but semiotic landscapes that stand for something more significant than themselves. These are semiotic landscapes that describe the entity of a culture and the place of its origin. These landscapes have become a part of our everyday life which unconsciously been affecting our personal views and perceptions towards life in general. In Marawi City, tarpaulins are everywhere. These products of the digital world have dubbed this city as the "City of Tarpaulins." This study is conducted through a selection of tarpaulins posted around the city in the whole month of April 2015. The analyses of the study were supported by Landry and Bhouris' (1997) contribution to the social psychology of language, Ferdinand de Saussaure's semiotic analysis, Pierce's classification of signs in visual culture, Robert Barthe's semiotic theory. The study showed the power of language in describing cultural identity. It showed how tarpaulins have become an instrument to understand culture as form of visual symbols and representations. It also showed the contrasting view of culture and religion and how the people of the city seemingly embrace the changing world. The study has paved way to an understanding of the Meranao (People of Lake Lanao) present cultural status as influenced by outside factors such as religion and the popular culture.

Keywords: Language and Culture, Cross-Cultural Communication, Communication

Introduction

The coming of the digital world has not only paved way to motion pictures and a quantity of printed materials for information distribution but has also largely contributed to the field of communication, advertisement, propaganda and promotions that has been either politically fabricated or culturally influenced. The big screens of advertisements we see on billboards and tarpaulins have become a part of our everyday life which unconsciously been affecting our personal views and perceptions towards life in general.

The tarpaulin like all other forms of media had revolutionized the communication and entertainment media. Seeing tarpaulins everywhere in the city takes a very vital role in making people learn the trend and be influenced by this. It is changing the world in which texts and images are read and created. The popular culture had become more powerful in influencing people. Through the tarpaulins people, especially the less educated ones, get to see, praise and imitate what they see. In turn, people are misled and their culture had become fragmented. They had created a new and altered culture brought by the popular culture. This will then be pictured in the tarpaulins and same thing goes with it, till the original culture could no longer be traced.

In Marawi City, tarpaulins are everywhere. These products of the digital world have made this city cleped as the “City of Tarpaulins.”

In sociolinguistics, publications such as billboards and tarpaulins are labeled ‘linguistic landscapes’, the term attributed to Landry and Bourhis (1997), accompanied by the following definition that is still used by many:

> ‘The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration’ (p. 25).

Landry and Bourhis’ work is primarily concerned with the presence (or not) of specific languages (language codes) as indices of ethnolinguistic vitality. The tarpaulins we see along the streets are not only manifestations of the digital world but rather a representation of the human psychology, philosophy, history and language. Hence, these material objects are best seen as representations of individual and cultural identity. The interpretation and evaluation of this representations are mainly influenced by ones cultural background which includes his belief, values, norms, religion and his own worldview. Culturally, a thing may mean significant to a particular culture but may also mean insignificant to others.

This paper analyzes five (5) tarpaulins posted along Marawi City. Aside from that of Landry and Bourhis’, this paper will also be guided by Ferdinand de Saussaure’s semiotic analysis, Pierce’s classification of signs in visual culture, Robert Barthe’s semiotic theory.

Participant-observation qualitative technique was used in the study. Random personal interviews to people living around the city were conducted to collect quality data.

This papers aims to unveil the cultural implications of the tarpaulins posted around Marawi City. This aims to uncover the Meranao Culture behind the city’s tag name “City of Tarpaulins.”

Theoretical Framework

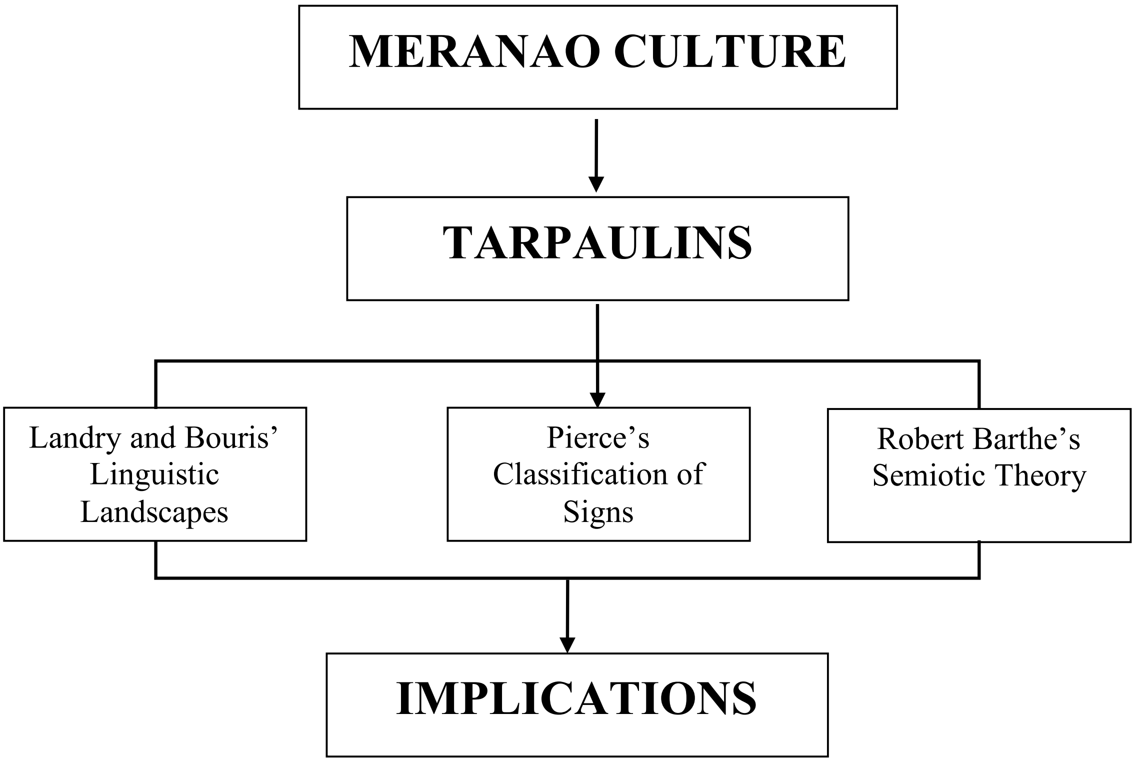

Figure 1. Schematic Presentation of the Conceptual Framework of the Study

Conceptual Framework

This study draw its concepts from Landry and Bouri's Linguistic Landscapes, Pierce's classification of Signs and Robert Barthe's Semiotic Theory. Through these concepts several implications on the status of the Meranao Culture were extracted from Tarpaulins used in this study.

Related Studies and Literature

Media and Cultural Transformations

A culture is a way of life of a group of people that includes their behaviors, beliefs, values, and symbol that are passed along by communication and imitation from one generation to the next. Culture can also be defined in various contexts. In the context of semiotics, culture can be viewed as the sum of rule-governed, shared, learned and learnable, transmittable, symbolic activity used by a group in any given place and time (faculty.georgetown.edu).

The coming of the digital age had educated the world with the variety of cultural characteristics and differences. It paved way to various media as outlets for cultural exchange and understanding. The tarpaulin as one of this media forms has been popularly used by people to communicate and express their identity.

Much as the advantages of media in the promotion of a culture, it also plays a vital role in the transformation of this culture recreating a more bold and newer culture altering the authentic form. Raymond Williams new approach to the study of media, culture, and society had also noted that the processes of globalization, commercialization, and mediatization have changed not only the media landscape but also the culture of everyday life and the cultures of creative and intellectual endeavor.

Notes on Semiotics

In Sociolinguistics, tarpaulins and billboards posted along the streets are called 'linguistic landscapes', a term attributed to Landry and Bourhis (1997), accompanied by the following definition:

> 'The language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings combines to form the linguistic landscape of a given territory, region, or urban agglomeration' (p. 25).

Landry and Bourhis' work emerged from the tradition of the Social Psychology of Language and was primarily concerned with the presence (or not) of specific languages (language codes) as indices of ethnolinguistic vitality (Adam Jaworski & David Machin, 2013).

In semiotics, the interpretations of linguistic landscapes and images such as those billboards and tarpaulins, takes its root in the study of semiology by the Swiss Scholar, Ferdinand de Saussure. A red flag along the street does not only stand as flag but could mean some other thing like a call for love or death depending on the interpreter's cultural and personal background. The Red flag (Ferdinand de Saussure's semiology) is a signifier (that which carries or produces meaning) and "a call for love" is the the signified (the meaning itself).

Taking into account the contributions of Landry and Bourhis' "linguistic landscape and that of Ferdinand de Saussure's semiology, the term "semiotic landscape" can be used to label the approach in the interpretation and analysis of the tarpaulins in this study. Tarpaulins are not only ordinary public images but meaningful public images that describes the cultural identity of the involved.

Moreover, Robert Barthes' semiotic theory also posits that semiotic communication is a process involving three separate messages contained within an "image." These messages include an image's text ("linguistic" messages), raw pictorial elements ("denoted" messages), and insinuations ("connoted" messages). Identifying these messages separately helps illuminate how divergent interpretations of the tarpaulins could be reached—an important step for this study. Barthes acknowledges the subjectivity of interpretation and the reality that "all images are polysemous; they imply, underlying their signifiers, a 'floating chain' of signifieds, the reader able to choose some and ignore others" (Barthes 38-39). It is the linguistic message's responsibility to manage this potential variance and to anchor and, in some cases, relay a specific message. In synchronic situations, text serves as "an anchorage of all the possible (denoted) meanings of the object" so that the audience might correctly associate ideas with the (potentially vague or misleading) corresponding picture.

Semiotics and Visual Culture

Brian Curtin, PhD in his paper "Semiotic and Visual Representations" explains that Peirce's classification of signs in terms of icon, index and symbol are useful, though these are not the only classifications he created. An icon, simply put, is a sign that is linked to a signifier through similarity in appearance. Examples here include portraits or abstract paintings where color is, for example, black; the painting is black, refers to the color black and can then be interpreted differently. A symbol links the signifier and the signified in a purely arbitrary or conventional way; unlike the icon or index, the link is not physical or logical.

Findings and Analysis

The study of the sign (be it a single word, idiom, image, geographic feature, tune, or entire billboard) holds a significant place in communication scholarship because it is, as Augustine explains, the means by which all "things are learnt" (Augustine I.2.4). To understand how a billboard might be interpreted (how it might "teach") one must study it as not signage but a "sign." As Kevelson explains, "All communication is a process of exchange of meaningful signs" . Moreover, these signs and sign systems, which all societies have developed, "are not static but . . .evolve continuously to correspond with and to represent changing social norms and the evolving, growing social consciousness of any given community" (Catherine Riley. Obscene or Clean?: A Semiotic Analysis of "Awful Billboard Blight).

The City of Marawi is the haven and the capital of of the Meranao people living around Lake Lanao. This city is also considered as the Islamic City of the Philippines, since, this is the only city in the country which is dominantly occupied by Muslims. Aside from their religion as facade of their identity, this city is also very rich in culture in fact, the longest world epic "Darangen" originated from the place.

This paper will analyze five tarpaulins which are believed to be a carrier in understanding the Meranao people of today's generation, their culture and the status of Islam as their religion.

The tarpaulins are posted publicly so the researcher considered this images as public property which entitles anyone to use it for research purposes.

Figure 2

Ranao, the lake, is a Royal State. The Meranao people are said to be governed by a Sultan (King) and a Bai a Labi (Queen) who are both descendants of their Royal ancestors. Meranao people who were given titles in the state are considered members of the royal blood. Thus, they are entitled to preside, call for gatherings and meetings, and negotiate state problems of its people and their socio-economic stability.

This tarpaulin, says a lot about the Meranao people. You can see a lot more tarpaulins of Sultans and Bais from the different parts of the lake hang around the city. It tells us the importance of lineage in gaining dignity and integrity. Is is observed that in this photo, the name "ABDULLAH" is highlighted in red as an emphasis that it is that side of their parents who has the royal blood. This may imply that the other names are not and therefore should be written in ordinary size and color. Thus, getting the best name is not how beautiful the meaning the name may be but how heavy the name is in terms of blood and royalty. The pride of becoming or being a member of a royal family thus, give importance to the social status of a Meranao.

In the pre-Islamic period as described in Meranao tales and stories, the Meranao wealth is symbolized by the golden ornaments used as house accessories, decorative elements, and body and clothing accessories. In fact, old people use to brace their teeth with gold. In the picture, the gigantic golden bangles of the two Bais (queens) are very obvious. It shows wealth and desire to golden accessories displaying their royalty. This tells us that our ancestors' love in gold is still alive in this generation where "colorful fashion accessories" are trending. In the tarpaulin, it is also transparent that the third Bai has very few golden bangles compared to the other two. According to the interviewed respondents,

> "Naba nda tatnto malai perak a isawn oto ka kawto a da makalotang sa isanoto kala a bolawan (The other Bai may not be as rich as the other one since she was not able to wear similar bangle).

The third bai gives us an image of either simplicity or a low economic status. This implies that accessories among Meranao ladies could be enough to classify somebody as rich or not. However, another interviewee said:

> "kapaki ilay ilayn pman a rekiranon anan. Di anan kaphakay sa Islam.(That is a manner of boasting. It is unIslamic").

This implies two things. 1) Islamic City is not really an Islamic one. The display of wealth shown in the public for the purpose of name and pride is un-islamic. 2) Meranao displays wealth in the images as a way of showing to people how above they are to others. Thus, being wealthy means being powerful.

Another interesting issue in this picture is the use of viel which symbolizes the Islamic Religion. This manifests that Marawi City is indeed a Islamic State seeing women in veil. But the question is, "does Islam allow women to display their wealth and beauty in public other than their Mahram?" The veil tells us that the persons in the pictures are Muslims. But the display of the women images in public is unIslamic. This implies that though people see Islam as the religion of the Meranaos, their cultural pride contradicts their religious beliefs, which means, Marawi which is considered an Islamic City is more culturally bound than religiously.

Lastly, we say Meranao people are best identified through its fashion (garments and accessories). In this picture, the Meranao fashion is not visible except for the other Bai who uses "Landap" (a hand-woven garment used as skirt in this picture) as part of her clothing. The other persons including the Male Sultan wears more Malaysian than Meranao. In the ancient years intermarriages existed during the years when trade is remarkably interesting to people and had become the outlet for the ASEAN countries to influence each other. This pictures tells as that certain influence where people get acculturated to others and dress, speak and act like them. Having no Meranao in their clothing tells us how Meranaos are influenced by other culture. Like other cultures where pop culture is very powerful, Meranao culture is also a shaken influenced by other culture.

Hence, the tarpaulins displayed around the city communicate a distorted culture and thus influence other people specially the young minds. The tarpaulins partly take a vital role in the cultural and religious misconceptions and negative impressions perceived by others towards the culture. It is necessary that communication through visual representations should be filtered accordingly to avoid biases.

Thus, not all that we perceive on the tarpaulins are reliable. Communication through this can be failure.

Figure 3.1

Figure 3.2

How significant is a name? A name is your identification tag. It is what makes you different from others. What we see in a name are not only letters of the alphabet but the entirety of oneself covered with his cultural background, family, attitudes, perceptions, views, physical, mental, and spiritual upbringing.

How sound is a name in the Meranao community? Legally, a person carries her first name, her middle name or the family name of his/her mother and her surname which is either the name of the father or the inherited family name of the father. In most western influenced places, your name has nothing to do with your father's or mother's achievements. Each individual is responsible in creating his/her name that can be fragrantly perceivable in his/her community. However, among Meranao communities, your name is your passport to easier living. If you have the surname of the powerful people in the community, you have the same power as this people. A name tells people the degree of wealth your family have, the royalty of your blood, your popularity and the degree of your power in the community. In the tarpaulins shown above, it is observable how each of the subjects had acquired longer names. Figure 3.1 has 9 other names aside from her first name, middle and last name. Figure 3.2 on the other hand has 16 more names in his name including his first name, middle and last name. These names must have been the longest in the world.

What do these tarpaulins of longest named people say? It tells us about the known Filipino values--close family ties. Each name in their names represents one big clan. The more names you have, the more clans you are with. The more powerful these clans the more powerful you are. The longest the name you have, the bigger family you have. The tarpaulins are a manifestation of how the two subjects are connected to their families and how important having all the names of your relatives in your name. In Meranao, they call it "Kambangsa". The best people are those from good "family" reputations, bigger, powerful and royal. Having other names within your name would also imply the degree of respect and honor you should get from others and the degree of fear they must face if they will harm you. One does not just exist alone. The more names one has the more persons they are.

Figure 4

The convergence theory was brought to light to refer to the integration of technologies with cultural forms. This theory rooted from the Canadian communication theorist, Marshall McLuhan who claimed that mass communication technologies, media content, and cultural evolution are interconnected spheres. McLuhan's approach to media analysis can be characterized as 'proto-semiotic', since it was based on two essentially semiotic notions, even though he never directly used the term semiotics (or even alluded to it) in his work:

1. The notion that mass communications technologies allow humans to extend themselves cognitively and socially; and
2. The notion that the dominant media used to communicate in a society in a specific historical epoch affect the content of the messages communicated (mediation).

The picture above shows a Grade 8 student who won 2nd runner up in a local academic competition. This tarpaulin is posted outside the subject's school.

With the tarpaulins of Ph.D Graduates, successful CPA's, Engineers, Lawyers, Medical doctors, Sultans and Bai a Labis, the winning in a local competetion as 2nd runner up is quite different in degree. This means that all achievements, whether it be big or small, local or national is still an achievement. And other people should know about it. As McLuhan puts it, mass communication such as tarpaulins allow people to share and reach others socially and cognitively. Apparently, this photo tells us how the school administration who congratulates their student through this image, tries to reach people's ear and calls their attention by an announcement of their achievement. This thus, reflects not only the student's greatness but all other people who are connected to this school. The school was able to use print media to reach the locals.This pride however, suggests the importance of education to the Meranao community.

Figure 5

While we have beautiful and handsome faces of successful lawyers and medical doctors on their tarpaulins around the city, some prefer not to put their faces on their tarpaulins. This implies three things: 1. They are physically shy to show off their faces to the public; or 2. The family are conservative enough not to allow a public display of their kin's physical appearance. This may mean, some families recognize the Islamic belief that women should be covered from public. Images of human beings should not be displayed or created or you will have to give life to these images in the hereafter; 3. It is the boosting of name and an announcement of one's particular achievement that matters most.

Conclusion and Implications

Language is an instrument for humans' communications. The honing and development of human talents, causing creativity, innovation, and novelty, exchanging and transferring their experiences, and on the whole, for formation of society is realized through communication in various forms.To effectively communicate with others, one must consider his culture and others' culture which include their way of life, perceptions, values, religion attitudes and world view.

Today, communication is made easy and accessible with the different outlets provided by media such as printed ads, television, newspapers, billboards, radio and the tarpaulins. We are taught by all this medium. They became our source of information, our source of knowledge and our way of sharing ourselves, knowing, and understanding other cultures.

The use of the tarpaulins as the subject of this study, has given the researcher a broader understanding of her culture, of the people around her, and the social status of her community as perceived through this media form. The researcher has extracted the following implications from the study:

1. Tarpaulins have become the best form of announcement among Meranaos. It has become the source of information on the current where-abouts of people. Also, the tarpaulins have become one of the best ways of Meranao society to show their support to their relatives and family members. It has become a trending and a way of exchanging helps between families or the what we call " katatabanga (helping each other)" as seen in the "complimentary names.

2. Out of the considered tarpaulins in this research study, the tarpaulins have been seen as the Meranao way of showing their pride. It has become another way of telling people about the families' achievements and power in the royal state. The tarpaulins have also become a manifestation of the Meranao value of "Kambangsa" where some people show to others their family background such as wealth, power, and number of members. However, this " kambangsa" in some extent become extreme that the gesture has become "kapaki-ilay ilayn" or boasting already.

3. As shown in the tarpaulin, simplicity which is encouraged in Islam is no longer visible and that their is no way to trace it in the extravagance and luxurious clothing, accessories and artistry seen in the images. Thus, it is an irony to see this fact despite the city being dubbed as the Islamic City of the Philippines.

4. Meranao people even before Islam are conservative. They used to have "Lamin" or rooms where ladies of royal blood stay so other people especially men will not have a glimpse of them physically. Before, Meranao royal blooded women are reserved and are not allowed to expose themselves to public. In Islam, this too is prohibited. It is haram for women to display themselves in public to avoid becoming the source of "fitna" among men. In the tarpaulins, it is very clear how women are displayed with all their garments, excessive make-up and accessories which are all contradictory to the teachings of Islam and the values passed on by their Meranao ancestors.

5. Honor and pride of families should be known by the public. This is the message behind big tarpaulins and multiple copies of it hang all over the city. Honor and pride is very important to the lives of the Meranaos.

6. The Meranao communities are trapped in dilemma. They are in weigh of their life's transition to whether fully abandon their cultural values which are contradictory to their religious beliefs and follow the teachings of the holy Qur'an. The tarpaulins in general show a weakness in *Yakin* or Islamic faith among Meranaos.

7. The Meranao root is a very strong culture. It got its strength from the very close family relationship of its people. They stand together as one just like the Sultan who stand firm and confident with the longest name his ancestors had passed on to him.

Recommendations

1. Support and enhance the K-12 Program of the Department of Education in the integration of the National culture to the curriculum. This will educate the young in the preservation of their culture to counterpart the powerful influence of modernity and the popular culture.

2. Cultural orientations and programs should be implemented throughout the country for local's awareness. This will help in the preservation of the National culture.

3. Other programs on the promotion of the Philippine culture should be done all throughout the country through arts and performances.

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3 ICLLCE 2015 5 Hanafi Dollah

Linguistic Complexity of Arabic Language: A Semantic Analysis of Antonymous Homonyms in The Holy Qur'ān

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ABSTRACT

Homonymy, is one of the two main sub-divisions of lexical ambiguity that represents the complex nature of form and context of the Qur'anic Arabic which presents a challenge in the translation process. Since Qur'anic discourse abounds with homonymic expressions whose meaning is derived from the context, the translators of the Qur'an should undertake a demanding task decoding the intended meanings. The present paper aims at clarifying some linguistic complexities in some verses of the Qur'ān which may pose difficulty to translators of the holy book most especially those who are not familiar with antonymous homonyms in Arabic language. The reason is that antonymous homonyms are special features of the Qurʾanic Arabic language. It may be viewed as one of the stylistic feature of the Qur'an. Therefore, classification of these linguistic complexity is offered and the samples of these classifications from the Holy Qur'ān are mentioned in relation to antonymous homonyms. Samples of translated Qur'an are compared in order to ascertain the qualities of translations and English translation strategies of the stated verses.

Keywords: Linguistic complexity, Ambiguity, Homonymy, Antonymous Homonym, The holy Qur'ān

Background

The first step toward the selection of appropriate equivalents of the source language (SL) text items in the process of translation is the 'decoding' stage (Karimi, 2006). Among the variety of problematic issues that a translator may face in fulfilling the stage of successful decoding are ambiguous lexical items which cover two or more pragmatic interpretations where only one has been intended. "Lexical ambiguity is not a homogeneous phenomenon, it is rather subdivided into two distinct types, namely homonymy and polysemy" (Rasekh, 2012). Homonymy, which is the focus of the present study, is thought to be one of the linguistic phenomena giving rise to misinterpretation of the source text. As far as Qur'anic discourse with its abundant homonymous expressions is concerned, the translator would undoubtedly face obstacles. One of these obstacles is observed in the translation of lexical items of antonymous homonyms.

Translating a text into another language may not be an easy task. Due to the differences and complexities of languages, a comprehensive knowledge of the two languages is difficult to be obtained on the part of the translator. One of the linguistic complexities that makes the translation a tough task is linguistic ambiguity. Ambiguity is an issue that makes problems for the translator. It can both be in the source text itself or it may occur in the translated text. Sometimes, a text is ambiguous. So, the translator cannot get the meaning across and consequently translates that text ambiguously. At times, source texts may not be ambiguous, but since the translator has got the point mistakenly, s/he produces an ambiguous translation. To produce unambiguous translations, the translators should consider the type of the text they are translating. Because of the existence of different types of texts, there may be different types of translations, each one enjoying its own characteristics; for instance, for literary or religious texts there are literary or religious translations. A literary or religious translator must be fully aware, of literary or religious genres and texts. So, each text should be translated according to its own specifications. Translating religious texts is very delicate and important, since such kinds of texts have to do with people's ideologies and beliefs. That is why the translator of such texts should try to produce as more appropriate translation as possible. As a religious text, the Holy Qur'ān enjoys a complicated text. Since the verses of the Holy Qur'ān are revealed in different situations, apart from translator's linguistic knowledge, s/he should be familiar with the context of situation in which a verse is revealed. As one of the important issues, ambiguity is frequently observed in the Holy Qur'ān. Hence, many of the produced translations of the ambiguous verses suffer some shortcomings. The reasons of such shortcomings are both linguistic differences and complexities of this Holy Book and sometimes the translator's lack of knowledge of context of situation.

Statement Of The Problem

The linguistic approach of the Qur'ān structure is so complex in form and content that Arabs categorize the structure of their language as Qur'ānic Arabic and non-Qur'ānic Arabic (Mustapha, 1998). Due to the significance of this scripture, the proper translation of the content is required. If the translations of the Holy Qur'ān are problematic, it would be difficult to understand the meanings. Therefore, the very aim of its revelation might be disrupted. Because of the linguistic and contextual differences and complexities of the Qur'ānic text, the translations of the Holy Qur'ān, in one way or the other, suffer from different types of deficiencies.

Although, it is very difficult to overcome all the translation problems, but at least, translators should be acquainted with some lexical complexity such as antonymous homonyms that this paper attempts to discuss. As evident, the Holy Qur'ān is revealed in the Arabic language, and there are many people all over the world who are not familiar with this language, so the proper translation of the Holy Qur'ān is obligatory. One of the most confusing Qur'ānic issues is the existence of ambiguous words or sentences. For the reader of this divine book to understand the meanings of the Holy Qur'ān and especially the meanings of ambiguous verses, the translator of the Holy Qur'ān has to determine the ambiguity and then disambiguate these meanings.

Methodologies

The study benefited from a variety of research works in the field of general linguistics and Arabic linguistics precisely. Works of Ibn Al-anbariy, a renowned Arab linguist, *kitab Al Ad-Daaad,* prominent work of Ibn Manzoor, *Lisaan al-Arab* were particularly of immense contribution to the background of this study. To establish the problems antonymous homonyms pose to translators of the Qur'an, several translations of the meanings of the Qur'an were consulted. Prominent amongst them were translations of the meaning of the Qur'an by Mamarduke Pickthall, Yusuf Ali, Muhammad Asad, and Malik. Other sources of information used for the current study include different exegesis of the Qur'an as well as internet sources and scholarly articles in reputable academic journals. Derivative methods was also used, where necessary, to determine the roots of the verbs used to ascertain their authenticity using Ibn Manzoor's *Lisaaan al-Arab.* Verses of the Qur'an were used as evidences to support the various instances of antonymous homonyms cited.

Findings

The findings of this study are as follows:

1- Scholars of Arabic linguistics have different opinions on the occurrence of antonymous homonyms in Arabic language in general and in the noble Qur’an in particular.
2- The existence of this linguistic complexity have posed a lot of challenges to translators of the meaning of the Qur'an especially to English due to the absence of such linguistic complexity in English language.
3- This study affirms the existence of antonymous homonyms in the noble Qur’an as a linguistic complexity of Arabic language and a special feature of the Qur'an.
4- The noble Qur’an is the source for the preservation of Arabic linguistics.
5- Many of the translated versions of the lexical complexities of the Qur'an suffer from one form of shortcoming or another especially antonymous homonyms.

Homonymy In Arabic Language

Definitions of homonymy. Homonymy in Arabic language is known either as المشترك اللفظي or المتجانس اللفظي or المتشابه اللفظي . Homonyms are also called الوجوه والنظائر in the holy Qur’an (Al-Dhamin 1990). In philology, scholars such as Al-Salih (1968), Al-Khuli (2001), and Mansur (2009), defined homonymy as a word or phrase that has one articulation (or form) and more than one meaning. For example, the word سن has one articulation whether it means age or tooth; and دقيق which means flour, precise, and thin. An instance of homonymy from the holy Qur’an is:

- "فلا رفث ولا فسوق ولا جدال في الحج" whereby the word رفث may mean to have sexual relationship or to say obscene words. Therefore various translations emerge in respect to this word as follows:
- "…while on pilgrimage, abstain from lewd speech, from all wicked conduct, and from quarrelling…" (2:197, Asad, 2002).
- "…abstain from husband-wife relationship, obscene language, and wrangling during Hajj…" (2:197, Malik, 1990).
- "…there is (to be) no lewdness nor abuse nor angry conversation on the pilgrimage…" (2:197, Pickthall, 2002).
- "…let there be no obscenity nor wickedness nor wrangling in the Hajj…" (2:197, Yusuf A, 2002).

Homonymy is a controversial subject among Arab linguists. In one hand, linguist, such as Ibn Dorstoya, denied the existence of this linguistic phenomenon as he claimed that only one of its meanings is real while the others are metaphorical. For instance, the word وجد has several meanings like to find, anger, to love, etc. They declared that “One may think this word has several meanings but actually all these meaning are related to one thing.” On the other hand, scholars, like Al Kheleel bin Ahmed, Sibawayh, Abu Zeid, and ibn Al Anbariy affirm to its existence in Arabic language to the extent that scholars like Ibn al Anbariy wrote a complete book –*Kitab Al Ad-Daad* on the subject matter.

Types of homonyms. Although, the subject matter of this paper is to discuss and clarify the existence of linguistic complexity in the Qur'ān with special reference to antonymous Homonym, but it is worthwhile to mention some kinds of Homonyms in Arabic language in general. The following types of Homonyms exist:

1. Homonymic words that have two meanings. For example, قدم (foot: part of body) or (unit of length). Another example is لسان (tongue: organ of body) and (language) (Al-Khuli, 2001).
2. Homonymic words that have multiple meanings. For instance words such as فصول (chapters; of a book), (seasons; of a year), (semesters; in school), (acts; of a play), etc. Another example is the word عين (eye; of a needle), (eye; of man), (fountainhead), (spy), etc. (Al Khuli 2001). The word صدى has the meanings (echo), (extreme thirst), (to preserve money), etc. (Ibn Jinni, 2008). Another word is بأس (dread), (bravery), (torture), (power), (battle) (Waffi, 1957; Atlas, 2007). A well-known example that has more than thirty meanings is the word حوب which may mean sin, sister, daughter, need, sadness, haughtiness, heart softness (Ahmed & Areej, 2010; Ya'koob, 1999).
3. Homonymic words that have a relation in meaning. For instance, in Arabic, the word يد may mean (Hand; part of body and power) and the word ذراع has the meanings (arm: part of the body and unit of measurement. This kind is actually known as polysemy in English (Ahmed & Areej, 2010; Al Khuli 2001; Umer 1982).
4. Homonymic words that have no relation in meaning. The word قرن may mean the horns of an animal or a hundred years. The word وجد which has no relation between its meanings that are to detest someone or to know. Another example is قال (to say from يقول) and (to fire somebody from يقيل) (Al Khuli 2001).
5. A unique kind of homonymy in which the pronunciation is the same while the writing is different, i.e., homophone, is found in Arabic. Examples of this type are يحيا (to live) يحيى (name of a person) another example is:

   رأيت الناس قد ذهبوا، إلى من عنده ذهبُ
   رأيت الناس قد مالوا، إلى من عنده مالُ

   Here ذهبوا means 'went' and ذهبُ is 'gold'; مالوا means 'incline' and مالُ means 'money' (Nasir Al-Deen, 2010).

6. Homonyms created because of shift in application or register
   Sometimes, the meaning of a particular word depends on the context or specialization area it is used. In Arabic, for instance, a word like عملية (operation) may mean surgical operation, action, practicability, agency, process, procedure, execution, or maneuver. The word جدار (wall) has different meanings such as wall, counter scrub, firewall, dike, pier (Ahmed & Areej, 2010; Umar, 1982; Waffi, 1957).

7- Homonyms that have identical present and past participle
   The present and past participle that have the rhythm (افتعل) in Arabic for words such as مُخْتار, مُعْتد, مُعْتاد, مُسْتن and the rhythm (انفعل) in words like مُنحّل are identical in enunciation and writing (Ahmed & Areej, 2010; ibn Jinni, 2008).

8- Homonyms that have the same singular and plural forms
   Examples of these homonyms are فُلْك and دلاص (as in درع دلاص and أدرع دلاص) (Ibn Jinni 2008)

Antonymous homonyms. It is important to differentiate between antonym and antonymous homonym. Antonym occurs between two lexical items with opposite meanings. Whereas, antonymous homonyms occurs with a lexical item with two opposite meanings. It is therefore, a kind of antonyms in Arabic language. For example يبيع (to sell) and يشتري (to buy); سهل (easy) and صعب (difficult), are antonyms. While antonymous homonym occurs with the same lexical item with two reverse meanings as mentioned above. (Al-Dhamin, 1990).
In this case, homonyms have two antonymous meanings. Thus, such words create great problems in communication in Arabic and by extension translation. Consider the following examples of antonymous homonyms in Arabic (Al Khuli 2001):

جون = black, white
صريم = day, night
بسل = forbidden, lawful
سليم = uninjured, stung
أبيض = white, black
بصير = blind, sighted
وراء = front, rear
حلق = fly, sink
وثب = jump, sit
طاعم = to feed, to be fed (Al-Salih 1968)

Antonymous Homonyms in the Qur'ān

We have defined antonymous homonym before as a lexical item with reverse meaning. Here are some verses of the Holy Qur'an that contain such lexical items as a form of illustration.

1- أسر conceal/ revealing

Among the words used as justification by Ibn al-Anbar, Abi Ubaidah, al-Asna'ani etc. from the noble Qur'an is the word "أسر" denotes two meanings i.e. "conceal" and "revealing"

It came in such verse as in the first meaning, "conceal":

(وَأَسَرُّوا النَّجْوَى الَّذِينَ ظَلَمُوا)

"…The wrongdoers conceal their private counsels (saying)…" (21: 3). It also means "reveal" in the verse:

(وَأَسَرُّوا النَّدَامَةَ لَمَّا رَأَوُا الْعَذَابَ...)

"…they would declare (reveal) (their) repentance (regret) when they see the Penalty" (10: 54).

The above verses show reverse meanings of the same word. Al-Manjid is, however, of the opinion that the word does not mean "revealing" in the second verse because some scholars are of opposing view of the usage of this word in such context. But celebrated Arab linguist such as Ibn Manzoor mentioned the word "أسر" in *Lisanul Arab* with two opposing meanings. He said; "أسر شيء" means to "conceal" or "reveal" it, and it is therefore, antonymous.

2- أردى = to destroy / to assist

Ibn al-Anbar regarded the word "أردى" as an antonymous word in the noble Qur'an wherein it was used as "destruction or to perish" and "assistant". The first meaning could be found in the verse

وَمَا يُغْنِي عَنْهُ مَالُهُ إِذَا تَرَدَّىٰ "His riches will not save him when he perishes" (92: 11).

While the second meaning could be found in the verse

وَأَخِي هَارُونُ هُوَ أَفْصَحُ مِنِّي لِسَانًا فَأَرْسِلْهُ مَعِيَ رِدْءًا يُصَدِّقُنِي "And my brother Harun- he is more eloquent in speech than I; so send him with me as a helper to confirm me…" (28: 34).

The word was used with its reverse meanings in the verses mentioned above, but scholars like al-Manjid opposed the assertion that the above mentioned words have different roots. Al-Manjid is of the opinion that ردءاً (to assist) is from أردأت while أردى (to destroy) is from أرديت. However, Ibn Al-anbariy came up with a proof to affirm that the words have the same root but could be recited in different ways. He gave an example where the word قرأ can be recited with the glottal "*hamza*" and قرا by way of tilting known as إمالة in Arabic language.

3- عسى (maybe/ certainly)

The word "عسى", in the Qur'ān connotes doubt and assurance. For example

(كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كُرْهٌ لَكُمْ ۖ وَعَسَىٰ أَنْ تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَكُمْ ۖ وَعَسَىٰ أَنْ تُحِبُّوا شَيْئًا وَهُوَ شَرٌّ لَكُمْ ۗ)

"Warfare is ordained for you, though it is hateful unto you; but it may happen that ye hate a thing which is good for you, and it may happen that ye love a thing which is bad for you..." (2: 216).

(فَعَسَى اللَّهُ أَنْ يَأْتِيَ بِالْفَتْحِ أَوْ أَمْرٍ مِنْ عِنْدِهِ) "…But soon when Allah gives you victory or a decision according to His will…" (5: 52).

The word represents an expression of doubt in the former while it connotes certainty in the later. It was the view of Ibn Manzoor (1990), that when the mention of "عسى" in the Qur'an is from Allah the Most High, it connotes "certainty" but for the creatures it signifies "doubt".

4- الظن (to suspect, not sure/ to be sure, certain)

The word "ظنّ" is antonymous. It could be used to express doubt and certainty at the same time. Ibn al-Anbar therefore, viewed it as indicating two opposing meanings. First, it denotes "doubt" and second it denotes "certainty". He supported the second meaning with the verse:

(وَأَنَّا ظَنَنَّا أَنْ لَنْ نُعْجِزَ اللَّهَ فِي الْأَرْضِ وَلَنْ نُعْجِزَهُ هَرَبًا)

"And we think that we cannot escape (the punishment of) Allah in the earth, nor can we escape Him by flight" (72: 12). Which means we knew it (ibn Al-Anbariy, N.D), although with some degree of doubt. Thus, al-Tawzi, in his narration from Ibn Muthanna supported the first meaning i.e. "doubt"

Whereas "certainty" is expressed with the same lexical item as follows:

(إِنِّي ظَنَنْتُ أَنِّي مُلَاقٍ حِسَابِيَهْ)

"Surely I did believe that I should have to meet my reckoning" (69: 20) (Pickthall, 2002). in the same way, the second meaning "Surely" came in another verse

(وَضَاقَتْ عَلَيْهِمْ أَنْفُسُهُمْ وَظَنُّوا أَنْ لَا مَلْجَأَ مِنَ اللَّهِ إِلَّا إِلَيْهِ)

"and their souls had become [utterly] constricted - they came to know with certainty that there is no refuge from God other than [a return] unto Him;" (9: 18) (Asad).

Ibn Sayyidah (458-398H) also pointed out another verse in which ظن connotes "certainty"

(الَّذِينَ يَظُنُّونَ أَنَّهُمْ مُلَاقُوا رَبِّهِمْ وَأَنَّهُمْ إِلَيْهِ رَاجِعُونَ)

"…those who know with certainty that they shall meet their Sustainer and that unto Him they shall return" that is, they know because doubt about the accountability before Allah is an act of disbelieve". (2: 46).

5- قسط (Justice or fairness/ oppression, injustice, disbelieve)

The word "قسط" is among the lexical items use antonymously in the holy Qur'ān. It was used to express "justice" in some places as well as "oppression or disbelieve" in some others.

The evidence for the later meaning can be found in verses like:

(وَأَمَّا الْقَاسِطُونَ فَكَانُوا لِجَهَنَّمَ حَطَبًا)

"And as for those who are unjust, (disbelievers who deviated from the right path) they are firewood for hell" (71: 15) (Pickthall, 2002) that is, those who transgress.

The second contradictory meaning of the word is found in verses such as:

(وَإِنْ حَكَمْتَ فَاحْكُمْ بَيْنَهُمْ بِالْقِسْطِ ۚ إِنَّ اللَّهَ يُحِبُّ الْمُقْسِطِينَ)

"…If thou judge, judge in equity between them; for Allah loveth those who judge in equity". (5: 42). Another verse in the same regard is:

(فَإِنْ فَاءَتْ فَأَصْلِحُوا بَيْنَهُمَا بِالْعَدْلِ وَأَقْسِطُوا ۖ إِنَّ اللَّهَ يُحِبُّ الْمُقْسِطِين)

"…Then, if they return, make peace between them with justice and be fair; for Allah loves those who are fair and just". (49: 9).

However, scholars such as Al-Manjid (1999) differs in his view about the meaning of this lexical item whether it refers to the root قسط or أقسط because of its connotation in the Qur'an "مقسطين" which was derived from "أقسط". But Ibn Manzoor (1990) pointed out that "المقسط" (The Just) is one the beautiful names of Allah i.e. "The Just". Thus, he stated in "*Lisan al-Arab*": "قسط" (just) is in the beautiful names of Allah. "المقسط" The Just; where it is said: A just (person); when he is fair, and doing justice. It also means when he is wrong/unfair". Thus, it appears like Al-Manjid is oblivion of the fact that an addition in the verb form or derivative is an addition to the original meaning and does not change anything in the meaning of the original the word. Therefore, "قسط" is an example of antonymous homonyms.

6- أفرط (omission or to neglect / commission, excessive or extravagant)

The word “أفرط” can be seen as antonymous according to the context in which it was used the Qur'ān. For instance:

(لَا جَرَمَ أَنَّ لَهُمُ النَّارَ وَأَنَّهُمْ مُفْرَطُون)
"Assuredly theirs will be the Fire, and they will be abandoned (neglected".(16: 42)
(مَا فَرَّطْنَا فِي الْكِتَابِ مِنْ شَيْءٍ)
"…We have neglected nothing in the Book (of Our decrees)…"(6: 38).

The opposing meaning of the same item can be seen in:

(وَلَا تُطِعْ مَنْ أَغْفَلْنَا قَلْبَهُ عَنْ ذِكْرِنَا وَاتَّبَعَ هَوَاهُ وَكَانَ أَمْرُهُ فُرُطًا)
"…nor obey the one whose heart We have permitted to neglect Our remembrance, who follows his own desires and goes to extremes in the conduct of his affairs"(18: 28). (Malik, 2002)

From the verses above, it could be deduced that the word فرط or أفرط was used antonymously to mean neglect or excesses.

7- اشترى (to buy/ to sell)

The word “اشترى” is a form of antonymous homonym which could be ambiguous in terms of translation, especially, of the holy Qur'an because it was used interchangeably. It means either "to buy or purchase" or "to sell"

For instance:

(أُولَٰئِكَ الَّذِينَ اشْتَرَوُا الضَّلَالَةَ بِالْهُدَىٰ فَمَا رَبِحَتْ تِجَارَتُهُمْ وَمَا كَانُوا مُهْتَدِينَ)
"These are they who purchase error at the price of guidance, so their commerce doth not prosper, neither are they guided". (2: 16).

On the other hand it means "to sell" in:

(ومِنَ النَّاسِ مَنْ يَشْرِي نَفْسَهُ ابْتِغَاءَ مَرْضَاتِ اللَّهِ ۗ وَاللَّهُ رَءُوفٌ بِالْعِبَادِ)

"And of mankind is he who would sell himself, seeking the pleasure of Allah; and Allah hath compassion on (His) bondmen" (2: 207). In addition, the same lexical item was used in the popular Qur'anic story of Prophet Yusuf when he was sold by his siblings:

(وَشَرَوْهُ بِثَمَنٍ بَخْسٍ دَرَاهِمَ مَعْدُودَةٍ وَكَانُوا فِيهِ مِنَ الزَّاهِدِينَ)

“The (Brethren) sold him for a miserable price for a few dirhams counted out: in such low estimation did they hold him” (12: 20).

Scholars of Qur'anic exegesis are of the view that both شرى and اشترى are from the same root, although different in their derived forms. Hence, it is antonymously used in the expression of the Qur'an to mean "buy" or "sell" especially when it is used with the conjunction "بـ" as above.

8- راغ (to turn upon/ turn away)

The term "راغ" was also used interchangeably and antonumously in the Qur'anic expression to mean either "to turn to" or "to turn away from".

(فَرَاغَ عَلَيْهِمْ ضَرْبًا بِالْيَمِينِ)

"Then did he turn upon them striking (them) with the right hand" (37: 93) here it means he approached them.

Meanwhile;

(فَرَاغَ إِلَىٰ أَهْلِهِ فَجَاءَ بِعِجْلٍ سَمِينٍ)

"He went quietly to his family, brought a roasted calf" it means he turned away and returned to his family.

Conclusion

In conclusion, there are many linguistic complexity cases in the holy Qur'an which could be difficult for people who are not familiar with traditional Arabic linguistics or the Qur'anic Arabic language. One of such cases has been the bane of discussion of this paper with regard to their various interpretations and translations. This complexity could be resolved by handling the complete text or verse as a single macro unit in which an ambiguous or complex lexical item may be viewed as stylistic feature of the Qur'an occurring in parallel structures that constitute a form of paradigmatic patterning fulfilling not only semantico-pragmatic functions but also discoursal, aesthetic, rhetorical, and stylistic functions that interact to give the text its unique texture and identity. The knowledge of antonymous homonyms can provide helpful clues in disambiguating such cases.

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3 ICLLCE 2015 9 Rohaida Maunting-Derogongan

Correlates of the Teaching Performance of Public Elementary School Teachers in Lumbatan Lanao del Sur

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Abstract

The methodology used in this study was descriptive-survey to determine the extent of effects of the correlates of teaching performance of public elementary school teachers in Lumbatan, Lanao del Sur. The total number of teachers in the five public elementary schools in Lumbatan, Lanao del Sur at the time of this study was 56. All or 100 per cent of that number were involved in this study. Twenty teachers represented the Central Elementary; eleven from the Makadar elementary School; twelve from the Dilausan Elementary School; six from the Bita Elementary School; and sevenfrom the Lalapung Elementary School.b.The overall mean rating of 3.73 indicated that teaching performance was much affected by the teacher factor; 4.53 by the pupil factor; 4.40 by the administrator factor; and 4.52 by the work-environment factor. The pupil factor (WM 4.530) has the most effect on teaching performance; The use of the One-way Analysis of Variance or ANOVA revealed that the F ratio of 1.338 had probability of 0.29711 which was higher than the standard significance level of 0.05. Hence, there was no significant difference in group perceptions on the effects of the correlates on the performance of teachers. The null hypothesis was thus accepted. The computed x^2 of .4046 showed that no significant relationship existed between the teachers' sex and teaching performance. The null hypothesis was thus accepted. However, there was significant relationship between teachers' length of service and teaching performance as indicated by the computed x2 of 7.54 which was higher than the .05 level of significance. The null hypothesis was rejected. The Correlation Matrix revealed a correlation coefficient of -.74159 which showed a significant relationship between the extent of provision made for teachers' needs and teaching performance. The null hypothesis was thus rejected.

Introduction

The Philippines, today, undertakes various development programs to help improve the quality of life of the people. Education is a vital force in achieving that goal, and the teacher plays a very important role in the pursuit of this.

Research findings on Muslim education had identified problems that affect the quality of educational services to the young. Among these were the high dropout rate, poor transportation facilities, inadequate school facilities and other resources, the peace and order situation and ineffective teaching. As a Muslim Filipino from Lanao, the researcher thought it relevant to undertake a research on Maranao education. Also a Maranao, the researcher was deeply concerned with the education of her people, and was motivated by the desire to help them improve the quality of life in their communities. The researcher thus conducted this study to find out to what extent certain correlates affected the teaching performance of the public elementary school teachers in Lumbatan, Lanao del Sur, in order to propose appropriate measures to enhance their professional qualities and competencies.

Statement of the Problem

This is to study on the analysis of correlates of the teaching performance of public elementary school teachers in Lumbatan, Lanao del sur. To achieve the purpose of the study, solutions to the following problems were sought by the researcher:

a. What is the demographic profile of the respondent teachers in relation to the following variables: Sex; Civil status; Age; Educational qualification; Civil service eligibility; and Length of teaching experience?
b. To what extent is the performance of the teachers affected by the following correlates: Teacher factor; Pupil factor; Administrator factor; and Work environment factor;
c. Is there any significant difference in group perceptions on the extent to which the correlates affects the performance of the subjects?
d. d.Is there any significant relationship between teachers' demographic profile and performance?
e. What problems do the teachers meet in their work? How do they rank in terms of effect on teaching performance?
f. To what extent are teachers' personal and professional needs being provided for?
g. Is there any significant relationship between teachers' needs and performance?

Conceptual Framework

The Philippines, today, undertakes various development programs to help improve the quality of life of the people. Education is a vital force in achieving that goal, and the teacher plays a very important role in the pursuit of this. This research was thus conceptually based on the behalf that the best efforts to achieve any educational goal fails, without the service of efficient, effective and dedicated teachers.

Research Paradigm

As the paradigm illustrates, performance of teachers in the elementary grades largely contributes to the quality of institution made available in that school level.

Quality of Instruction

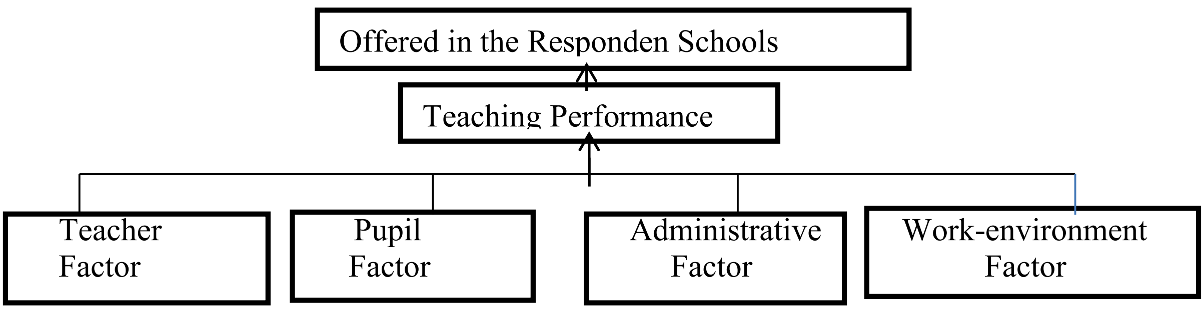

Fig.1-Schematic Presentation of the Conceptual Framework of the Study

Assumptions

Considering the foregoing conceptual framework, this study was based on the following assumptions:

The public elementary school teachers of Lanao del Sur are competent, but there are internal and external factors that affect their performance which must be identified. Factors affecting performance are observable and measurable.

Hypotheses

The following null hypotheses were tested to solve the problems in depth:

a. There is no significant difference in group perceptions on the effects of the correlates on teaching performance.
b. There is no significant relationship between teachers' demographic profile and performance.
c. There is no significant relationship between teachers' needs and performance.

Significance of the Study

The researcher expected the following benefits which could be derived by different sectors from her paper.

1. This study could motivate teachers in Lanao del Sur to make a self-study of their teaching performance in order to identify and develop aspects needing improvement.
2. Correlates in the study could serve as eye-openers for administrators in the solution of problems that affect the performance of their teachers.
3. Results of this study could inform education officials in region XII, particularly Lanao del Sur, of the status of Muslim education in that place.
4. This study could likewise give direction to efforts intended to make education in Muslim Mindanao functional and relevant to the felt needs and problems of the people and the place.

Scope and Delimitations

The study was delimited to an investigation of the correlates of teaching performance in the public elementary schools in Lumbatan, Lanao del Sur. It involved the schools located in the barangays of Pobalacion, Makadar, Dilausan, Bita and Lalapung in Lumbatan, Lanao del Sur. The study also looked into the problems that are related to the correlates affected the performance of the teacher respondents.

Definition of Terms

The following terms are contextually defined as used in the study:

Analysis. This meant determining the relationship between the four correlates of teaching performance and the actual performance of teachers.

Administrative factor. The term was applied to policies and practices of administrators to improve teaching performance.

Correlates. These referred to factors within the teacher himself, the pupils, the administrators, and the work environment that affect teaching performance.

Elementary School Factors. These referred to teachers who were teaching in the public elementary schools of Lumbatan, Lanao del Sur.

Work Environment Factor. This referred to a school climate conducive to good teaching performance.

Filipino Muslims. These referred specifically to the Maranaos of Lanao del Sur in Mindanao.

Needs. These consisted of physiological, social psychological needs of teachers necessary for personal and professional growth.

Problems. These term applied to those conditions or situations which hindered the fulfillment of teachers' needs and affected teaching efficiency and effectiveness.

Public Sschools. These are schools subsidized and operated by the government such as the participant schools in this study.

Pupil Factor. The term applied to pupils' attitudes, aptitudes and capabilities that affected to efficient teaching and effective learning.

Teacher factor. This referred to teachers' attitudes, skills and competencies for efficient and effective teaching.

Teaching performance. This was construed as the totality of the instructional management and social skills of teachers which are assessed by principals using the PAST, the DECS' assessment tool, for evaluating teaching competence. This also meant actual performance in teaching.

Review of Related Literature and Studies

Related Literature

Teaching in this country, although said to be the "noblest" profession, according to Edgardo Angara has not actually achieved the status of a profession. There had been many drawbacks to its professionalism in the past which still persist today. The low salary offered to teachers fails to attract the best available ones in the country. Lack of funds makes it impossible to employ highly qualified and competent teachers, particularly in the elementary grades. In this country one has to qualify in the particular examination to the considered to be a member of the medical, engineering, nursing and other professions. At the time of this study, a bill was waiting in Congress to be made into a law that could give teaching the status of a profession (1994).

An analysis of the complaint of many teachers about unwieldy enrolment, Napoleon Rama said that many of those pupils could hardly read and write (1989).

Relationship between teacher profile and performance is significant. Michael Carell's work reveals that as teachers stay longer in the service, they generally tend to perform their work well due to increased knowledge and skill in the teaching-learning process. Relatively new teachers, on the other hand, tend to have high expectations of promotions and benefits, which lessens their commitment, thus failing to perform their level best.(1994**)**.

Brophy and Good wrote that many pupils' attributes have been found to influence teachers' perceptions of the former and their pattern of interaction with in the classroom. Pupil factors that tend to affect teaching are socio-economic background, ethnicity, interest and learning abilities (1981).

Harvey Clarizro cites that competence is an important concern both of the public and today's practicing teachers. The author added that the best way to ensure excellence in teaching is for the teacher to have the knowledge and skills needed to excel. For their part, teachers already in the service should be evaluated periodicaly and given opportunities to develop and improve their skills (1987).

William Greenfield pointed out that administrators should listen to the concerns of teachers whose frustrations include everything, from poor school climate to inadequate instructional resources and problem srudents. Given a variety of school settings the potential list of teachers' dissatisfactions and frustrations could be quite extensive 1987).

Josefina Navarro averred that besides low compensation, inadequate fringe benefits, slim chances for promotion, and too many tasks unrelated to teaching required of public school teachers for which they are poorly or not compensated at all, are reasons for the seeming indifference of teachers to their work. (1985)

Related Studies

In his research on teacher's job satisfaction, Anilla Adolfo Calamba revealed that this was affected, to a great extent, be management practices, working conditions, communication and motivation (1983).

Adelaida Sobremesena's study revealed various reasons and causes of difficulties relating to pupils met by teachers such as inattentiveness, absenteeism, restlessness, inadequate experiential background, non-supportiveness, tardiness, poor health and physical defects (1983).

Elda Tanamal's study yielded data showing that the quality of the teachers' performance was related to their educational preparation, years of teaching experience, and failure to keep pace with current trends and practices in teaching (1984).

Espiritu's study showed that 1) there was inadequate supply of textbooks, 2) pupils could hardly read and write in English and did not have books, 3) teachers should give more drills to improve the use of English and 40 teachers should participate in in-service education programs in English.

Unda conducted an interview of school administrators on Muslim education in Lanao del Sur and Marawi City. Interview results revealed that the small enrolment of public elementary schools in Muslim provinces was deplorable because of the high dropout rate due to the peace and order situation. Another result of the interview was inadequacy of school facilities. For the total population of 300,000 elementary pupils. (MEC profile, 1980), there were only 25 permanent buildings, 53 semi-permanent, temporary buildings which were not ideally fit for classroom purposes. Some buildings had no walls separating one class from another. Other had leaking roofs which made instructions impossible during rainy days. There is a dearth of qualified and competent teachers among Muslim Filipinos. Due to the peace and order situation in Lanao del sur, only a few would accept assignment as school teacher in a place strange to him/her. Often times, only a native of the place or somebody familiar with the people of the community would accept the offer. Hence, the range of choice for good teachers was limited (1981).

Jean P. Adam's study on superintendents and effective schools revealed that pervasive inconsistency and lack of internal coherence emerged as superintendents' response to closely aligned issues of superintendents' practices, policies and beliefs as denied by the seven correlates of school effectiveness. Findings of the study indicated that the political nature of superintendence, which required responding to conflicting constituents, precludes and obviates consistent superintendents' expression and practices, policies or beliefs. Which to a certain extent, affect teaching performance (1987).

Research Design and Methodology

Research Design

The methodology used in this study was descriptive-survey to determine the extent of effects of the correlates of teaching performance of public elementary school teachers in Lumbatan, Lanao del Sur.

Study Sampling

The total number of teachers in the five public elementary schools in Lumbatan, Lanao del Sur at the time of this study was 56. All or 100 per cent of that number were involved in this study. Twenty teachers represented the Central Elementary; eleven from the Makadar elementary School; twelve from the Dilausan Elementary School; six from the Bita Elementary School; and sevenfrom the Lalapung Elementary School.

Research Instruments

1. A questionnaire was constructed by the researcher. It was structured with indicators that could draw put the needed information from the respondents.
2. Respondents were also interviewed for information to supplement or verify information yielded by the questionnaire. Unstructured interview question were used for this purpose, the content of which was related to the content of the questionnaire.
3. The observation technique was likewise used for firsthand information on the overt behavior of the respondents and prevailing work atmosphere in the participant schools. An observation guide was used for that purpose.

Data Gathering Techniques

The researcher administered the questionnaire and interviewed the respondents and observed teachers at work in the classrooms.

Statistical Treatment of Data

Responses in the questionnaire were categorized, tallied and tabulated accordingly for statistical treatment. The following statistical tools were used: Percentage, Ranking, Weighted Mean, The Chi-square and Pearson's Product Moment coefficient of Correlation.

Presentation of Data

Table 1

Percentage Distribution of Teacher Respondents According to Demographic Profile

Profile Factors		f	%
Sex	Male	11	19.64
	Female	45	80.36
Civil status	Single	2	3.57
	Married	54	96.43
Age	21-30 years	14	25.00
	31-40 years	30	53.57
	41-50 years	12	21.43
Length of Teaching Experience	1-5 years	3	5.36
	6-10 years	11	19.64
	11-15 years	9	16.07
	16 1nd above	33	58.93

Table 1 shows that among the 56 respondents, 45 were female;54 were married;30 were in 31-40 age group; all are BSEED graduates; and 30 of the respondents' length of teaching experience clustered around 16-10 years.

Table 2
Teachers' Average Performance Rating for the Last Three Years

Ratings	1991-92	1992-93	1993-94
Very Satisfactory	15	16	16
Satisfactory	41	40	40
Weighted Mean	2.73(S)	2.71(S)	2.71(S)

The average weighted mean of respondents' performance rating for the last 3 years were 2.73, 2.71 and 2.71 or Satisfactory.

Table 3
Perceived Effect of the Teacher Factor on Teaching Performance

Teacher Factors	5	4	3	2	1	WM	VI
Educational Attainment	38	9	7	2	0	4.48	ME
Attitude towards work	46	9	1	0	0	4.48	VME
Experience and Training	39	11	3	3	0	4.54	VME
Compliance with required reports and other paper work	0	2	39	15	0	2.77	MO
Activities that are not related To teaching	0	0	14	30	10	2.07	VLE

The average weighted mean of 3.73 indicated that the teacher correlate had "much" effect on teaching performance, on the whole.

LEGEND: VME –Very Much Effect
ME - Much Effect
MO - Moderate Effect
LE - Little Effect
VLE - Very Little Effect

Table 4
Perceived Effect of the Pupil Factor on Teaching Performance

Pupil Factor	5	4	3	2	1	VM	VI
Learning ability level	40	11	4	1	0	4.61	VME
Motivation and interest in learning	47	7	2	0	0	4.80	VME
Experiential background	36	14	6	0	0	4.53	VME
Reading ability	20	33	3	0	0	4.30	ME
Heterogenous grouping	33	13	10	0	0	4.41	ME

The average weighted mean of 4.53 indicates that, on the whole, the pupil correlates affects teaching performance to a "very much" extent.

Table 5
Perceived Effect of the Administrator Factor on Teaching Performance

Administrator Factor	5	4	3	2	1	WM	VI
Guidance given to teachers to improve teaching performance	4	13	28	1	0	3.30	ME

Provision of textbooks, guides and other teaching materials	50	5	1	0	0	4.88	VME
Provision for in-service education	49	6	1	0	0	4.86	VME
Incentives offered for good teaching performance	47	8	1	0	0	4.82	VME
Observation of teachers' work in the classroom	15	34	7	0	0	4.14	ME

The average weighted mean of 4.40 indicates that, on the whole, the administrator had "much" effect on teaching performance.

Table 6

Perceived Effect of the Work-environment Factor on Teaching Performance

Work environment factors	5	4	3	2	1	WM	VI
Physical condition of school plant and facilities	38	12	6	0	0	4.57	VME
Administrator-teacher relationship	43	10	3	0	0	4.71	VME
Interpersonal relationship among the teachers themselves	13	26	13	4	0	3.86	ME
Parent-teacher relationship	44	8	4	0	0	4.71	VME
Peace and order situation in the community	45	8	3	0	0	4.75	VME

The average mean of 4.52 shows that, on the whole, the work environment factor affected teachers' performance to a "very much" extent.

Table 7

Rank Order of the Correlates of Teaching Performance

Correlates	WM	R
Pupil factor	4.530	1
Work environment	4.520	2
Administrator factor	4.400	3
Teacher factor	3.732	4

Table 7 presents that among the correlates, the pupil factor (WM 4.530) has the most effect on teaching performance.

Table 8

Results of the One-Way Analysis of Variance (ANOVA) of the Effects of the Correlates on Teaching Performance

Factors	Teacher	Pupil	Administrator	Work environment	
	4.48	4.61	3.30	4.57	
	4.80	4.80	4.88	4.71	
	4.54	4.53	4.86	3.86	
	2.77	4.30	4.82	4.71	
	2.07	4.41	4.14	4.74	
Sum	18.66	22.65	22.00	22.60	=85.91
M'S	3.732	4.530	4.400	4.520	=4.296
Source	SUM OF	D.F	MEWAN	F. RATIO	PROB.

	SQUARE		SQUARE		
Between	2.169	3	.723	1.338	.2971>.05
Within	8.646	16	.540		
Total	10.816	19			

There was no significant difference in group perceptions on the effects of the correlates on the performance of teachers. The use of One-Way Analysis of Variance or ANOVA revealed that F ratio of 1.338 had a probability of 0.2971 which was higher than the standard significance level of 0.05. The null hypothesis was thus accepted.

Table 9

Chi-Square Results on Relationship Between Teachers' Sex and Teaching Performance

Rating performance	Sex		
	male	female	Total
Very Satisfactory	4	12	16
Satisfactory	7	33	40
	11	45	56

Critical x^2 = (= .05, 1 df) = 3.841

The computed x^2 of ..4046 which is lower than the .05 level of significance indicates no significant relationship between teachers' profile factor of sex and teaching performance. Hence, The null hypothesis was accepted.

Table 10

Chi-Square Results on Relationship Between Teachers' Civil Status and Teaching performance

Rating performance	Civil status		
	single	married	Total
Very satisfactory	1	15	16
Satisfactory	1	39	40
total	2	54	56

Critical x2 – (=.05, 1 df) = 3.841

The computed x2 of .46376 which is lower than the .05 level of significance indicates no significant relationship between teachers' profile factor of sex and teaching performance. Thus, the null hypothesis was accepted.

Table 11

Chi-Square Results On Relationship Between Teachers' Age And Teaching Performance

Rating performance	Age group		Total
	Below 30	Above 30	
Very satisfactory	6	10	16
Satisfactory	8	32	40
Total	14	42	56

Critical X^2 = (= .05, 1 df) = 3.841

The computed x2 of 1.854944 which is lower than the .05 level of significance indicates no significant relationship between teachers' profile factor of sex and teaching performance. The null hypothesis was thus accepted.

Table 13

Chi-square Results on Relationship Between Teachers' Length of Service and Teaching Performance

Rating performance	Length of service		Total
	Below 15	Above 15	
Very satisfactory	2	14	16
Satisfactory	21	19	40
Total	23	33	56

Critical x^2 = (= .05, 1 df) = 3.841

There was significant relationship between teachers' length of service and teaching performance as indicated by the computed x^2 of 7.54 which is higher than the .05 level of significance. Hence, the null hypothesis was rejected.

Table 14

Teachers' Instructional and Other problems and Their Effects on Teaching Performance

Teachers' problems	WM	R
Guidance given to teacher to improve teaching performance	6.38	6.5
Special qualifications of teachers' are recognized	4.30	4.0
Inadequate fringe benefits for teachers	5.39	5.0
Salary scheme does not go with the current cost of living	2.95	2.0
Few seminars and other in-service education activities are offered	3.95	3.0
Lack of observation of teachers' work in the classroom	6.38	6.5
Reference books and other instructional materials are lacking	8.29	9.0
Curriculum is not suitable to the needs and demands of the community	6.84	8.0
Pupils are deficient in reading and language skills	8.34	10.0
Poor peace and order situation in the community	1.70	1.0

The respondents identified "poor peace and order situation in the community" (WM 1.70) as the most serious problem that affect their teaching performance.

Table 15

Perceived Extent of Provision for Teachers' Personal and Professional Needs

Teachers' Needs	VM	VI
Faculty development program to improve teaching Techniques and skills	2.50	PLE
Adequate fringe benefits	1.62	PLE
Due recognition of teachers' special qualifications	1.34	PVE
Adequate supply of reference books and other instructional materials	1.88	PLE
Observation of teachers work in the classroom	3.73	MP
Guidance given to teachers to improve teaching performance	1.84	PLE
work environment that encourages teachers to perform their level best	1.43	PVE
A salary scheme that goes with the current cost of living	1.34	PVE

Teacher's professional needs and personal needs was hardly being provided for.

LEGEND: VMP =Very much provided for
MP = Much provided for
PME = Provided for to a moderate extent
PLE = Provided for to a little extent
PVE = Provided for to a very little extent

Table 16
Correlation between Provision for Teachers' Needs and Teaching Performance

	1	2
1	1.00000	
2	-.74159	1.00000
CRITICAL VALUE 9 1-Tail, .05) = +Or -.22222		

The Correlation Matrix revealed a correlation coefficient of -.74159 which showed a significant relationship between the extent of provision made for teachers' needs and teaching performance. The null hypothesis was thus rejected.

Conclusions and Recommendations

Conclusions

a. There was lack of trained school teachers because competent, eligible teachers were not available due to the peace and order situation in Mindanao, as a whole.
b. There was no apparent improvement in teaching performance during the last three consecutive years at the time of the study.
c. Teaching performance was "very much" affected by the "pupil" and "work-environment" factors, and "much" affected by the "administrator" and "teacher" factors.
d. Provision for teacher's professional needs such as guidance, follow-up of their work, and inservice education was inadequate.
e. Provision for teachers' personal needs such as adequate compensation and benefits and incentives for self-esteem, initiative and good performance was inadequate.
f. Among teachers' demographic factors, only length of teaching experience was significantly related to teaching performance.

Recommendations

a. Provision for a continuing in-service education program to improve teacher's performance, attitudes toward work and commitment to efficient and effective teaching.
b. Provision for incentives such as increased salaries, awards, holding of a recognition day, and above all, promotion in position, if vacancies are available.
c. Maximum use of all available sources of support such as the local government, the PTA and non-government agencies for donations in order to provide enough books and other instructional materials for teacher and pupil use.
d. Follow-up teaching performance through diligent classroom observation and post-observation conference for teacher guidance.

e. Appeal to authorities concerned to bring back the military camp to the community to restore peace and order.
f. Periodic professional instructional and other problems and to find situations to those problems.
g. Seek solutions to problems of inadequacy of instructional aids by using local available materials.

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3 ICLLCE 2015 11 Alaminah R. Abdussalam

INTEGRATION OF MULTIMEDIA TO WRITING CLASSES: ITS EFFECT TO WRITING QUALITIES

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ABSTRACT

This study utilized a quasi-experimental research paradigm particularly the Pretest-Posttest Design where the groups of participants were measured on the dependent variable both before and after the manipulation of the independent variable. The respondents of this study were two sections of English 2 (Writing in the Discipline) classes where the sections were referred as the Picture Group and Video Group respectively. Both groups were exposed to multimedia interventions, namely: Hamlet, Scarlet Letter, Romeo and Juliet and Huckleberry Finn. The data gathered through classroom activities were tabulated, analyzed and interpreted using standard deviation, mean ratings and T-test. The findings of the study revealed that: (a) the writing quality of the students has a significant improvement from the picture group after exposing the respondents to multimedia activities; (b) respondents from the video group improved their writing quality after exposing them to multimedia interventions; (c) video as an intervention has more significant improvement than pictures, however both bettered the writing quality of the students; (d) multimedia learning improves the writing skills of the students. On the basis of the research findings, it is recommended that teachers should adopt and integrate advanced pedagogical techniques like multimedia assisted learning in their teaching.

Keywords: Multimedia, Writing Quality, Content, Organization, Grammar, Diction, Mechanics

Introduction

For hundred years of teaching learners with textbooks, verbal messages, printed images, printed lectures, etc. educators will agree that achieving learning of the students is indeed a laborious task. Mayer (2001) posited that although the said learning strategy offers a powerful tool, a lot of studies explore ways of going beyond it; one is the multiple media assisted learning. Several researchers (Burns 1979; Burn and Culp 1980; Woodruff and Bereiter 1981) advanced and explored computer programs to motivate the activation of ideas that students use in writing. Recent advances in graphics technology have generated to new efforts of understanding the potential of multimedia learning as a way of advancing human understanding which also support the prevailing hypothesis that people learn better from words and pictures rather than words alone (Mayer 2001).

Over the past years, a number of studies have shown benefits from the use of technology in education. The role of technology in education is vital, and the question is no longer if technology enhances learning, but rather how do we improve our use of technology to enhance learning? In many cases, like that of the researcher's observation, performances of the learners in the different macro skills seemed to be dropping as time goes by.

Students were not as active and interested in today's educational system which may be is the cause of new technological advances which may distract the learners' attention. Hence, the researcher had decided to explore different and timely medium of instruction from which learners will not only learn but they will also be given the avenue to express their thoughts and gather their ideas with the use of technological devices, through multimedia activities.

One of the dilemmas of educators in the Philippines is the undeniable fact that a lot of students nowadays are exposed to the technological tools, yet educators do not have proper knowledge or training in using such tools in teaching. This study aims to show the significance of accepting recent pedagogical strategies in teaching, which includes the use of multimedia and other technological tools. Some related studies in the Philippines are that of Estroga's (2011) "Web Blog and Email Dialog: Effects on Writing Quality and Technical Literacy", which showed that students are literate in terms of technology. Positive difference scores in developing skill of students' writing quality particularly in organization, diction, content and mechanics was one of the findings of the study. In quite similar study of Sarip (2013) entitled "Web 2.0 Tools: Effects in the Writing Quality", it keyed out that technological tools have minimal effect in the writing quality of the student-participants

Multimedia technology is probably one of the most exciting innovations in the information age. The incorporation of multiple media in learning has become a feasible and affordable option due to the rapid expansiveness of technology and its undeniably many uses. Multimedia has the potential to create high quality learning environments, with the capability of creating a more realistic learning context through its different media. It also helps allowing a learner to take better control of the classroom especially when the class size is large (Norhayati & Siew, 2004).

Primarily, researchers have opened up many ways to unravel many learning experiences of both the educators and the learners through the advances in digital technology during the past fifty years. On the other side, at the University of Colorado, the quality of student writing had declined so rapidly in 1975, to the point that faculty from all departments and school were complaining. The students who were aware of their inadequacies were even unwilling to help themselves (Guralnick & Levitt, 1977). Because people have witnessed the benefit of having such gadgets in our lives, researchers and people in the academe have seen it as a good avenue to unriddle the never ending issues in the nation's education system, as well.

In this investigation, the primary concern of the researcher was to find out how multimedia, specifically the use of videos and pictures, affects the learning of the students in writing classes. The goal of this study was to examine the effects of incorporating multimedia learning in enhancing the writing skills of randomly chosen students. In like manner, it is as well a big advantage on the researcher's part, as an educator, to know and understand whether multiple media helped in improving the writing skills of the learners.

Main text, tables and figures

The framework of this study is premised on certain theories of **Cognitive Theory of Multimedia Learning** (Mayer, 2001), **Multiple Media Assisted Learning** (Hubbard &

Levy, 2006), **Computer Assisted Language Learning** (Levy 1997); and other related theories that could help establish the assumption of this research study.
According to the Cognitive Theory of Multimedia Learning (CTML), proponent of such theory is Mayer (2001), the visual information processing channel may become overloaded when students must process on-screen graphics and on-screen text at the same time. However, when words are presented as narration, words can be processed in the verbal channel, thereby reducing the cognitive load in the visual channel. By reducing the cognitive load in the visual channel of the students which can be experienced in a multimedia class setting, the burden on the part of the students to generate too much information one at a time us reduced too.

Another theory that helped the researcher in analyzing the data gathered is the Multimedia Assisted Learning. It is filled with areas that are unknown and in need of exploration. It began in the 1960s with mainframe-based drill and practice materials (Hubbard & Levy, 2006). Multimedia learning as defined in Cambridge Handbook of Multimedia Learning (2005), the world's first handbook devoted to comprehensive coverage of research and theory in the field of multimedia learning, is the process of learning from words (e.g. spoken and printed text) and pictures (e.g illustrations, photos, maps, graphs, animation, or video).

Moreover, Robert Ayres in his article "Learner Attitudes towards the Use of Computer Assisted Language Learning (CALL)", he also supported the notion on computer-mediated classrooms. Agreeing with as Scinicariello (1997) highlights, he noted that technology is simply another tool to be used in the language learning process.

Integrating multimedia in classroom does not assure the educators as well as the learners to achieve their individual goals in the academe. However, if the educators are literate enough in the proper use of multimedia then students might as well learn in a multimedia class environment. Based on the different theories and researches mentioned earlier, it is assumed by the researcher that multimedia have its significant effects on the learning process of the students.

It is always important to note the principle of multimedia learning that people learn better from words and pictures rather than words alone (Mayer, 2001). The effect of multimedia on the writing of the students is the focus of this study. Thus, the researcher has to identify different approaches of multimedia that will be given to the respondents. One approach is by exposing videos to the first group and after which they will have to write essay; another approach for the other group of learners is showing them screenshots from the videos presented to the Video Group while the teacher is discussing.

This study utilized a quasi-experimental research paradigm particularly the Pretest-Posttest Design where the groups of participants were measured on the dependent variable both before and after the manipulation of the independent variable. The respondents of this study were two sections of English 2 (Writing in the Discipline) classes where the sections were referred as the Picture Group and Video Group respectively. Both groups were exposed to multimedia interventions, namely: Hamlet, Scarlet Letter, Romeo and Juliet and Huckleberry Finn. The data gathered through classroom activities were tabulated, analyzed and interpreted using standard deviation, mean ratings and T-test.

There were two groups of respondents in this research. The two classes were divided according to the multimedia approach that they were exposed into. One class was exposed to videos, thus, they were called the Video Group. The other one had pictures as the intervention. This class was called the Picture Group. The researcher gave a pre-test and a post-test. The pre-test in writing was conducted prior to the interventions, this aimed to determine the quality of the specific skill.

The pre-test was an essay entitled "*Who Am I?"* The student-respondents were asked to construct a descriptive essay based on the said topic. On the other hand, the post-test required the student-respondents to write an essay entitled "*My Purpose in Life*."
There were four interventions that were exposed to each section in the span of two months. It is important to note that the student-respondents were asked to write either descriptive or persuasive essay in each intervention.

There were four (4) interventions given in between the pre-test and the post-test. Each of the intervention was based on specific materials that were given to the student-respondents. The essays of the student-respondents were considered as assessments after discussing each of the selected multimedia work. These interventions, videos and pictures of four literary fiction, were all from Sparknotes. The Sparknotes.com is a website that provides content and services such as study guides for literature, poetry, history, film and philosophy. It also includes hundreds of study guides available for viewing online and downloadable instructional materials which can be used by students or any professional who have access to the internet.

The interventions for the Video Group given sequentially were the short film "Hamlet", then "Romeo and Juliet", "Scarlet Letter" and "Huckleberry Finn" while the Picture Group had screenshots from the same videos consecutively. The student-respondents were required to construct a descriptive or persuasive essays based on a statement that was given to them by the researcher. After the brainstorming and reflection in every intervention, the student-respondents were asked to write their thoughts in a 3-5 - paragraph essay.

The methods of data gathering consisted of analyzing students' responses and changes in the writing quality after exposing them to multimedia learning, providing feedback to learners and evaluating learner's performance in various classroom activities.
On this part, the data and their corresponding interpretation and analyses that provide answers to the identified research problems will be presented. The result and findings of this research were based on the student-respondents' performance before and after exposing them to multimedia interventions.

Problem Number 1: How do the students perform in the following discourses, in terms of organization, content, diction, mechanics and grammar:

The researcher provided interventions to the student-respondents to simply address the need to improve their writing quality. These interventions let the student-respondents write essays based from the prompts given by the researcher.

The student-respondents were tasked to make a descriptive essay on the short film Hamlet and Romeo and Juliet. As can be seen from the tables, majority of the respondents, if not all, performed from **Average to Good** in the five writing qualities, namely: organization, content, diction, mechanics and grammar. However it is also an important observation that among the aforementioned five writing qualities, 8% of the respondents had a **Very Good to Excellent** performance in grammar in the film Romeo and Juliet, as well as **Poor to Fair** performance in grammar, 48% for Hamlet and 12 % for Romeo and Juliet.

A. Descriptive

Table 1. Percentage of the Performance of the Video Group in the Descriptive Discourse (Hamlet and Romeo and Juliet)

Intervention	Rating	Organization	Content	Diction	Mechanics	Grammar
		%	%	%	%	%
Hamlet	Very Good to Excellent	0	0	0	0	0
	Average to Good	84.0	100.0	100.0	8.0	52.0
	Poor to Fair	16.0	0	0	92.0	48.0
	Very Poor	0	0	0	0	0
	Total	100.0	100.0	100.0	100.0	100.0
Romeo and Juliet (VG)	**Rating**	Organization	Content	Diction	Mechanics	Grammar
		%	%	%	%	%
	Very Good to Excellent	0	0	0	0	8.0
	Average to Good	100.0	100.0	100.0	96.0	80.0
	Poor to Fair	0	0	0	4.0	12.0
	Very Poor	0	0	0	0	0
	Total	100.0	100.0	100.0	100.0	100.0

As teachers, the responsibility of improving and enhancing students' writing is a laborious task. From the given table above, the results of the performance of the students in the writing qualities, particularly in grammar are quite appalling. In this study, grammar included the mastery of grammar rules, forms, patterns and correct subject-verb and pronoun-antecedent agreement. Educators usually experience to have students who are quite problematic in grammar; this might be addressed in other studies. The teacher had learned that a lot of the student-respondents in the class still were not able to master the basic grammatical structures. Even after checking the outputs of the student-respondents, the teacher had still realized that student-respondents were not still conversant of the basic grammatical structures. An excerpt from an essay of one of the respondents who had grammatical lapses is given below:

> *Romeo and Juliet loves each other even if their families is against with the relationship. They fought for there love, its like love against all odds. The type of love that was shown on the story is something that only exist in fiction. Although there is some real life stories, still I do not think that it will reach to the point that the family will fight until the last member died or the lovers will commit suicide. If there may be true to life stories like that of Romeo and Juliet, I think there is only few numbers.*

In the case of the student-respondent who owns the essay above, the teacher had actually understood the point however the obvious mistakes seemed to be frustrating on the teacher's part. The errors committed were just basic grammar rules, like subject-verb agreement, pronoun-antecedent and other grammatical structures.

Buck (1997) believes that studying grammar improves the quality and clarity of critical thinking. Grammar may not directly improve the student's writing immediately but will improve their thought process and analytical abilities. This grammar instruction needs to be addressed in the intermediate level of elementary education. The approach in such lessons or instructions does not have to be addressed in a formal designated time period.

The grammatical structures of sentences and spelling should be addressed as the problems are presented in the context of their own work.

The table below shows the performances of the student-respondents from the picture group in their descriptive essays. The student-respondents were asked to make a descriptive essay based on the screenshots of pictures from the same film, Hamlet and Romeo and Juliet.

Table 2. Performance of the Picture Group in the Descriptive Discourse (Hamlet and Romeo and Juliet)

Intervention	**Rating**	Organization	Content	Diction	Mechanics	Grammar
		%	%	%	%	%
Hamlet	Very Good to Excellent	0	8.0	0	8.0	12.0
	Average to Good	84.0	80.0	76.0	84.0	72.0
	Poor to Fair	16.0	12.0	24.0	8.0	16.0
	Very Poor	0	0	0	0	
	Total	100.0	100.0	100.0	100.0	100.0
Romeo and Juliet	**Rating**	Organization	Content	Diction	Mechanics	Grammar
		%	%	%	%	%
	Very Good to Excellent	0	12.0	4.0	8.0	12.0
	Average to Good	84.0	84.0	92.0	84.0	76.0
	Poor to Fair	16.0	4.0	4.0	8.0	12.0
	Very Poor	0	0	0	0	0

Although it is apparent from the tables that most of the respondent also performed from **Average to Good** in the five writing qualities, it is also important to note that there are number of student-respondents from this group who performed both excellently and poorly in the five writing qualities. A percentage which seemed to catch the attention of the researcher is the **Poor to Fair** performance of the student-respondents on organization and diction, 16% for organization in both interventions while 24 % in diction for the first intervention, Hamlet.

There is a significant role of the teachers in preparing children for the challenges and pressure of the society. There are different types of genres that a child must learn to have the key to power, prestige and privilege, either oral or written. Writing generally gives people a chance to show their emotions and thoughts, it is an effective way of expressing oneself. Hence, it is one of the most significant skills that one has to be equipped of.

Consequently, one important thing that has to be enlightened is that one should not just teach writing, but teaches to write something, that includes giving the children of today the opportunity to express themselves through writing. These opportunities should not only be given by specific areas of subjects, like English, these should be afforded by other fields of learning too. A successful person is respected and influenced in their interaction with others because they are able to express themselves in expository and persuasive forms of language. By developing these styles of writing, a child is empowered to unlock any door that leads to success.

(B) Persuasive

In table 3 in the next page, the performances of the respondents in persuasive essay from the video group are reflected. Persuasive works are frequently as less clearly confrontational in nature and instead present a subtler argument. These types of written works are often created by a writer to persuade the reader into a certain mode of thinking, usually through the presentation of information from a particular perspective. The respondents were asked to write a persuasive essay on the questions that were given by the researcher based on the films The Scarlet Letter and Huckleberry Finn.

Table 3. Performance of the Video Group in the Persuasive Discourse (The Scarlet Letter and Huckleberry Finn)

Intervention	**Rating**	Organization	Content	Diction	Mechanics	Grammar
		%	%	%	%	%
Scarlet Letter	Very Good to Excellent	8.0	12.0	0	4.0	16.0
	Average to Good	92.0	88.0	100.0	96.0	80.0
	Poor to Fair	0	0	0	0	4.0
	Very Poor	0	0	0	0	0
	Total	100.0	100.0	100.0	100.0	100.0
Huckleberry Finn	**Huckleberry Finn**	Organization	Content	Diction	Mechanics	Grammar
		%	%	%	%	%
	Very Good to Excellent	16.0	20.0	20.0	20.0	12.0
	Average to Good	84.0	80.0	80.0	80.0	88.0
	Poor to Fair	0	0	0	0	0
	Very Poor	0	0	0	0	0
	Total	100.0	100.0	100.0	100.0	100.0

The table 3 above shows an average performance of the respondents in organization, content, diction, mechanics and grammar. However, an important detail noticed by the researcher is the undeniable quite big percentage of student-respondents who performed **Very Good to Excellent** in terms of mechanics, 4% for Scarlet Letter while 20% in Huckleberry Finn. Nonetheless, the rest of the writing quality also had quite impressive numbers. A part of one of the essays that got a **Very Good to Excellent** performance in Mechanics is given below, one respondent wrote:

> *Slavery is one of the effects of poverty where one holds an over dominance of power to the oppressed and powerless. Years ago, slavery served as a means of trade and even until now in the less developed countries.*
>
> *For me, based on my interpretation slavery can also be the opposite of freedom. It is like you don't have the power to do anything you want or anything your heart desires. Slavery is being a property of a person who is superior and dominant than you are. One of the ways to stop it is to never let people look down on you, be hopeful and hardworking for you to become a successful one. Study hard and don't give up on your dreams. Raise the awareness of the oppressed to fight for their rights, promote their rights and let them know the benefits of being free, teach them how to fight! Let your voice be heard and be free!*

Going back to the discussion of what comprises the Mechanics as one of the writing qualities, it includes the rules of punctuation marks, paragraphing, capitalization and other writing conventions. As can be seen in the given sample above, the respondent seemed to be very sure with writing conventions, including the use of punctuation marks, like how the writer used an exclamation point at the last sentence of the second paragraph to show how eager the writer is to convey the message of the essay. The teacher also did not find any misspelled words in the entire essay.

Table 4 below shows the performances of the respondents from the picture group in persuasive discourse as well. The bases of these persuasive essays were the questions given by the researcher. Alike to the previous tables, the respondents from the picture group also did an average performance in the persuasive essays.

Table 4. Performance of the Picture Group in the Persuasive Discourse (The Scarlet Letter and Huckleberry Finn)

Intervention	**Rating**	Organization	Content	Diction	Mechanics	Grammar
		%	%	%	%	%
Scarlet Letter	Very Good to Excellent	0	8.0	0	16.0	16.0
	Average to Good	96.0	92.0	96.0	84.0	76.0
	Poor to Fair	4.0	0	4.0	0	8.0
	Very Poor	0	0	0	0	0
	Total	100.0	100.0	100.0	100.0	100.0
Huckleberry Finn	**Rating**	Organization	Content	Diction	Mechanics	Grammar
		%	%	%	%	%
	Very Good to Excellent	12.0	16.0	0	0	12.0
	Average to Good	80.0	84.0	96.0	100.0	80.0
	Poor to Fair	8.0	0	4.0	0	8.0
	Very Poor	0	0	0	0	0
	Total	100.0	100.0	100.0	100.0	100.0

In tables 1, 2, 3 and 4, there is an observed of almost **Average to Good** performance of the student-respondents in both types of discourses. However, during the giving of tasks, the student-respondents appeared to be more excited and motivated to write persuasive essays. When asked about this, the student-respondents have answered that it is because they felt to be less caged in terms of expressing their own ideas and thoughts when writing persuasive essays than descriptive essays, because in persuasive essays, the student-respondents just had to lay down their opinions and thoughts in order to convince their readers. On the other hand, in descriptive essays, student-respondents still had to make an in depth observation of the subject. Yet, some of the student-respondents also found it easier to write descriptive essays because accordingly what they only needed to do is to study the subject well and they can already start writing. Thus, the researcher may suggest that other researchers may design a separate study about this matter.

Problem Number 2: What is the performance of the students in writing before and after exposing them to multiple media assisted learning?

The researcher measured the performance of the respondents before giving the respondents multimedia activities through pre-test. A preliminary test or pre-test is given in advance of instruction of evaluation, in this study, the pre-test given to the respondents is an essay on "Who Am I?" On the other hand, the performances of the respondents after the multimedia activities were evaluated through a post-test. The post-test that was given to the respondents is an essay on "My Purpose in Life". Both groups were asked to write 4-5 paragraphs on the topic given to them. The respondents outputs were scored according to the Final Rating Distribution as used by Sarip (2013) on her study "*Web 2.0 Tools: Effects in the Writing Quality of Students in MSU*."

Table 5. Performance of the Respondents on Pre-test and Post-test

Rating	**Picture Group**		**Video Group**	
	Before	**After**	**Before**	**After**
Good	40.0	88.0	20.0	56.0
Average	60.0	12.0	80.0	44.0
Total	100.0	100.0	100.0	100.0

As can be seen in table 5, 10 student-respondents, that is 40% of the population of the Picture Group gave a **Good** performance before they were exposed to the multimedia activities, that means that they scored from 31-40 while majority of the population of the Picture Group that is 60% of the 25 respondents got an **Average** rating on the pre-test, meaning their scores ranged to 21-30. On the other hand, 20% from the Video Group achieved the range of 31-40 which is classified as **Good** while 80% of the population of the same group of respondents, got an **Average** score too.

As reflected in table 5, the respondents who belonged to the Picture Group seemed to have better performance in the pre-test as 40% of them got the a **Good** rating than that of the Video Group that which 20% only got a **Good** rating according to the rubric used by the researcher. A significant note also as shown by the table 5 above is that 80% of the respondents, majority of the population, from the Video Group achieved an **Average** performance only. This may support the interpretation brought in earlier by the researcher that, initially, student-respondents from the Picture Group performed better than those in the Video Group in the pre-test given to them by the researcher.

Theoretically, technology is simply another tool to be used in the language learning process. While it has very high appeal, learners view it as enhancing, not replacing, their classroom-based instruction (Scinicariello, 1997). Moreover, Mayer (2001) posited that importance of the principle of multimedia learning that people learn better from words and pictures rather than words alone. This may explain the unimposing scores of the respondents, which is only in the range of **Average to Good**, since initially the respondents in the groups were not exposed to any multimedia approach in teaching.

Another significant goal of this study is to identify the performance of the student-respondents after exposing them to multimedia activities. Essentially, the performance of the student-respondents has to be measured in order to support later on either the interventions, multimedia activities, that were given to the student-respondents did or did not bear on the improvement of the writing skills of the respondents. The table below shows the performance of the student-respondents after exposing them to multimedia activities.

After the interventions were given to the groups of respondents, it is evident from table 5 that the respondents' performances improved. In fact, 88 % of the respondents from the Picture Group and 56 % from the Video Group got a rating of **Good** in their outputs. While another 12 % from Picture Group and 44 % from the Video Group achieved a **Very Good** rating. As revealed in the table above, the respondents got the highest two ratings, the **Very Good and Good**.

The overwhelming improvement of the student-respondents in their Post-Test scores initially supports the theories about the significance of multimedia in teaching. One of the factors of **Cognitive Theory of Multimedia Learning** (Mayer, 2001) is that the multimedia principle that people learn better from words and pictures than from words alone. Research suggests that the visual channel handles less information than the auditory channel (Miler, 2005). However, when information is presented using both the visual and auditory channels, working memory can handle more information overall. Using multiple channels can increase the amount of information that the brain can process (Sweller, 2005). The results of the Post-test of the respondents support these studies because there is an overwhelming improvement on the respondents' scores after exposing them to multimedia activities.

When the teacher-researcher realized this overcoming improvement in the scores of the student-respondents after exposing them to multimedia, the researcher immediately asked the student-respondents about their possible reflections or realizations within the period of exposure to multimedia activities. According to them, they found it easier to gather and retain information in their minds when they see the images or animation together with the texts and narration. This is one of the highlights of multimedia learning, there is an integration of the skills that have to be developed in the learners. This is one of the factors that multimedia offer and which the traditional teaching cannot afford. Thus, it may be deduced that the student-respondents learned better in multimedia setting. The researcher had also observed that during the gathering of data, when the student-respondents were exposed to the same usual activities they do in their other subjects, the tendency is the teacher drags down the students into a boring class.

From the existing researches mentioned earlier, it can be deduced that more English teachers would agree that teaching English using multimedia makes the English class dynamic than that of the teacher-centered model. In traditional English classrooms, teachers have to even write the vital language points and important terms on the chalkboard. In the multimedia classrooms, the teacher may simply click the button and keyboard in showing important content, so long as the teacher is also conversant in operating multimedia tools.

Problem Number 3: Is there a significant difference in the performances of the students after exposing them to multiple media activities?

Ho: ***There is no significant difference between the performance (mean scores) of the students in video group and picture group approaches in teaching***

To find the significant difference between the performance (mean scores) of the student-respondents in Video Group and Picture Group approaches in teaching, the method used is the t-test (Dependent Samples), and the statistic used in rejecting the null hypothesis is the t-test.

Table 6. Mean Ratings, Standard Deviation and T-values of Performance of the Respondents Before and After the Interventions in the Video and Picture Group (Over-all Score)

Group Paired	Paired Differences		T	Sig. (2-tailed)
	Mean	Std. Deviation		
Video	-12.32000	3.31311	-18.593	.000
Picture	-6.44000	3.57165	-9.015	.000

Based on table 6, the value of the t statistic for pre-posttest video is -18.593 while in the picture group is -9.015 while both are with a p-value of 0.000 which is less than α=0.05 level of significance, thus the null hypothesis that *there is no significant difference between the performance (mean scores) of the students in both video group and picture group approaches in teaching* is rejected in this study. Thus, the results suggest that in both groups, the students' scores in their post-test, which served as the respondent's assessment to the performance of the students, have significantly improved.

In the same way, Table 6 shows the p-values of each writing quality. Apparently, Table 7 shows that the p-values of organization, content, mechanics, diction and grammar between the pre-test and post-test of both groups, Video and Picture Groups, are less than α=0.05 level of significance, thus the same with the over-all scores, still, the null hypothesis is rejected.

Table 7. T-value and P-values of the Performance of the Students in the Writing Quality from the Video and Picture Group

Group	Values	Organization	Content	Diction	Mechanics	Grammar
Video	*t*-value	10.729	10.539	13.887	9.576	7.579
	p-value	0.000	0.000	0.002	0.001	0.000
Picture	*t*-value	6.393	5.881	3.536	3.693	6.834
	p-value	0.000	0.000	0.002	0.001	0.000

To simply explain this, the results showed that there is a significant improvement in the performance of the students after exposing them to the multimedia interventions. In the earlier chapters, it has been stated that Miler (2005) suggested that less information can be handled by the visual channel compared to the auditory channel. However, working memory can handle more information overall when information is presented using both the visual and auditory channels. Thus, using multiple channels can increase the amount of information that the brain can process (Sweller, 2005). This supports the results of the study that the writing skills of the student-respondents had a significant difference before and after exposing them to multimedia activities. Since multimedia learning involves the presentation of both the auditory and visual channels, students were able to generate more ideas from themselves compared to the traditional setting of just showing texts to the students or by just providing explanation to them.

One of the principles of the Multimedia Learning which was designed by Mayer (2001) is the principle that people learn better from words and pictures than from words alone. If we are going to check again the pre-test which was given before the student-respondents were given multimedia activities, it is very apparent that the student-respondents had low scores; in fact, they only had the ***Average and Good*** ratings. On the other hand, the post-test rating of the student-respondents is in the range of ***Good and Very good***. That means to say that multimedia exposures that were imparted to students really did a significant difference to the performance of the students.

In addition, Liu and Reed (1995) asserted that multimedia learning provides a more authentic learning environment. Consequently, listening is combined with seeing, just like in the real world in multimedia learning setting. To boot, integration of skills is easily done since the variety of media make it natural to combine reading, writing, speaking and listening in a single activity. Thus, these may explain the significant improvement in the writing skills of the student-respondents after generating the multimedia activities in the chosen classes. Another student-respondent who had an apparent improvement in writing skills wrote:

> *I am just ordinary student a simple guy who walk in MSU everyday to attend his classes. Not well-known in our campus, not so active for the extra curricular activities. But I always give my best to have good grades to make my parents happy.*

The student-respondent had same problems in the different writing skills with the other student-respondents but he did improve in his performance in the post-test; a part of his essay is given below:

> *My purpose in life it to worship God, that is the first rule that my parents had told me since then. While doing my duties to the Almighty Creator, I also need to fulfil my role as a son to my parents. I know that I have to make them proud of me; I have to make them happy. Making my parents happy means I need to show them good grades in return to all their sacrifices just to send me in school.*

The teacher had enough interaction to the student-respondents by asking them share their thoughts on the activities that were given to them as prompts. Some student-respondents shared in the class about their personal struggles in writing. According to some, they found it quite difficult to come up with good output because others cannot really find the exact words to express themselves. However, based on the sharing of the majority of the class, although they had the same struggles with others, what helped them a lot to continue writing was because the stories, which served as the topics on their essays, were given well through multimedia devices. Basically, they found answering the questions manageable because they had understood the stories very well, they did not need to read long paragraphs before answering the questions but they only had to watch and listen carefully.

Thence, the researcher had deduced from the findings of this study that indeed multimedia instruction creates the opportunity for learners to improve their learning effectively, like the videos and pictures which were used in this study. By utilizing modern education technology reasonably, English teachers may achieve their target or goals in teaching. It is very important to understand and explore each individual's learning through multimedia. Multimedia may serve as an aid to the learners by becoming more focused on an attentive learner, which ultimately will increase educational success, of course with the effort of the instructor to analyze the students' individual multimedia learning strategy. Discovering this multimedia learning will allow the student to determine his or her own personal strengths and weaknesses and learn from them. As to what had been shown in the results of the data gathered, there is an overwhelming positive benefits that the student-respondents had by exposing them to multimedia activities. It is also important for students to have multiple learning opportunities and teachers should achieve a match between teaching strategies and the students' unique multimedia learning.

Problem Number 4: Which of the two approaches in multimedia learning is better?

Ho: there is no significant difference between the mean gain scores of the students in the two groups (video and picture)

Table 8. Mean Ratings, Standard Deviation and T-values of Performance of the Respondents from the Video and Picture Group

Group	Mean		Gain Mean	Std. Deviation	T	Sig. (2-tailed)
	Before	After				
Video	28.20	40.52	12.3200	3.31311	6.035	0.000
Picture	30.24	36.68	6.4400	3.57165		

In comparing the mean gain scores of the two groups, it can be seen from the Table 8 that the t-value is 6.035 and the p-value of 0.000 which is less than 0.05 level of significance, thus the null hypothesis that *there is no significant difference between the mean gain scores of the students in the two groups (video and picture)* is rejected. Therefore, the result is significant. It means on the average, mean gain scores in the video group and picture group are not the same. As shown in the table, the Video Group has the mean of 12.32 which is obviously greater than the mean 6.44 of the Picture Group.

Based on the sample of the study, it can be recommended that the video group approach is better than the picture group approach. The films that were watched by the student-respondents before giving them the prompt questions are films that are combination of animation, text and narration, while the Picture Group were given screenshots of pictures from the same film given to the video group less the narration. This affirms to other researchers who found that the combination of pictorial, text and auditory materials yield better test results on the performance of target audience compared to a combination of written and pictures alone (Mayer, 1998; Mayer & Moreno, 2002; Austin, 2009).

Indeed, the interventions given to the student-respondents agreed to the study of Estroga (2010) as stated by Sarip (2013) that in order to develop the writing skills, teachers have to assure that the prompts given should craft students to relate their real experience. As well as, the words used in giving the prompts should be perfect to the subject, audience and situation that students write for.

One of the observations of the researcher during the administration of prompts to the two groups was that in the Picture Group, the student-respondents from the Picture Group seemed to be more attentive to the discussion of the teacher than that of the pictures shown to them. They were busy taking down their notes to what the teacher was saying because they feared that they might not digest the stories well. On the other hand, the student-respondents in the Video Group just seemed to be more relax while watching the videos. Their expressions or reactions on some parts of the video were also more apparent compared to the Picture Group whose concern is to listen to the teacher well.

The researcher derived several insights during the data gathering procedure and after learning the results of the data gathered. First, students may perform differently in the different types of discourses. Others do well in descriptive while others excel in persuasive essay writing too. Thus, as educators, it is also our role to develop the learners' ability to the different kinds of discourses. Second, the student-respondents still find it difficult to develop certain writing qualities, such as grammar, organizations and others. Hence, teachers might as well spend ample time to maximize the students' improvement in these writing qualities since these are what compose a good writing output. Lastly, even if studies have proven the significance of multimedia and other technological devices in teaching, as educators and learners, we still need to know the different learning styles that are best suited to us because new pedagogical approaches may not be as effective to one person like that from others.

Conclusions

From the significant findings of the study, the following conclusions on the effect of multimedia, such as Video and Pictures in the Writing Quality of the students were drawn:

This study has identified that Multimedia are effective when it comes to improving the writing quality of the students-respondents. Video and picture tool of instructional material can be adopted in the learning and teaching of writing. This can be adopted as new pedagogical strategy but, never as a replacement. Multimedia needs to be used carefully and judiciously and must be tightly integrated into the learning curriculum in order for learners to obtain maximum benefit from its use.

Today's generation seemed to be very open to technological advancement, thus, if they are well informed on the proper use of the technology to enhance their learning, writing skills and other skills that need to be improved, then learning would probably be an enjoyable and interesting experience for them.

Furthermore, students tend to be more interested to write something that includes more their personal thoughts, opinions and experiences. This study proved effective in the production of write-up especially because the prompts pave way to them to share personal thoughts. What is more interesting is it used technology which is the in-trend of the society nowadays.

With this, teachers have to be open to new pedagogical techniques, like the use of multimedia to classes. Based on the result of the data analyzed and interpreted, multimedia caused a significant improvement to the writing quality of the student-respondents as reflected in the pretest and post-test scores of the respondents.

Nonetheless, teachers should always be involved in monitoring and coaching the students as much as they need in order to enhance more the individual writing qualities such as organization, content, diction, mechanics and grammar.

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3 ICLLCE 2015 14 Sharifa Sittie Zehanie Mante Jali

Improving Pronunciation in the English Language Through Linguistic Mimicry Approach

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ABSTRACT

This study tries to improve the pronunciation of the students of the Mindanao State University (MSU) known as the "Melting Pot of the South". Students of different cultures with different dialects interact with one another, however pronunciation in the English language has been a great challenge to them and their teachers. Thus, ways on how to improve pronunciation have been considered. Based on the many studies related to the topic, Linguistic Mimicry Approach is considered one of the best approaches.

Keywords: Pronunciation, Linguistic Mimicry Approach, Multicultural

Introduction

It cannot be denied that English has played a crucial role in all parts of the world. In speaking a particular language, one has to be conscious of the content and of course the delivery of the words. A person's fluency and accuracy in the English language gives him more confidence to interact with people. Many people, however have difficulty in attaining fluency and accuracy. In most cases, if a person is having a difficulty in pronouncing words of the English language, his self esteem is lowered and might not be understood by people. It might even bring trouble and negative effect on people's relationships.

Mindanao State University (MSU), known as the "Melting Pot of the South" offers education to learners of different cultures. Tausugs, Maranaos, Iranaons, Maguindanaons, Surigaonons, Cebuanos, Tagalogs, and many others communicate, deal and interact with one another. These different cultures are proud of their identity and dialect. With this, the students of MSU are multilingual; they speak this and that. Even if they learn many dialects, they are still masters of their own dialects but this fact has challenged the learners and teachers to develop and improve their pronunciation, since the sound of the English language is very far from their native languages or dialects. Their pronunciation has been greatly affected by their native tongue. This, in some cases, has affected them negatively.

Quoted below are some experiences of the students of MSU:

"People laugh at me when I mispronounce a word. This lowered my self esteem but also strengthened my will to pronounce well." -Filipino Tausug student

"I mispronounced a word and my classmates laughed. I felt so embarrassed and insulted, in a way. Maybe they laughed at me because they thought I know nothing." - Filipino Maranao student

"Sometimes, the accent and pronunciation of my students hinder our communication. There are times that I have to let him/her repeat what he/she has said." - English teacher

Aside from our students in the university, some students from different places felt the same way.

Quoted below are some of students' experiences (Goodwin, 1996):

"I feel that I am judged by my way of talking English. In other classes, teachers often treat me as inferior or academic disability because of the muttering English." -

Undergraduate student in an ESL pronunciation course

"Sometime when I speak to native American, I guess because of my Chinese a sense or mispronunciate the word, they ask me to repeat, or I beg your pardon. Sometime my face turn red, and become so embarrassed in front of them. I remembered once my tears were in my eyes." - Graduate student in an ESL pronunciation course

These experiences, somehow pushed the idea of really focusing on pronouncing or articulating the words correctly. One of the ways seen in mind is to practice articulating and pronouncing through listening and role playing. Learning and teaching English takes time and effort since it is our second language. Indeed, the field of second (or foreign) language teaching has undergone many fluctuations and shifts over the years (Celce-Murcia, 2006). Learning it as a process is clearly different compared with the first language learning in its trial-and-error nature (Brown, 2000).

The researcher got interested with the study because she wants to make a better way of teaching English in her classes, which include her Oral Communication classes.

Main text

Concepts and theories concerning listening and speaking are used in this study. These concepts and theories served as the framework of this study. They are Stephen Krashen's **Monitor Hypothesis** which explains the innate ability of a person to monitor himself, and **Comprehensible Input Hypothesis** which explains acquisition can take place only when people understand messages in the target language, and **Linguistic Mimicry Approach** of Karen Yates which explains how dramatic techniques improve learners' articulation because of its non-threatening nature.

Monitor Hypothesis

According to Krashen, monitor hypothesis states that "learning has only one function, and that is as 'Monitor or editor' and that learning comes into play only to 'make changes in the form of our utterance, after it has been 'produced' by the acquired system."

Acquisition 'initiates' the speaker's utterances and is responsible for fluency. Thus the Monitor is thought to alter the output of the acquired system before or after the utterance is actually written or spoken, but the utterance is initiated entirely by the acquired system (Mitchell and Myles, cited in Jali, 2013).

Comprehensible Input Hypothesis

Comprehensible input means that students should be able to understand the essence of what is being said or presented to them. By using context or visual cues, or by asking for clarification, students enhance their knowledge of English. One way teachers can ensure that material is sufficiently comprehensible is to provide relevant background knowledge and content, and one way for teachers to be sensitive to the language and cultural backgrounds of their English-language learners with learning difficulties is to provide instruction that draws on the experiences of their students. Moreover, teachers must constantly involve students, ask many questions, and encourage students to express their ideas and thoughts in the new language.

Thus, it is important to realize that comprehensible input is as much an ideal as it is an achievable reality. In teaching English-language learners with learning difficulties, we can attempt to reach this ideal level of support and challenge, but in the context of complex and fast-paced classroom interactions, it may rarely be achieved as much as we would like. Nonetheless, this is a critical principle as you develop an instructional program for each English-language learner (Russell Gersten, Scott K. Baker, and Susan Unok Marks, 1999).

Linguistic Mimicry Approach

In Linguistic Mimicry Approach, students memorize scripts from short segments of television shows via video and ultimately perform simultaneously with the video while linguistically mimicking the actor they are portraying. Mimicry in this context is defined as students imitating an actor's every segmental and suprasegmental utterance as well as every physical gesture and facial movement as exactly as possible. It provides teachers with a method to teach students how to internalize suprasegmentals first; later factors such as vowel and syllable stress and phrasing can be introduced and analyzed. Additionally, through dramatic techniques, Linguistic Mimicry provides a non-threatening environment that lowers anxiety and inhibitions and creates a safe environment to integrate the pronunciation of the L2 into the student's personality. Finally, to reinforce learning, communicative exercises through role play while staying in character are used to allow practice of the acquired rhythm and movements of English (Yates, 2003).

According to Yates, "most people, given sufficient input, can imitate other dialects of their first language as well as some foreign accents; however, there is usually a reluctance to do so as they can be perceived as rude. There are domains in which the use of these accents is permitted: in plays and jokes, for example. Even in these situations, however, their use is sensitive. In plays, dialects must be rendered very accurately, and in jokes their use can be demeaning. It is the job of the instructor to inform L2 students that imitating in L2 is not deemed rude and helps the listener. With an ability to mimic the L2, students can turn on and off the L2 accent to adapt to the situation in which they find themselves."

Based on personal experience, if a person tries to imitate someone, he can actually do it, given the model to imitate. Even when we are watching our favorite shows, or movies, if we like the line of a particular artist, we sometimes imitate him/her and this imitation is, if not perfect, close to perfection.

Teaching Articulation and Pronunciation

It is during articulation that sounds produced in the earlier steps are turned into understandable speech. The organs in your body that work as articulators are the tongue, lips, teeth, and hard and soft palates. These organs shape and separate your sounds into words. The articulators also select and change the path of the air. They can send the air through the nose or mouth (Alcuizar, et al 2014).

Views on teaching pronunciation have changed dramatically over the last half-century of language teaching. In the heyday of audio-lingualism and its various behavioristic methodological variants, the pronunciation component of a course in our program was a mainstay. Language was viewed as a hierarchy of related structures and at the base of this hierarchy was the articulation of phonemes and their contrasts within English and between English and native language. Oral English classes consisted of imitation drills, memorization of patterns, minimal pair exercises. In the 1970s', as the language teaching profession began to experience a revolution of sorts, explicit pedagogical focus on anything that smacked of linguistic nuts and bolts was under siege by proponents of the various non- directive, "let-it-just-happen" approaches to language teaching. As we became more concerned with authenticity, real-world tasks, naturalness, non-directive teaching, and process, we became less concerned with the product: language itself. Pronunciation instruction became somewhat incidental to a course of study. It was not ignored entirely, but in the interest of promoting fluency-based instruction, accuracy-based focus on English phonology became, for many, an afterthought. By the mid 1980s', the cutting edge of the profession turned in a different direction. With greater attention to grammatical structures as important elements in discourse, to a balance between fluency and accuracy, and to the explicit specification of pedagogical tasks that a learner should accomplish, it became clear that pronunciation was a key to gaining full communicative competence (Brown,1994). But the current approach to pronunciation starkly contrasts with the early approaches. Rather than attempting only to build a learner's articulatory competence from the bottom up, a top- down approach is taken in which the most relevant features of pronunciation—stress, rhythm, and intonation—are given high priority. Instead of teaching only the role of articulation within words, or at best, phrases, we teach its role in a whole stream of discourse.

Rita Wong (1987:21) reminds us that:

…contemporary views (of language) hold that the sounds of language are less crucial for understanding that the way they are organized. The rhythm and intonation of English are two major organizing structures that native speakers rely on to process speech…. Because of their major roles in communication, rhythm and intonation merit greater priority in the teaching program than attention to individual sounds. Wong's comments reflect an approach that puts all aspects of English pronunciation into the perspective of communicative, interactive, whole language view of human speech (Zhang, 2009).

Problem 1. How does listening affect pronunciation?

Hearing is often interchanged with listening. We ask our students, "Do you understand?" and they would answer with a big yes but if we try to test them, they cannot answer back because they were just hearing and not listening. Hearing is just a matter of letting the sound waves pass through your ears, listening, on the other hand, is understanding what is heard. Thus, as teachers, we are responsible to make our students understand the difference between the two. The chunks of words are combined and given meanings. If we ask the question, "Does listening affect pronunciation?" The answer is, Yes, it does. But if the question is, "Does hearing affect pronunciation?" The answer is unsure.

Listening serves the goal of extracting meaning from messages. The role of listening in a language program is to help develop learners' abilities to understand things they listen to. Listening does not only develop learners' ability to understand things but to improve their pronunciation as well.

Schmidt (1990:139) further clarifies this point in distinguishing between input (what the learner hears) and intake (that part of the input that the learner notices). Only intake can serve as the basis for language development. In his own study of his acquisition of

Portuguese (Schmidt and Frota 1986), Schmidt found that there was a close connection between his noticing features of the input and their later emergence in his own speech. However, for language development to take place, more is required than simply noticing features of the input. The learner has to try to incorporate new linguistic items into his or her language repertoire, that is, to use them in oral production. This involves processes that have been variously referred to as restructuring, complexification, and producing stretched output. VanPatten (1993: 436) suggests that restructuring refers to: . . . those [processes] that mediate the incorporation of intake into the developing system. Since the internalization of intake is not mere accumulation of discrete bits of data, data have to "fit in" in some way and sometimes the accommodation of a particular set of data causes changes in the rest of the system. Complexification and stretching of output occurs in contexts . . . where the learner needs to produce output which the current interlanguage system cannot handle . . . [and so] . . . pushes the limits of the interlanguage system to handle that output (Tarone and Liu 1995: 120–121).
In the case of the students of the researcher, listening has positively affected their pronunciation skills. When they have understood, and internalized the thing they listened to, it retains in their mind and it becomes easier for them to be reminded of the word they have listened to.

Krashen's Comprehensible Input Hypothesis brings listening-based methods together. Acquisition can take place only when people understand messages in the target language, he claims. Listening is motivated by the need to get messages out of what is heard. Foreign language learners acquire a new language by hearing in contexts where the meaning is made plain to them. Ideally, the speech they hear has enough 'old' language, and makes enough sense in the context for the new language to be understood and absorbed. In contrast with listening, speaking is an output process. Krashen's Input Hypothesis shows us the significance of listening to speaking as well as the way of choosing appropriate listening and audio-visual materials for our oral English class. Appropriate listening and audio-visual materials can make students' pronunciation more native-like by getting access to authentic, real life listening and audio-visual materials, students can develop their cultural competence which enables them to respond with behaviors that are socially appropriate to the setting, the status of the interlocutors, the purpose, key, genre, and instrumentalities of the exchange, and the norms of interaction agreed upon by native speakers. In other words, learners will be able to better understand the speaking customs and ways of life of the target country, and thus behave more appropriately in native-speaker environments (Zhang, 2003).

Problem 2. Has the intervention improved students' pronunciation?

From the 1990s to the present, there has been a shift to a communicative approach in ESL pronunciation instruction which requires teaching methods and objectives that include 'whole-person learner involvement' (Morely, cited in Yates, 2000) with a greater emphasis on teaching competent pronunciation to develop functional intelligibility, communicability, increased self-confidence, the development of speech monitoring abilities and speech modification strategies for use beyond the classroom.
In Oral Communication classes, International Phonetic Alphabet is taught to them. Exercises in transcribing and reading transcription are given to the students to test their knowledge on the correct sound of the words but the most common problem among our English learners is that no matter how accurate the international phonetic alphabet may be, we cannot produce accurate pronunciation because of the influence of "accent" of our

native language. Some English phones don't exist in the Filipino language and the different dialects used by the many students MSU. Because of this, it is natural for our students to find some similar sounds to replace the real one. The sound of /æ/ is almost always changed with /a/ and /^/. Say for example, can /kæn/ becomes /k^n/ or that the word sit /sIt/ becomes /sƐt/. These are just some of the few errors made by the students.

Besides improving their pronunciation of words, perfecting the relevant features of pronunciation, i.e. stress, rhythm, and intonation is also a very important task for college students who aim at speaking more authentic native-like English. It really is a difficult task to get rid of the influence of our mother tongue.

The visual and auditory materials (e.g. movie clips) allow the students to monitor themselves. They are able to correct what should be corrected. Since the artists are native-speakers, it is easier for the students to detect something wrong in their speech. With that, the Monitor Hypothesis of Krashen comes into the picture.

Approximating the sounds of the English language is a great challenge to students and teachers. Many methods have been used and integrated in language classes, especially in Oral Communication classes. Drills are still practiced even now and then but students tend to be too conscious of how they pronounce since all eyes and ears are on them, and because of over-monitoring, they stutter and find pronouncing words difficult. The role plays and clips from movies that were re-enacted by the students have improved their pronunciation somehow. Aside from the fact that they have enjoyed what they were doing, their anxiety level has lowered. It was one of the many ways that helped them not to over-monitor themselves since it was fun and seemed like a natural way of interacting with their friends. When they act to be someone else, and when they try to imitate their way of speaking, and their gestures, they get better. Thus, it can be said that Linguistic Mimicry Approach has influenced and improved students pronunciation skill. Their native accent may still be there but it has been reduced to a greater extent.

Conclusion

Based on the Standard American English, which is used in our curriculum, the students of Oral Communication have improved their pronunciation. The researcher and teacher of Oral Communication can conclude that the difference may not be that much, but the students have improved. We do not learn English to impress people, but to understand and be understood. We may not perfect pronouncing words, but the thought of approximating the sound of the English language is already enough. With the World Englishes coming into sight, the researcher has high hopes that sooner, Filipino English will be standardized to cater the needs of many Filipino learners, that is, Filipino English might not be that far from the native tongues of the learners. Therefore, we can say that learning it might be easier.

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3 ICLLCE 2015 17 Belinda Marie Balraj

Agenda Setting Theory in Hip Hop Context

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ABSTRACT

This concept paper examines the need to understand one media representation theory which is Agenda Setting Theory. Agenda Setting Theory provides an important framework for researches in researching ideas to improve women's lives in a sociocultural context which sets the agenda on how to equate a woman's worth to her body appearance and sexual functions. The study therefore relies on extensive literature on agenda setting theory. The paper finds that agenda setting theory is relevant in the study of hip hop music as it portrays the ways media sets the agenda on how women are to be portrayed to garner sales.

Keyword:, Agenda Setting Theory, Mass Media, Women, Music, Hip Hop

1. Introduction

This concept paper examines media representation theory which is Agenda Setting Theory. Agenda Setting Theory was first introduced in 1972 in Public Opinion Quarterly by Maxwell McCombs and Donald Shaw. This theory was developed as a study on the 1968 presidential election between Democratic incumbent Lyndon B. Johnson and Republican challenger Richard Nixon. McCombs and Shaw surveyed 100 residents of Chapel Hill, North Carolina on what they thought were the most important issues of the election how that compared to what the local and national media reported were the most important issues (McCombs & Shaw, 1972). This paper therefore is divided into four sections namely this introduction, overview of Agenda Setting Theory, Agenda Setting in hip hop music and conclusion

2. Agenda Setting Theory (AST)-Overview

AST describes the "ability of the news media to influence the salience of topics on the public agenda" (McCombs & Reynolds, 2002). This is to say that if a news item is covered most frequently, the audience will regard the issue as more pertinent compared to other issues in the media.

The idea of AST's role in the media can be traced back to a book, 'Public Opinion' by Walter Lippmann (1922). In his first chapter as *'The World Outside and the Pictures in Our Heads'* Lippmann argued that the mass media create pictures of the world and inform viewers about the world events. However, he anticipated that the pictures provided by the media were most of the time incomplete and distorted. Viewers can see only reflections of reality and not reality itself in the news media. However, those reflections provide the basis for viewer's perceptions about the world.

Lippmann's idea that the news media influenced the pictures in viewer's heads was tested in an empirical test in 1972 by McCombs and Shaw during the 1968 presidential election of the USA. At that time, the existing theory was that the mass media had only limited effects on the public. McCombs and Shaw (1972) however concluded that the mass media exerted a significant influence on what voters considered to be the major issues of the campaign. The public therefore is fed on what their ideas and notions of the world should be and vice versa.

Bernard Cohen (1963) stated that 'the press may not be successful much of the time in telling people what to think, but it is stunningly successful in telling its readers what to think about .' This attention cycle can be linked to Lazarsfeld and Merton's (2007:236) statement that "the audiences of mass media apparently subscribe to the circular belief: 'If you really matter, you will be at the focus of mass attention and, if you are the focus of mass attention, then surely you must really matter." AST in its most basic sense is the creation of public awareness and concern of salient issues by the news media (AST, 2012). AST changed the notion of *what* to *how* media affects work at a micro social level and as such, although individual autonomy is pertinent, viewers often choose what issues to indulge in based on issues predetermined by the media (Matei & Mcdonald, 2010). Instead of directly implanting issues into the brains of viewers, media constrains and nudges the possible ways in which viewers can view reality. AST interconnects in four main functions namely:-

- Media Agenda (issues discussed in the media)
- Public Agenda (issues discussed and relevant to public)
- Policy Agenda (issues that policy makers consider important)

AST has continued to be an area of research interest for many social scientist and mass communication scholars and this is attributed to three main points: (1) the steady growth of its literature, (2) its ability to integrate a number of communication research subfields under a single theoretical umbrella, and (3) a continuing ability to generate new research problems across a variety of communication settings (McCombs & Shaw, 1993). Thus AST does not confine itself in the areas of political agenda but rather can be linked to other field of research deemed relevant.

Research in AST has proven to evolve into other areas of mass communication research as stated by McCombs and Shaw (1993). AST which is naturally incorporated in studies of political issues and news coverage was tested in the music industry by Burns (1998). Burns (1998) used a survey and content analysis method to find an agenda setting effect on the listeners of a country radio station. The songs they heard on the station were perceived as the "most popular" songs at that time. This created a high salience among the songs being played. Just as news stories that are given a credible amount of attention are issues of high salience, songs that are given a credible amount of attention are issues of high salience, thus proving that agenda setting can reach beyond the bounds of political and news coverage issues (Reinisch, 2003).

Castello (2011) stated that media power is not restricted to selecting and transmitting issues but is actively involved in the configuration and reconfiguration of frames. This function is especially evident in mass media namely music. Conway (2008) and Boczkowsk (2011) stated in their respective studies that AST is the most effective means of how viewers receive and understand their news. In his study, Conway (2008) found that there was a higher recall of information that is seen as negative compared to that of positive. This can be linked to the representation of women in the hip hop lyrics as their under representation and words used to describe them tend to linger in listeners mind compared to positive things mentioned in the lyrics. On the other hand, Boczkowski (2011) stated that news stories (images) have a better staying power among viewers compared to those typically displayed more frequently by how many individuals have read the specific articles. This means the sharing, promoting, and gossip of stories will quickly circulate and legitimize the media's story. Both authors support the idea that the newer generation tends to be more visual learners and most often do not research beyond their means gaining their news from the media.

It is therefore befitting to link AST to studying the effects it has on hip hop music in order to this study will attempt to apply agenda setting demonstrate the important role that entertainment news plays in the generation of today's news agenda.

3. Agenda Setting Theory in Hip Hop Music- An Overview

Among media theory that is relevant for this genre is Agenda Setting Theory. Szymanski, Moffitt and Carr (2010) stated that "agenda setting theory provides an important framework for understanding, researching, and intervening to improve women's lives in a sociocultural context that sexually objectifies the female body and equates a woman's worth with her body's appearance and sexual functions." Apart from that, agenda setting reviews the after effect of media objectification involving women in terms of bodily harm and psychological problems they may face while trying to live up to the portrayal of women in the hip hop videos and lyrics.

Hip hop music on the other hand began in 1974 by DJ Kool Herc in the Bronx. Hip hop was relatively new and did not receive recognition until 1988 when the genre was finally aired in MTV channels. This music genre is now famous worldwide and also among researches due to is underrepresentation of women in its music videos and lyrics generally. The genre has received numerous backlash from researches due to its pervasive language and representation of women such as Cundiff (2013), Stephens and April (2007), Morgan (2005), Kistler and Moon (2009) to name a few.

Hip hop has become a central and vital part of entertainment today (Schmidt, 2013). According to Schmidt (2013), music videos objectifying women in obscene manner has become the selling point for the entertainment market, and this is seen involving females of different races throughout the whole world. The agenda set by the media by under representing women will allow public to think that it is acceptable to objectify women in a degrading manner. In Mulvey's (1975: 63), *Visual Pleasure and Narrative Cinema*, she stated that "the beauty of the women as an object and the screen space coalesce; she is no longer the bearer of guilt but a perfect product, whose body, stylised and fragmented by close-ups, is the content of the film and the direct recipient of the spectator's look."

Entman (1993) offered a detailed interpretation of how media provide audiences with schemas for interpreting women. For him, essential factors are selection and salience. Mass media therefore selects some aspects of perceived reality and focuses this to the audience. In this study, women are the focus here, they are underrepresented in the hip hop lyrics and this is therefore projected to the public who view this as a norm and go on promoting women as such. Goodstat (2014) stated that evidence of agenda setting involving women can be found everywhere, from the media to women's interpersonal experience, specific environments and cultures in the world where agenda setting of women is cultivated and condoned. These media outlets constantly expose the fact that women are more often sexualised and portrayed in 'objectified manners' which include wearing provocative clothes, serving nothing more that decorative objects for men and emphasised as being useful only for their physical parts. When society recognises a particular trend, they tend whatever else to imply in this response that women are to be treated as such.

The agenda set by the media in hip hop at times also puts a woman in a limbo as the perception of media on women is changing according to what media deems as sellable. A woman could be pressured to look thin in one society and heavy bottom and voluptuous in a different society. This agenda setting in the hip hop genre brings much confusion to women that they resort to artificial enhancements to improve their figures. In other words, girls and women are conditioned from a young age to view the body as a *work in progress* or something in constant need of alteration. Instead of being satisfied with their body as a whole, they concentrate on what separate entities they lack (Kilbourne, 2002).

When examining agenda setting and the media's influence on an audience, one has to consider the audience's predisposition to certain beliefs. According to the audience effects model, the media's coverage of events and issues interact with the audience's pre-existing sensitivities to produce changes in issues concerns. This means that an audience that is already highly sensitive to an issue will be most affected by an issue that is given increased news exposure while the same issue may have a limited effect on other group (Freeland, 2012).

4. Conclusion

Based on the discussion, it is palpable that agenda setting theory is embedded in media theories and studies. Agenda setting theory was created to media and its role in creating an agenda for the public. This theory is also relevant for this study as it able to research women and how media representation affects their physical health and wellbeing. When the media sets the agenda on the representation of women, viewers or researchers alike at times demand for equal rights and representation but though numerous studies have pointed out this issue, media still underrepresents women as the notion has been embedded in the minds of the viewers for a long period of time. This is supported by Szymanski, Moffitt and Carr (2010) where they stated that "agenda setting theory provides an important framework for understanding, researching, and intervening to improve women's lives in a sociocultural context that sexually objectifies the female body and equates a woman's worth with her body's appearance and sexual functions." The theory then is relevant for this study as it discuss representation and viewers and how media can manipulate the very existence of women in the industry. Agenda Setting Theory posits that the more audiences are exposed to factors such as sexual representation, submission or violence in music, the more they accept the objectification of women over time (Gerbner, et.al, 1994).

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3 ICLLCE 2015 18 Rita Sutjiati

The Acquisition Of Foreign-Language Drama and Its Relevance in Learning Appreciation of Literature Through Staging Drama (Case of Non Native Speakers)

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ABSTRACT

Play performance is one of those teaching skills which challenge the students to think creatively to appreciate the literature. Here, the students are strived for thinking strong and evolving their creative thoughts in reviews or reviewing the foreign language's play that has been seen in the dramatically play. Review or evaluation is a kind of students' creativity through literature's criticism that is related to the play's manuscript or letters that has been performed. Type of this review or evaluation shows the students' creative process and shows the students' level of appreciation to the letters. Based on hypothesis, it is built an assumption that less interested students in appreciating the letters is related to the blind side of students' appreciation level, including play. Although the students' appreciation level to the play is difficult enough to be measured, but this early research hopefully can give satisfactory information about the right teaching methods or media to be used in leaning the letters' appreciation. This research used plan of Action Research. As Class Action Research context, the word "action" was understood as activity that was arranged systematically to create a raising level of teaching process and educational practices in certain class condition. In practicing Action Research, there were 4 basics that have to be concerned; they were (a) Action plan, (b) Action realization, (c) Observation, and (d) Reflection. These four aspects were connected each other and continuous. The result of students' learning in rewriting review of the letters by benefiting the dramatic phenomenon to be the main substance for measuring the students' appreciation level and perception to the performed play. According to the result of the research, it could be concluded that the model of play performance could be one of students' learning models in appreciating the letters.

Keywords: Play Acquisition, Evaluation, Play Performance, Letters' Appreciation, Learning Models.

Introduction

The main task of literature is as an important tool for the man of letters to actuate the readers to the real reality. Literature brings the function of humanity, education and liberation (*dulce et utile*), that has important role so the literatures' learning can be acknowledged as behavior's changer and provides positive behavior. Yet, the literatures' teaching is called as useless and hopeless (Rosidi, 1980). Mardiatmadja (1986) said that the students have to be motivated to think creatively and should not be given the availability thoughts. That is why it is needed an appropriate teaching strategy. Through this research, it was proposed one appropriate teaching method for Play appreciation's lesson, which was by performing classic English drama, such as some the works by Albert

Camus, *The Myth of Sisiphus* (1913-1960) and Samuel Beckett (*En attendant Godot* (1952) or *Waiting for Godot* by Samuel Beckett).

Play performance can be used as teaching method, which is used for extending the materials about literatures' appreciation lesson. Teaching approach on the available play appreciation's lesson mostly emphasizes the conceptual mastery, such as literatures' conceptual mastery by doing literatures' intrinsic elements without involving intellectual and emotional factors in the learning interaction. Besides, the demanding of teaching is the students can extend the ethic aspects of a play that shows how people or someone fulfills the morality norms, someone is called as good or bad person by the morality norms that she/ he has (Sardjonoprijo, 1982). Understanding the characters also become important point that have to be understood by the students, due to the characters are related to the social and cognitive aspects directly (Wisniewski and Miller, 2005). Wisniewski said that a character was looked as the both-side relation between self and three things that must be available; they were intern environment (self), extern environment and spiritual environment.

A play is reputed as one of the right methods in teaching due to give the aspects of human behavior related to humanity value. Semi (1984) said that a play was not just about human's problem and humanity. It was caused by a play was played by human. As a creation, a play had special characteristic, which was having literatures' dimension on one side and performance art's dimension on the other one (Damono, 1983). According to the theories that had been explained before for appreciating the plays' literatures, there were some opinions that could be done in appreciating plays' literatures. Therefore, this research was purposed to evaluate how was the application of dramaturgy as teaching and learning method in work appreciation's lesson.

Through this research, hopefully the students could appreciate the plays by its elements. The students could understand (1) Function of a play, which was a character that could be played by a play in a society. (2) Phenomenon of a play, related to the plot, which was in form of how was the level of a phenomenon, such as exposition, complication, crisis, and the solution. (3) Phenomenological of the theme (comparison in each unit of events that created a logic about how an image or an idea that would be shown). (4) Phenomenological of a play that was related to literatures' ideologies, such as realism, naturalism, and expressionism. Because of that reason, this research hopefully could reveal the important role of a play in stimulating students' ability to absorb and picture the literatures from all aspects. For instance, the students could reveal the social meaning and moral of the elements inside a play moreover reveal the truth of those moral values. The students could understand the social reality on a play's performance so there would be tendencies about a playgoer identify himself/ herself to a character that was admired.

Research Method

This research was done by collaborating between the lecturers of Introduction of Play Appreciation lesson and Theater laboratories. This condition was mean to create the suitability between research and the result. There were some steps in research's cycles, they were:

1. Planning.
   In this cycle, the researcher created the Plan of Learning Implementation and research's instruments. The research's instruments that were used were observation sheet for students and interview sheet.
2. Action.

In this cycle, the action was the implementation or application of plan's contents that had been made, which was doing the class action.

3. Observation.

In this cycle, the researcher did the observation together with doing action for getting the accurate data for remedial of the next cycle. This observation was mean to be the action of observing, quarrying, and documenting all indications that were happened during the valuation's process.

4. Reflection.

This cycle was an action that restated everything that had been done, the result of the all research's instruments were analyzed together by the researcher, so it could be seen the shortcoming of cycle I. The result of this analysis could become the reference for planning more actions in cycle II. The result of the observation that had been got was analyzed by the researcher. For understanding was the activity that had been done reach the ideal result or still needed more correction. The result of this research would be used as reference for planning the next action.

Result and Discussion

The research was done through observation in classes, stages and interviews that had been done by the researcher to the students. The students were asked to play a character of Classical Play, then the researcher observed the level of learning succeed by some levels. The levels that were used were based on the research's method, which were planning, acting, observing, and reflecting. So that the researcher found some results, such as:

1) The students had just a little bit interested on attending Literatures' Lesson conventionally (text books).
2) The students were more interested on Literatures' Appreciation by Dramaturgy method (Play Performance).
3) The students did not yet use the technique of playing play in acting the characters.
4) The lecturers just gave not enough materials about plays' characters, especially on classic plays.
5) The students did not understand yet about technique of acting on a play.

Through the result of training and performance, it could be explained as:

1) The Pronunciation, intonation, and expression in a play could be trained by having more play performance.
2) Through the play's manuscript that had been performed, the students could understand the content of the manuscript, the characters, setting, plot and the writer's point of view.
3) Play performance also could be used by the lecturers to teach English through pronunciation and expression of classic plays.

Taken from interview and observation, it could be seen that there were some obstacles in teaching Literatures' Appreciation due to:

1. The lecturers did not find the right technique yet to teach the Play appreciations' materials appreciatively. In teaching play appreciation to the students, the lecturers usually used speech method or conventional method, which was; the students read the text and imagined to act like those characters of the play. In fact, this method was proven to be ineffective since the students seem to be less interested in attending the lesson and their ability in appreciating the plays was still low.

2. The lecturers felt difficult enough to rise up the students' proclivity. In every class of play appreciation due to the students looked so less interested. It could be seen in the way they acted during the class. There were students who had chit-chat and did not pay attention to the lecturers.
3. The lecturers just relied on the play's manuscript as a media in teaching (without any process of training orally, such as monolog or dialog).
4. The written play's manuscripts that were dialogs went hard with the students to learn from it. Therefore we needed to look for the right solution to make them easier learning play's appreciation.

Discussion

According to the result of the research, there were some things that referred to the cycle of acts.

Planning

This research of act was planned after the researcher did observation of class condition and situation. By this observation, there were some things that were needed to get more attention, especially the students' ability of understanding play manuscript that was still on low level. Therefore we need to take an action to improve upon it. Besides, for completing the proof about the opinion of play appreciation's lesson did not yet become an interested lesson to the students, before doing this action, the researcher gave a questioner about students' opinion to the play appreciation's lesson. Taking from the result of the questionnaires showed that 40 students said that they were not interested in play appreciation's lesson and just 10 students said that they were strongly interested. Those uninterested point was happened due to the teaching method that had been used by the lecturers so far was not varied and the wrong way of studying on the students' side. But, mostly students agreed if the lecturer taught the right strategy and method of teaching.

Based on the observation and questionnaire's result, the researcher had a plan that was related to the problems that were faced by those students, such as:

Implementation of Cycle I.

In this cycle I, the average point of playing skill became the main characters in a play reached 43.5% and from 50 students; there were 25% who passed the test. It was caused by some factors of students, lecturers and the used methods. During the teaching process by practicing technique of playing classic play manuscript, which was *Waiting for Godot* by Samuel Beckett, in the cycle I, the students looked unsure of what they were doing. Partly felt clumsy and asked whether this technique would be succeed for playing some characters.

At the beginning of cycle I, the lecturer explained about play and the technique of playing a play *Waiting for Godot*. This technique gave the stressed point on how to play the characters well, by learning the technical aspects of performance and increasing the performance's quality. The lecturer, at first, was not as competent and patient as should be for guiding their students step by step. It was happened due to the playing technique of *Waiting for Godot* preferred to the aspect of training practice for sharpening the students' skills, so the lecturer was strived for acting or directing the technical things. Besides, at the time of practicing this technique, the laboratory's situation was not supported. It caused the lecturer often got difficulties in monitoring and observing the learning process on Cycle I.

Implmentation of Cycle II.

Based on the reflection result of Cycle I, it was done numerous betterments on Cycle II. The skills of acting various characters were increasing on this Cycle II. It was shown by increasing numbers of the students that passed their grades or they got better grades above the minimum passing standard that was given, which was 56. On the Cycle I it was just 25% that reached passing grade. On the Cycle II it had been 45%.

There were some things that influenced the increased-skills to act on Cycle II, they were: a) The students had started understanding the techniques of performing the plays, b) Motivation or encouragement that had been given by the lecturer started to be felt by the students. It could be seen in the evaluation of teaching process by the students, c) The students had understood about benefits of using playing a play technique. It means, using this technique had influenced the ability of playing the characters of a play. The condition of theater's laboratory had become more conducive, which was not too noisy. Although there was some noise, it must be related to the learning process. In this case, something that had to be given more attention was the students' habits when the changing group was happening (for both practicing the technique and changing performers' group), then they usually became more noisy. This condition was needed to be controlled up so the uproar of learning process could be decreased and trained them to be more discipline.

The students' activity during learning process was relatively good; they were actively doing tasks (performing plays) or observing the play performances. Small numbers of students who were not discipline still became the obstacles on teaching process. Taking from the result of observation, right after the Cycle II, there were some inputs that in seeing across the students, the lecturer had been more patience, easy and able to direct them into technical things. Besides, the technique mastery of performing a play had been increased. Interaction between the lecturer and the students had been intensive by the way of the lecturer kept moving from one group to another to observe the difficulties that were faced by the students. From the reflection result of Cycle II, it was said that the lecturer still was not able to analyze the characterization that was done by students. It was shown by the lectures' reactions to the result of characterization's performance was not touch technical matters yet, or it could be said that the lecturer was not critical yet in giving advices to the performance's result by playing various characters. It almost created the students did not understand their mistakes or their lacks. But it was just happened in some parts; generally the directions by the lecturer had covered the foundation's aspects that needed to be mastered by the students to perform various characters.

Implementation of Cycle III.

On this Cycle III, it started the good result; the students' activeness had increased. The average point of each class was increased from 57.5% on the Cycle II to 68.7% on the Cycle III. Total students that passed the grade were also increased 45% to 92.5%, so on this Cycle III could be reached the class' passing limitation. The increasing of average points and numbers of students who passed the passing grade was something enliven. It could prove that the technique of performing a play had huge benefits in increasing skills of acting various characters by the students. During the Cycle III, there were so many revision of the Cycle II that was done. The students' activities were crystal clear, the students seemed more convince in playing the play's characters for both in individual and group. The lecturer had a role as observatory and motivator in increasing skills of performing characters.

Obstacles and Solutions

The problem of learning technique performing a play to increasing skills of performing a play by the students was depended on the lecturer's commitment. In the learning process, the lecturer was often not able to create interactive teaching process. Besides, learning ideal technique of a play needed more time, so for solving this problem the lecturer had to be able to adapt the practical directions became the directions that were possible to practice in a class. Another obstacle was to represent a representative stage for a performance. Representing a good stage would support the students to reach maximal characterization, due to there were so many cases that in a play performance, a good characterization needed related setting or (in this context) the stage. In this matter, the lecturer as a learning facilitator had to be able to give the reliable stage. The lecturer had to be flexible in teaching. As well as said by the researcher on the Cycle I that it was needed a continuous process to increase the students' mastery of this technique. It means, the lecturer had to spare more time to learn and increase the conception about various strategies and methods that could be given to the students to pump up their learning variation.

Conclusion

Based on the result of the research and the explanation of the previous chapter, it could be got some conclusions. They were:

1. The technique of performing a play was applied in a class by adapting some technical directions that were less appropriate with the class condition. This application was done by using technical directions directly of the play performance.
2. Besides, it also could be used by adapting some things that were not sure yet by performing play technique for being applied in class learning process that had factor limitations to make it possible to be applied.
3. The application of technique in performing a play could increase the skills of Faculty of Letters' students in acting certain characters.
4. The available obstacles were the limited experience and understanding of the lecturers to the technique of performing a play, the limited supporting infrastructures, and unsupported class' condition to apply the technique of performing a play optimally and the limited time to learning process.
5. The solutions that were appeared for facing those obstacles were: giving more mastery matters of the lecturers to the technique of performing a play, synchronizing between learning's needs and the availability of the infrastructures, adapting some behaviors that would not possible to be done in a class to be possible without losing the essentials. For solving the limited time, it should be given directions to the students to try mastering the materials that had been taught outside the class.

Implication

The technique of performing a play 'Waiting for Godot' was proved as skill's escalation for performing various characters by the students of English Department. Therefore the technique of performing various plays was needed to be applied and expanded correctly and continuously. The consequences, the lecturers had to master all concepts and techniques in performing the plays so they could train their students well, and the learning process of performing various characters could run effectively.

The lecturers should not just rely on the learning system of performing the play's characters they had but they had to keep evolving and applying the method of learning various plays. Learning characterization by the technique of playing the pay could increase the individual skills of performing more various characters. The technique of performing plays could train the students in acting various characters, which was by practical practices to increase the skills of performing characters. Further more, the technique of performing plays could be chose as superior method that could make the students having the skills of performing various characters.

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3 ICLLCE 2015 20 Ichwan Suyudi

How Do Foreign Students apprehend Indonesian Speech Sounds? (An Experimental Phonetic Study)

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ABSTRACT

Prosody refers to intonation of the spoken language in linguistic field. It is a broad concept, consists of some features such as tempo, time, accent, stress, timbre (Arnfield, 1994). These research goals are to (1) know the characteristic of phonetically system such as vocal pronunciation of foreign speakers; (2) describe the foreign speaker pronunciation based on the produced articulation pronunciation and articulation place. The research method is experimental phonetic (IPO approach) using PRAAT software. The result research shows various sounds in some analyzed samples. The foreign learners of Indonesian language often make errors in producing Indonesian words. Those errors are caused by some difficulties, such as (1) difficulty in learning how to produce foreign sounds in speech organ itself; (2) the sound distribution of the proper sound spoken for a word and in the context of the spoken word; (3) the fluency, that is a ability in pronunciation of all set of sound (group of sounds) easily and fast; (4) the relation between conventional pronunciation and spelling.

Keyword: *prosody, IPO, PRAAT, foreign student*

Backgrounds

The prosody of mother language (LI) often influences the pronunciation of the second language (L2). This influence of LI is called as *language transfer*. The negative transfer often happens when a person has already had accent of certain language, pronunciation of other language, such as foreign speakers of Indonesian language which often speaks Indonesian language with the accent of their mother languages. This transfer can be in the segmental and super segmental level (prosody) because there are various changes between their mother languages and Indonesian Language.

Sound or super segmental element can be differentiating into some elements, they are the stress about the hard and low of the sound. The distinctive element can be seen from the significant differences between English which distinctively stress, but in Indonesia language, it is not. For example, the word, '*blackboard'* can be stressed in the *black* element so that the meaning is 'the board to write'; if the stress is in the *board* element, so that the meaning will be 'the board with black color'. In Indonesian language, the word '*old people'* can be stressed in the *people* or *old,* the meaning will remain the same. The sound with most resonance space is the vocal sound. Thus, the syllabic sound or peak sound is the vocal sound. As an example, the word *[and]*. This word consists of *[d], [a],* and *[n]* sounds. And the *[d]* and *[n]* sound are the consonant sounds, while the *[a]* sound is the vocal one. The *[a]* sound in that word is the peak syllabi and loudness, because as mentioned above, the *[a]* sound is as vocal produced to have bigger resonance space.

Goerge(1977) states two anticipation steps in solving the language error, they are giving the time for correction, directing the attitude towards the target language, identifying the undesired form, selecting the undesired form, learning every error, determining the further strategy in improving learning. Other researcher, Lightbown and Nina Spada (1999) decreases the error level in foreign speaker that is to get the proper information about the phonetic at that time.

The foreign speakers learned Indonesian Language is expected have the ability to speak as one of the aspect of fluency in productive language. The spoken language is more function in daily activity. Speaking is language form using articulation or words used to deliver the intention (Hurlock 1981). Dardjowidjojo (1995) frequently examines the error in Indonesian language learning and explains that the error of foreign speakers because of the influence of mother language, minimum acquisition of Indonesian language principles and limitation of Indonesian vocabulary. The frequent errors are the different of utterance tools, the place of articulation and the articulator which is able to make different meaning significantly. This difference does not only refer to meaning of phonemic but more to the difference in phonetic so that it may be new findings in phonetic ability of foreign speaker articulator in Indonesian language learning. This research goal is to know the prosody (super segmental element) transferred into pronunciation of Indonesian language words by the foreign speakers. As detail, these research goals are:

1. To know the phonetic system characteristics of words as the vocal pronunciation by the foreign speakers.
2. To describe the foreign speaker pronunciation based on the produced articulation pronunciation and the place of articulation.
3. To describe the tendency of foreign speaker utterance change in Indonesian language.

Research Methods

The language sound data in the form of *wave* is analyzed using Praat program used to analysis the phonetic data. PRAAT, used in some previous researches (Veraci, 2011, Pranowo, 1984, Silvana, 2000, et al) is open source software found by Paul Boersma and David Weenink from *Phonetic Science Department University of Amsterdam* used to analysis the sound reconstruction analysis flexible.

The analysis procedure can be done in ranks. In detail, the sound data of every sound is processed by using Praat program to every data in label level.

The research objects :

1. The sound data or language sound from the informants with recording technique.
2. The foreign speakers learning Indonesian language (BIPA)
3. The high intensity of Indonesian language use
4. The age of 20-40 years old
5. Having complete articulator

The respondents are selected by purposive sampling from the BIPA students. The data processing is done by (1) sound extraction, (2) segmentation, (3) doing the frequency measurement and extracting the result measurement in the data terminal. The frequency measurement is done by adopting the IPO theory (*Instituute voor Perceptie onderzoek*) (Collier, Cohen, 1990), (4) copying data in Praat Picture or *close copy.*

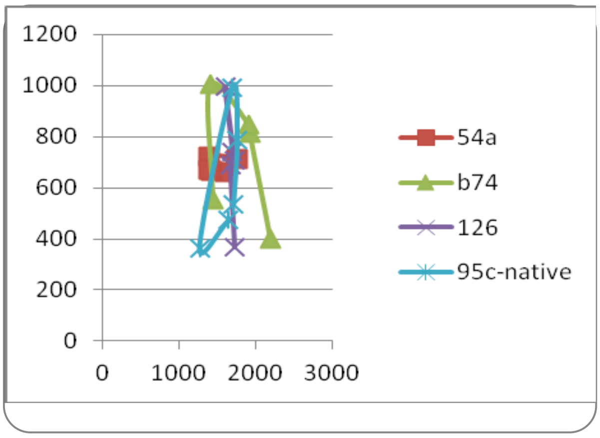
The Results and Discussion

This research is focused in the experimental analysis of sound data by using Praat software. The result analysis from the informants is as follow:

- The 'datang' <Coming>Analysis

Horizontal –F2 value, Vertical –F1 Value

Coming



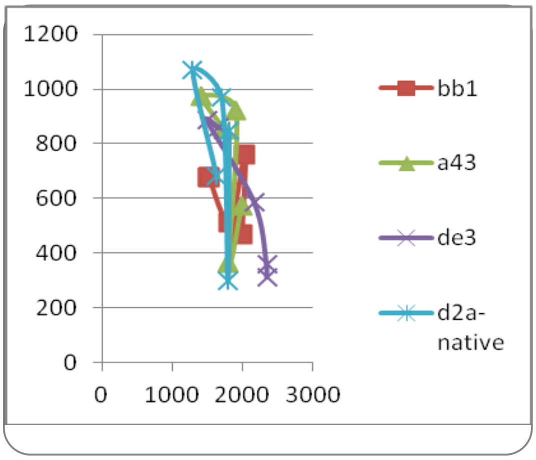
From the three informants, the pattern close to native is b74 although there is difference in position and height of tongue in beginning and final sounds.

The 54a informant pattern is very different, the height and position of tongue just move a little bit, the height of tongue is between 600-800 Hz, while the range of the height of tongue is from 250 until 1000.

- The 'gitar' <Guitar> Analysis

Horizontal –F2 value, Vertical –F1Value

Guitar



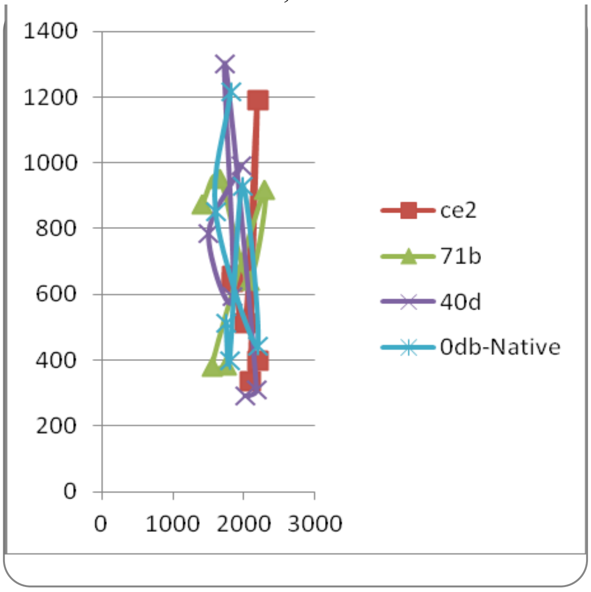
Based on the figure in the left, the a43 informant pattern is the most close to the Native similarity. While, the de3 informant pattern is the less close to the native similarity.

The sound of /i/ causes the different other informant. It seems that when the bb1 informant gives /i/ sound, the tongue is closer to tongue palate while the native tongue is less close to the palate.

The final sound of /r/ is also by different sound of de3 informant. The /r/ sound is done by moving the tongue getting put but more to the palate. This is different with the native one, the tongue is less closer to the palate.

- The ‘Insyaf’ <Conscious >Analysis

Horizontal –F2 Value, Vertical –F1 Value

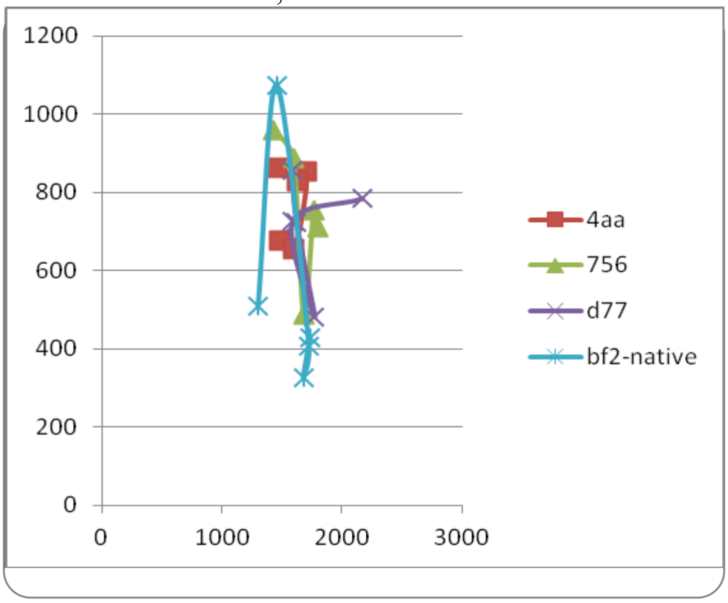


Based on the figure in the left, it seems that 40d shows the pattern that is almost the same with the Native about the height of tongue and the back and forth movement of the tongue.

The 71b informant show the difference, mainly in the first and final sound of /i/ and /f/. the ce2 informant is the most different informant among others, mainly in producing sound of /sy/, the tongue is getting out and down compared to the native.

- The ‘pagar’ <Hedge> Analysis

Horizontal –F2 value, Vertical –F1 value



Based on the figure in the left, there is no pattern from the three informants which is the same with Native.

The native positions the tongue getting out and the position of tongue closer to the mouth palate.

The d77 informant seems to be different in producing the sound of /r/ by positioning the tongue getting out from the mouth and the height of tongue is getting far from the mouth palate while the native’s tongue is positioned getting out from the mouth and the position of tongue is getting close to the palate.

Results and Discussion

Laksman (1995) explains about the identification of physical sound characteristic in Indonesian language. Laksman explains the formant frequency is the frequency of complex sound waved periodically and strengthened in sound cavity such as pharyngeal, mouth and vocal cord. This formant frequency gives certain patterns about the vocal sound and some consonants, especially the frequency of the two first formants (F1 and F2) (pp 93).

Some researchers are done to get the value of formants in Indonesian language by this following explanation.

	The physical characteristic of Indonesian language (Lapoliwa)			The physical characteristic of Indonesian language in batak Toba tribe (van Zanten)			The physical characteristic of Indonesian language in Javanese tribe (van Zanten)		
	F1	F2	F3	F1	F2	F3	F1	F2	F3
[i]	250	2450	3300	291	2190	3075	319	2174	2912
[u]	300	1750	2500	377	829	2449	378	856	2515
[a]	590	1590	2830	764	1365	2362	750	1345	2480
[ə]	410	2080	2920	389	1794	2623	519	1367	2501
[o]				496	869	2569	544	871	2533

The source of this research data is the word by foreign and Indonesian speakers. The vocal spoken can be positioned in the first, medium and final. The example can be seen from the following table.

Word	First position	Medium position	Final position
ahad	[**a**]	[h**a**d]	
alfa	[**a**l]		[f**a**]

The result research can be seen in this figure below.
The above values, then, are got the median and the data is below.

	First position		Medium position		Final position		The physical characteristic of Indonesian language (Lapoliwa)	
	F1	F2	F1	F2	F1	F2	F1	F2
[i]	396	1929	710	2095	367	2002	250	2450
[u]			548	1403	565	1498	300	1750
[a]	890	1491	770	1541	788	1572	590	1590
[ə]			617	1420	614	1679	410	2080
[o]								

Based on the comparison of this result research with Lapoliwa research, the results are as follow.

1. The F1 [i] value in first and final position is closer to the F1 Lapoliwa value, while the F2 value in the medium position is close to the F2 Lapoliwa value.
2. The F1 [u] value is higher than the F1 Lapoliwa value. this means that when producing the [u] sound, the position of tongue is getting farer from the mouth palate compared to the Lapoliwa result research. While, the F2 [u] value is lower than the F2 Lapoliwa value. this means that the tongue moves to go inner compared to the Lapoliwa result research.
3. The F1 [a] value is higher than the F1 Lapoliwa value. this means that when producing [a] sound, the tongue position is getting farer from the mouth palate than the Lapoliwa result research. While, the F2 [a] value in the medium and final position is getting closer to the F2 Lapoliwa value because of the less far differences.
4. The F1 [ə] value is higher than F1 Lapoliwa value. this means that when producing the [ə] sound, the tongue position is getting farer to the mouth palate

compared to the Lipoliwa result research. This means that the tongue moves to get inner than the Lipoliwa result research.

5. Overall, only F2 [a] values in medium and final position are the closest to the F2 Lapoliwa value.

Conclusion

Basically, the sound system in Indonesian language is the same with the sound system in English. Although there are some vocals in English which are not in Indonesian language. in English, stress is very important because it influences the meaning of a word, while in Indonesian language, it doesn't influence the meaning of word. Besides, in English, there is aspirated sound, meaning that it is the sound with blowing air followed when it is spoken.

The Indonesian language learners often make some errors in pronunciation of Indonesian language words. These errors are caused by some difficulties, are:

1. The difficulty in learning how to make foreign sounds with utterance organ itself.
2. The distribution of sound, that is which sound is proper when spoken in such word or sentence, and in what context the sound is spoken.
3. The fluency, that is the ability to speak all set of sounds (group of sounds) easily and fast.
4. The relation between conventional pronunciation and spelling. The above errors are the most common error faced by the learners.

   In learning foreign language, especially Indonesian language, the speaker really has to understand that the language sound system is different with English. There are some sounds in English that are not in Indonesian language, such as vocal, consonants, diphthong, or other form of sounds. Besides, in Indonesian language, stress, length, and intonation don't give influence to the meaning of word. These problems can be solved by trying to know how the way to speak or pronounce a word and practice to pronounce and also practice to listen how the native speakers pronounce directly or indirectly.

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The Effects of Peer Feedback and Self-Correction on Writing Ability: A Case of Social Network Medium

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ABSTRACT

The purposes of this research were 1) to study the effects of peer feedback and self-correction on the student's writing ability; 2) to ascertain which writing aspect the student improved most and least; and 3) to investigate the student's attitudes toward peer feedback and self-correction. The samples of this study were 60 undergraduate students from the Faculty of Engineering at King Mongkut's University of Technology North Bangkok enrolled in Writing I course in the second semester of academic year 2014. Thirty students were randomly assigned to the control group employing the self-correction strategy, while 30 students in the experimental group used a peer feedback strategy via Facebook. The stratified random sampling technique was used in this study for subject selection and assignment. At the beginning of the writing course, both groups were trained for 6 hours on how to provide effective feedback to their peers and how to correct their own writing task. The writing ability test and close-ended questionnaire were used for the quantitative data collection. An independent t-test and descriptive statistics were used to analyze the data. To gain more in-depth data, an open-ended questionnaire and interviews were employed. The findings showed that the different types of feedback did not have a significant effect on the students' writing achievement. Additionally, the results showed that both groups had positive attitudes toward the type of feedback they experienced. However, the use of social networking a site in the writing process also yielded some promising results for EFL writing instruction.

Keywords: Peer feedback, Self-correction, Writing ability, Student's attitudes

1. Introduction

In the next year Thailand will be entering the ASEAN Economic Community, and there will be a lot of foreigners coming to Thailand for many reasons, such as business, travel, education, and the like. Without doubt, English will be the most important language at that time because it is an international language used for communicating with each other.
Among the four English skills, writing is one of the skills that Thai students always have problems with. Most Thai students have studied English for more than nine years but they still face writing problems, such as illogical organization of ideas, vocabulary use, grammatical mistakes, and spelling. However, they cannot escape the need to write in their daily life. It could be said that most people, on a typical day, practice some forms of writing (Grabe and Kaplan, 1996).

At King Mongkut's University of Technology North Bangkok, Writing I is one of the required English courses for engineering students, and the students seem to have writing problems similar to those mentioned above. Feedback is considered important input that helps to improve students' writing ability. Wanchid (2007) claimed that using only teacher feedback in the writing course is not enough to improve the student's writing ability. Moreover, many researchers have investigated peer feedback in the writing course and claimed that this methodology can develop students' writing ability (Wanchid, 2013). Ting & Qian (2010) stated that peer feedback activities encourage students to become more critical readers and revisers through reading others' writings critically. Ho and Duong (2014) believe that peer feedback methods are effective and useful for teachers and students when the primary training is to be set up before starting the activity so that students can get a general picture of what they are going to do and how. Furthermore, modern technology has influences human life nowadays and social media are popular among teenagers. For this reason, it was considered interesting to integrate a famous social medium and writing pedagogy together for improving the student's writing ability in the classroom.

1.1 Research Objectives

1. To study the effects of peer feedback and self-correction on the student's writing ability.
2. To find out the areas where the students improved the most and least.
3. To investigate the attitudes of students toward peer feedback and self-correction.

1.2 Research Questions

1. Are there any significant effects between peer feedback and self-correction on students' writing ability?
2. In what areas did the students improve the most and least?
3. What are the students' attitudes toward peer feedback and self-correction?

1.3 Research Hypothesis

The posttest mean scores of the students in the control group and the experimental group are significantly different at 0.05 level.

1.4 Scope of the Study

1. The population of the study was undergraduate engineering university students from King Mongkut's University of Technology North Bangkok in the Faculty of Engineering registered for the Writing I course during the second semester of academic year 2014.
2. The independent variables were peer feedback and self-correction.
3. The students' writing ability score was the dependent variable.
4. The three writing assignments focused on in the writing course were narrative, descriptive, and writing paragraphs giving reasons and examples.

2. Literature Review

2.1 The Writing Theory

Writing is one of four skills that many people use in daily life. It is fair to say that most people on a typical day practice some form of writing, and virtually everyone in every walk of life completes an enormous number of forms. In addition, many people write for reasons unrelated to their work: letters, diaries, messages, shopping lists, budgets, etc. (Grabe and Kaplan, 1996). According to Brown, a good deal of attention was placed on "model" composition that students would emulate and on how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (2001, p.335). However, writing is a "process through which meaning is created" (Zamel, 1982, p.195) while White and Arndt (1991, p.3) describe writing as a form of problem-solving which involves such processes as generating ideas, discovering a 'voice' with which to write, planning, goal-setting, monitoring and evaluating what is going to be written, as well as what has been written and searching for language with which to express exact meaning.

2.2 Self-correction

In this study, self-correction refers to the strategy that each student has to revise a first draft of his or her own writing by using guided questions, focusing on both form-focused and meaning focused. After they finish doing self-correction activities, they have to submit the second draft to the lecturer within the due date.

Shirzad et al. (2015) conducted a research on the effects of teacher, guided, and self-error correction on EFL learners writing accuracy. All of the students had to write descriptive paragraphs on different topics during the treatment procedure. The student's writings were checked based on different treatment types. After that, the students revised their writing during each session and the teacher asked the participants to write on a new topic in the same genre. A pretest and posttest were used to check the learners' improvement. The results suggested that guided error-correction led to significant improvement in the learners' writing accuracy. The teacher's emphasis should be on tactics in error-correction, and the teacher should be very patient with the students' errors.

On the other hand, Bahrami (2002) investigated the effect of three different types of correction on the writing ability of upper-intermediate Iranian students. She studied three methods of teacher correction, self-correction (underlining), and peer correction (indicating the type of errors). The results showed that peer correction and self-correction were more effective strategies than the traditional teacher correction. Meanwhile, Ganji (2009) investigated the impacts on writing performance of teacher correction, peer correction, and self-correction with students that were chosen from among 75 IELTS candidates. From the results, he claimed that the teacher-correction method just wasted time and energy, but the two methods – self-correction and peer correction were effective in improving the writing performance and accuracy of the students.

2.3 Peer Feedback

Peer feedback is referred to by many names, for example, peer response, peer editing, peer critiquing, and peer evaluation (Keh, 1996). Each name has a focus on the feedback differently. For example, peer response may focus on the content, with peer editing nearing the final draft, with a focus on grammar.

The theoretical framework underlining peer feedback pedagogy is Vygotsky's idea of social constructivism, which learning is enhanced through social interactions where knowledge is not simply constructed but co-constructed through collaborative and cooperative learning environments, and where the learners' actual development can be reached through scaffolding by more capable people (Wanchid, 2015).

In this research, peer feedback refers to the feedback given by the students' friends that are in the same subgroup. Each student posts his or her work on his or her Facebook. The student provides and receives comments, suggestions and critiques as well as edits other friends' first draft on Facebook directly by using the Four-Step Procedure: clarifying, identifying, explaining, and giving suggestions (Min, 2006). Ho and Duong (2014) undertook research on the effectiveness of peer feedback on graduate academic writing at Ho Chi Minh City Open University. They collected data from 37 master degree students. The students were requested to write different types of paragraphs and essays, working in groups to provide comments on their peers' writing both on the local and global area. The results showed that the four most frequent types of comments were to alteration, clarification, suggestion, and explanation. The researchers believed that the peer feedback methods were effective and useful for the teachers

and students when the primary training should be set up before starting the activity so that students can get a general picture of what they are going to do and how.
On the other hand, Ting & Qian (2010) conducted research on peer feedback in a Chinese EFL writing classroom. The objective of this study was to find out the nature of the revision of students' writing tasks after receiving peer feedback by analyzing first and second drafts measuring accuracy, fluency, grammatical complexity, and vocabulary complexity. The results revealed that peer review activities cannot guarantee the overall improvement of a piece of writing, but students can become more critical readers and revisers through reading others' writings critically.

2.4 Providing Feedback via the Online Medium

The use of the online medium as a learning tool in the classroom has been claimed to benefit students in writing courses. Shukor and Noordin (2014) compared face-to-face and Facebook collaborative writing groups in order to measure the students' writing performance. The results of the research revealed that the participants in the Facebook collaborative writing groups displayed slightly higher scores compared to the face-to-face collaborative writing groups. In addition, the use of Facebook helped the students discuss ideas with peers and provide feedback and comments on the writing activities both at the same and at different timed. Furthermore, Yusof, Manan and Alias (2012) investigated the potential of use of Facebook Notes as a medium for providing peer feedback on students' written work. Planning, drafting, revising, and editing were the four stages involved in the writing process. Peer feedback guide via the Facebook Notes helped the teacher make sure that all of the students' writing pieces were reviewed at all the four stages of the writing process and consequently improved the quality of their written work.

3. Methodology

3.1 Subjects

The population of the present study was 150 Thai second year undergraduate Engineering students enrolled in Writing I as an elective course at King Mongkut's University of Technology North Bangkok in the second semester of academic year 2014, but the samples of this study were composed of 60 students. The student's age range was 19 to 25, with 24 males and 36 females. All of them had passed Foundation English I and II, and they had different levels of general English proficiency (high, moderate, and low). The stratified random sampling technique was used for subject selection and assignments. Based on the students' total raw scores for English II, they were classified into 3 levels of general English proficiency (high, moderate, and low).

3.2 Instruments and Data Collection

Three research instruments – writing ability test, an attitudes questionnaire, and interviews were used in this study. The writing ability test was used to serve the first two research questions, and it was constructed by the researcher. The objective of the test was to assess the student's achievement in writing after the experiment. There were three main parts: error identification, a cloze test, and paragraph writing on the topic "Please give three reasons and examples why English is necessary for the AEC." Test quality was validated by 3 experts, and the Index of Item Objective Congruence (IOC) was 1. The students had 3 hours to complete the test. The assessment criteria for the paragraph writing section were based on Pavlik and Segal's writing profile (2007), covering five majors writing components: content, organization, vocabulary, grammar, and spelling and mechanics, with each one having three rating levels of *excellent, adequate, and developing*. The test was distributed at the beginning

and the end of the course. The data were analyzed by using independent t-test.
A questionnaire and interview were used in the study to answer the third research question. The questionnaire was designed to elicit the students' responses regarding their attitudes toward peer feedback and self-correction, and it had two main parts. The students' demographic data were in the first part while the second part asked about the students' attitudes toward the use of alternative assessment by using a five-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). The reliability of the questionnaire was calculated by 3 experts, and the Index of Item Objective Congruence (IOC) was 1. Descriptive statistics were used for the data analysis. Interviews were arranged at the end of the experiment in order to gain a more in-depth reflection of the students' preferences, attitudes, opinions, and feelings toward peer feedback and the self-correction they received.

Table 3.1 The Experimental Process

Phases	Activities	Weeks (1-15)
I	• The students were informed which session and subgroups they belonged to, and they received the course syllabus and the details of tasks they had to do throughout the semester. Moreover, the writing ability test (pretest) was distributed to all students.	1
II	• The students in the control and experimental groups were trained in how to revise their own work or how to provide good quality feedback to their friends. The students also were asked to sign up for a Facebook account if they did not have it yet.	2 – 3

Table 3.1 (Continued)

Phases	Activities	Weeks (1-15)
III	• The students in the experimental group had to write three writing assignments, and revised their writing after receiving peer feedback. In the meantime, the control group students were assigned to write the same three writing assignments, and edited their work by themselves. Furthermore, the students had to hand in all assignments, including the feedback received from their peers, to the instructor within the due date.	4 – 13
IV	• The students had to take the writing ability test (posttest), and the questionnaires were distributed at the end of the session.	14
V	• Nine students (3 low-proficiency learners, 3 moderate-proficiency learners, and 3 high-proficiency learners) from the control group and nine students from the experimental groups were randomly selected for the interview session.	15

3.3 Data Analysis

1. In order to answer research question 1, an independent t-test was used by employing the Statistical Package for the Social Sciences (SPSS) Version 11.5 to analyze the effects of peer feedback and self-correction on the students' writing ability.
2. In order to answer the research question 2, the gained score of the writing ability test in each writing component – content, organization, vocabulary, grammar, and spelling and mechanics were calculated by the t-test.
3. In order to answer the research question 3, which was to survey the student's attitudes toward the peer feedback and self-correction they experienced, the questionnaires and interview were used to collect in-depth data for the purpose of providing insight into the student's preferences, attitudes, feelings, and opinions. The students' attitudes from two groups were calculated and reported in terms of frequency, mean, and standard deviation.

4. Results of the Study

Research Question 1: Are there any significant effects between peer feedback and self-correction on the students' writing ability?

Table 4.1: **The effects of the use of peer feedback and self-correction on the students' writing ability**

Writing ability test	Total score	Mean	S.D	F	Sig	t	df	Sig. (2-tailed)
Pretest score of self-correction	60	31.10	5.73					
Pretest score of peer feedback	60	32.66	5.56	.021	.886	-1.07	58	.287
Posttest score of self-correction	60	47.53	2.95					
Posttest score ofpeerfeedback	60	54.33	5.01	4.15	.046	-6.40	58	.000

In order to ensure that the students in the peer feedback group and the self-correction group had equal writing ability before the experiment, the writing ability of the students in the two groups was measured. The results from the t-test in Table 4.1 showed that the pretest scores of the two groups were not significantly different ($t = -1.07$, $p>.05$), and this meant that the writing ability of the students of the two groups was comparable. According to the first research objective, which was to study the effects of peer feedback and self-correction on the students' writing ability, the results from the t-test illustrated that the posttest scores of the students in the peer feedback group and the self-correction group were significantly different ($t = -6.40$, $p<.05$). Therefore, the research hypothesis was accepted.

Research Question 2: In what area did the students improve most and least?

Table 4.2 The gained score of the paragraph writing of the students in the peer feedback group

Writing components	Total score	Gained* score	S.D.	t	df	Sig. (2-tailed)
Content	15	1.57	.50	17.03	29	.00
Organization	15	1.63	.93	9.64	29	.00
Vocabulary	15	1.17	.75	8.56	29	.00
Grammar	15	1.13	.73	8.50	29	.00
Spelling and Mechanics	15	1.23	.43	15.70	29	.00

*** The gained score is the differences of pretest and posttest scores.**

For the peer feedback group, the results revealed that the writing component where the students improved most as organization and followed by content, with the gained score of 1.63 and 1.57 respectively. Meanwhile, the writing component where the students improved the least was grammar, with a gained score of 1.13.

Table 4.3 The gained score of the paragraph writing of the students in the self-correction group

Writing components	Total score	Gained * score	S.D.	t	df	Sig. (2-tailed)
Content	15	1.00	.79	6.95	29	.00
Organization	15	1.40	1.30	5.89	29	.00
Vocabulary	15	1.20	.66	9.89	29	.00
Grammar	15	.70	.60	6.43	29	.00
Spelling and Mechanics	15	1.00	.53	10.43	29	.00

*** The gained score is the differences of pretest and posttest scores.**

The findings from the self-correction group revealed that the writing component where the students showed the most improvement was organization and vocabulary, with gained scores of 1.40 and 1.20 respectively. On the other hand, the writing component where the students showed the least improvement was grammar, with a gained score of 0.70.

Research Question 3: What are the student's attitudes toward peer feedback and self-correction?

Table 4.4 Questionnaire results regarding the benefits of self-correction

Attitudes toward the benefits of self-correction	Mean	S.D.
1. I enjoyed the self-correction activity.	3.23	0.68
2. The self-correction activity improved my writing ability.	3.93	0.52
3. Self-correction made me feel more confident about my writing.	3.57	0.73
4. The self-correction activity helped me to be more careful about spelling.	4.10	0.55
5. Self-correction encouraged me to write more.	3.57	0.63
6. I felt more confident in correcting my papers.	3.70	0.70
7. The self-correction activity gave me some ideas on unity in writing.	3.67	0.66
8. I was aware of my grammatical mistakes.	4.13	0.68

Table 4.4 (Continued)

Attitudes toward the benefits of self-correction	Mean	S.D.
9. Self-correction gave me various ideas for correcting my writing mistakes.	3.67	0.66
10. I got more information on how to write in a better way.	3.87	0.78
Valid N (listwise)	3.74	0.66

The results of the descriptive analysis showed that the overall mean score was 3.74 (SD=0.66). This results revealed that most of the students thought that self-correction made them aware of grammatical mistakes with a mean score of 4.13 (SD=0.68), and that the self-correction activity also helped them to be more careful about spelling (Mean=4.10, SD=0.55). Meanwhile, the smallest mean score was 3.23 (SD=0.68); that is they enjoyed the self-correction activity.

Table 4.5 Questionnaire results for the problem of self-correction

Attitudes toward the problem of self-correction	Mean	S.D.
11. I thought that the idea of self-correction was a waste of time.	2.40	0.77
12. My self-correction experience was stressful.	3.30	1.12
13. Sometimes I did not like the self-correction activity.	3.37	1.03
14. I thought that my writing was perfect, so I am not sure which points I have to change.	2.63	1.13
15. I did not have ideas for developing my writing in a better way.	2.93	0.98
16. I did not think I was learning something new in the self-correction activity.	2.30	0.95
17. I felt that my self-correction was not good.	3.13	0.90
18. I felt uncomfortable doing self-correction.	2.83	0.87
19. I was afraid that my self-correction might be incorrect.	3.67	0.99
20. I could not correct my writing effectively.	3.30	0.95
Valid N (listwise)	2.99	0.97

The overall mean score for the attitudes toward the problem of self-correction was 2.99 (SD=0.97). The finding indicated that the majority of the respondents were afraid that their self-correction might be incorrect, where the mean score was 3.67 (SD=0.99). For the following item, that is, they sometimes did not like self-correction activity, the mean score was 3.37 (SD=1.03). For the last item, that they did not think that they were learning anything new in the self-correction, the mean score was 2.30 (SD=0.95). The results appear to collaborate the interviews showing that most of the students thought that the self-correction activity was useful, but all of them said it was hard for them to find their own writing problems.

Table 4.6 Questionnaire results for the benefits of peer feedback

Attitudes toward the benefits of peer feedback	Mean	S.D.
1. I enjoyed the peer feedback activity.	4.03	0.67
2. The peer feedback activity improved my writing ability.	4.53	0.63
3. Peer feedback made me feel more confident about my writing.	4.23	0.73
4. My peers helped me to be more careful about spelling.	4.23	0.68
5. Peer feedback encouraged me to write more.	4.00	0.87
6. Peer feedback made me feel more confident in correcting my papers.	4.20	0.71
7. The peer feedback activity gave me some ideas on unity in writing.	4.37	0.76
8. I was aware of my grammatical mistakes.	4.40	0.77
9. Peer feedback gave me various ideas for correcting my writing mistakes.	4.23	0.73
10. I got more information on how to write in a better way from peer feedback.	4.30	0.70
Valid N (listwise)	4.25	0.73

The overall mean score for the attitudes toward the benefits of peer feedback was 4.25 (SD=0.73). The finding indicated that the majority of the respondents thought that the peer feedback activity improved their writing ability, with a mean score of 4.53 (SD=0.63). For the following item regarding their awareness of their grammatical mistakes, the mean score was 4.40 (SD=0.77). The last mean score was for the item, peer feedback encouraged me to write more, with a mean score of 4.00 (SD=0.87).

Table 4.7 Questionnaire results for the problem of peer feedback

Attitudes toward the problem of peer feedback	Mean	S.D.
11. I thought the idea of peer feedback was a waste of time.	2.17	0.95
12. My peer feedback experience was stressful.	2.40	1.16
13. Sometimes I did not like others' comments about my writing.	2.10	1.03
14. I thought that my writing was complete but my peers suggested some changes.	2.30	1.06
15. Some peers did not give comments for developing my writing in a better way.	2.77	1.10

Table 4.7 (Continued)

Attitudes toward the problem of peer feedback	Mean	S.D.
16. I did not think that I was learning anything new in the peer feedback.	1.93	1.01
17. I felt that my feedback was not good.	2.53	1.14
18. I felt uncomfortable about giving feedback to my peers.	2.53	1.22
19. I was afraid that my comments might be incorrect.	3.47	1.14
20. I could not give feedback to my peer effectively.	2.97	0.93
Valid N (listwise)	2.52	1.07

The overall mean score for the attitudes toward the problem of peer feedback was 2.52 (SD=1.07). As can be seen, most of the students were afraid that their comments might be incorrect, with a mean score of 3.47 (SD=1.14). The mean score for the attitude that they could not give feedback to their peers effectively was 2.97 (SD=0.93). The response, that they did not think that they were learning anything new in the peer feedback, received the lowest mean score at 1.93 (SD=1.01).

Table 4.8 Questionnaire result toward peer feedback on Facebook

Attitudes toward peer feedback on Facebook	Mean	S.D.
21. I thought that peer feedback on Facebook was easy to use.	4.13	0.73
22. Peer feedback on Facebook was a good experience for me.	4.13	0.86
23. I would recommend this writing course with the use of Facebook to other students.	3.83	0.95
24. I thought that Facebook can help me improve my writing.	3.70	0.84
25. I will continue to use Facebook for developing my writing.	3.70	0.84
Valid N (listwise)	3.89	0.84

The result of the descriptive analysis showed that the overall mean score was 3.89 (SD=0.84). This result revealed that most students thought that peer feedback on Facebook was easy to use and was a good experience for them with a mean score of 4.13 (SD=0.73, 0.86) and followed by a mean score of 3.83 (SD=0.95) for "they would recommend this writing course with the use of Facebook to other students." On the other hand, the lowest mean score was 3.70 (SD=0.84) for the idea that Facebook helped them to improve their writing and they would continue to use Facebook for developing their writing.

The results are consistent with the interviews showing that most of the students enjoyed doing the peer feedback on Facebook as it involved the use of technology, as was depicted in the following statement. "Peer feedback on Facebook was convenient. It was fun giving and receiving comments". Besides, most of the interviewees realized the role that peer feedback on Facebook played in improving their English writing, it was a fun activity because it allowed them to work with their classmates outside the classroom.

5. Discussion

5.1 Why do the students in the peer feedback and self-correction group have different effects on the writing ability after completing the writing course?

The finding of this study showed that the peer feedback and self-correction tended to have significantly effect on writing ability. This may be due to the different characteristics of peer feedback and self-correction for revising writing tasks, these two groups are different from each other. For example, the students in the peer feedback group could edit their own tasks by following the guideline or comments of their friends. In contrast, the students in self-correction group had to revise their tasks by themselves without any comments from their peers. Further, the activities of the peer feedback group encouraged student-student interaction and participation in the classroom. Moreover, the students in the peer feedback group had two ways chance to review their own tasks and also their peers' tasks. These striking characteristics which the peer feedback method provides more learning participation and ultimately help the students improve their writing skills. This claim can be supported by the quantitative results of the present study, showing that the writing ability scores of the students in the peer feedback group were higher than those of the students in the self-correction group.

The findings are also supportive of Ertmer et al. (2009) theory that the students that were taught using the peer feedback method had the opportunity not only to reflect on the work of their peers, but also on their own work. The results also support the theory of Rollinson (2005), who claimed that peer feedback helps students to be more confident in writing by giving them practice in becoming critical readers. Additionally, peer feedback helps students become more self-reliant writers at the same time, writers that are both self-critical and that have the skills to self-edit and revise their writing.

5.2 The writing components that the students improved the most and least

The outcome from the writing ability test revealed that both groups of students – self-correction and peer feedback groups – had the same highest improvement of writing component in the organization part. This might be because all of the students learned how to organize the essays throughout the course. In addition, they were assigned writing assignments for practicing their organization skill. Meanwhile, the writing component that the students improved the most following the organization part was vocabulary for the self-correction group and the content part for the peer feedback group. Regarding the students of self-correction group, they had to revise their tasks by themselves, and words or sentences were what they always seem to focus on in their editing. Therefore, this is the reason why they had high skill in the use of vocabulary. On the other hand, the peer feedback group of students had to comment on their friends' paper and most of these students focused on the content of the writing, which encouraged them to develop this skill.

Moreover, the writing component that the students of both groups improved the least was the same – grammar. Thai students have faced this problem for a long time ago, and most of them had studied English grammar for more than ten years at secondary and university levels but they still have weak grammar skills. However, grammar was taught in this course but it was too difficult for the students to advance in their grammar skill.

5.3 Why are the learner's attitudes toward peer feedback more positive than the self-correction?

The results from the questionnaire showed that the students in the peer feedback group had more positive attitudes than the students in the self-correction group. This may be due to the fact that the peer feedback group of students revised their tasks by following the comments of their friends. On the other hand, the students in the self-correction group had to revise their tasks by themselves without any comments or guideline from their friends and that may have been too difficult for them. For example, the activities of the peer feedback group encouraged interaction and participation in the classroom. Furthermore, the students were offered the opportunity not only to reflect on the work of their peers, but also on their own work (Ertmer et al., 2009).

In terms of writing ability, most of the students agreed that the peer feedback activities improved their writing ability. This finding is supported by Grabe and Kaplan (1996) and Shokrpour, Keshavarz and Jafari (2013), who revealed that peer feedback can be used to reduce writing anxiety, increase the writer's confidence, engage the students in frequent reading and writing, and foster critical reading and reflection. Furthermore, these researchers believe that the peer feedback activity helps students manage their learning schedule, increases their motivation and joy in writing, and promotes their information literacy. Moreover, students also acknowledged that the peer feedback activity helped them to be aware of their grammatical mistakes, an idea that has been supported by Shokrpour et al. (2013). They claimed that students achieved autonomy in writing, wrote more frequently and accurately, and most importantly, felt empowered as writers from peer feedback activities.

Peer feedback training may be another reason why the students in the peer feedback group were more satisfied than the students in the self-correction group. Based on the literature, peer feedback methods are effective and useful when the primary training should be set up before starting the activity so that students can get a general picture of what they are going to do and how (Ho and Duong, 2014). As a result, in this study, the students in both the self-correction group and the peer feedback group were trained in how to generate effective feedback and suggestions on their peers' work at the beginning of the course. The researcher also highlighted the role of peer feedback in the writing process, and described and discussed the benefits of having peers review the students' papers as opposed to the teachers' response. Moreover, the students were supported to believe that they could trust their peer group assistance. Both groups of students were trained in the same method; however, only the experimental group of students did the peer feedback activities throughout the course. Therefore, it might be concluded that peer feedback training possibly increased the students' writing ability and helped them to be aware of their writing mistakes, which was acknowledged from their peers' comments. At the same time, the students had more self-confidence in their ability in terms of providing useful feedback to their friends and promoting positive attitudes toward the use of the peer feedback strategy in their writing process.

In conclusion, as the significantly different effects between peer feedback and self-correction on students' writing ability were shown in this study, it can confirm the idea of Vygotsky's Zone of Proximal Development, where skills are extended through the guidance and response of more competent learners as scaffolding may occur through feedback and lead to the students' writing improvement.

5.4 Recommendations for Further Research

1. This research was conducted in order to investigate the effects of self-correction and peer feedback, using Facebook, on the students' writing ability. Providing peer feedback through other social networking sites having different functions would be interesting to study.
2. Other critical factors that might have affected the results of the study, such as age, gender, learning styles, learning strategies, computer literacy, and group integrity, should be taken into consideration.
3. The results of this research were limited by the small sample size, and additionally the sample of this study was sophomore students studying in the field of engineering. Other fields of study and years of students are recommended for future research.

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3 ICLICE 2015 22 Raquib Quasem

Cultural Assimilation & Attitude of Non-Native Middle School Students and Adults in Dhaka: A Comparative Study

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ABSTRACT

This research aims to identify and examine the key factors that play a vital role in the cultural assimilation and attitudes of non-native speakers of Bangla at an International school in Dhaka where English is the medium of instruction, and seek out differences in attitude between the non-native adults residing in Dhaka. The identification of the key factors which facilitate cultural assimilation has been uncovered through triangulating personal interviews, semi-structured questionnaires, and focus group discussions. The results indicate that gradual cultural assimilation is taking place in the non-native speakers of Bangla in both the adult and student population, but with striking differences in their attitudes towards certain well established elements that foster cultural assimilation.

Keyword: Cultural assimilation, Attitude, Cultural relativism, Diffusion, Integration

1. Introduction

1.1 Background and context

Cultural assimilation is gradual process, and the chief factor which all non-natives must take into consideration is linguistic assimilation. They must learn how to effectively communicate with the natives to perform well at their work place, school, shopping malls, or even at social gatherings. Some countries such as the United States of America and Australia have well established policies which the migrants must satisfy in order to be considered as a prospective applicant. They must go through a series of naturalization process which in essence prepares them to familiarize themselves with the culture of the respective nation and integrate into the society. This study is concerned about the degree of cultural assimilation of non-native adults and students in Dhaka; and it will help identify the key factors which are responsible for facilitating as well as causing hindrance to cultural assimilation of the two groups on non-native Bangla speakers residing in the host country. Cultural assimilation is one of the major components of acculturation. In order to comprehend the true meaning of assimilation, it is imperative to define the acculturation as assimilation is an integral part of acculturation. As defined by Redfield, Linton, and Herskovits [1936, p.149]
"Acculturation comprehends those phenomena which results when groups of individuals having different cultures come into continuous first-hand contact with subsequent changes in the original country patterns of either or both groups". Therefore it may be concluded that assimilation is not the sole component of acculturation, although the term assimilation had been coined as a synonym for acculturation as per Vasquez [1984].
According to Berry [1997], in his article titled *Lead Article Immigration, Acculturation, and Adaptation* elaborates upon acculturation. According to him there are four strategies of acculturation: assimilation, separation, integration, and marginalization. Berry explains assimilation occurs then the non-natives or migrant communities is not determined to hold on

to their original cultural identity, and are focused on interacting with other cultures. Separation on the contrary occurs when the migrant community or non natives strictly adhere to their own cultural identity and limits interaction with the host community to the bare minimum. Thirdly integration is defined by Berry [1997] " When there is an interest in both maintaining one's original culture, while in daily interactions with other groups, Integration is the option; here, there is some degree of cultural integrity maintained, while at the same time seeking to participate as an integral part of the larger social network."[p.8]. Marginalization occurs when the migrant community or non-natives ceases to maintain their cultural heritage and beliefs mainly because of the enforcement or prompting by others to, similar to the Assimilation strategy, though there is a certain twist. The non-native also resents interacting with locals or natives of the country due to language barriers and basically forced discrimination which is one of the points of the Separation strategy. So in the end, Marginalization is basically the exact opposite of Integration.

1.2 Aim of Research

This research aims to identify and examine the key factors that play the vital role in the cultural assimilation and attitudes of non-native Bangla-speaking adults residing in Dhaka, and at an International school in Dhaka where English is the medium of instruction, and seek out differences in attitude between the non-native adults residing in Dhaka.

1.3 Significance of the Study

This type of research has not been conducted in Bangladesh on middle school level non-native children and adults as per my knowledge, and it will lead to significant improvements in the understanding of the attitudes of non-natives in Bangladesh which shall provide a positive insight into the factors which promote and dissuade cultural assimilation of the two groups.

1.4 Research Questions

1. To what extent have the non-natives assimilated with the local culture of the host country?
2. What are the individual factors that both the groups have in common in relation to the facilitation of cultural assimilation?
3. What are the differences that both groups have in relation to the facilitation of cultural assimilation?

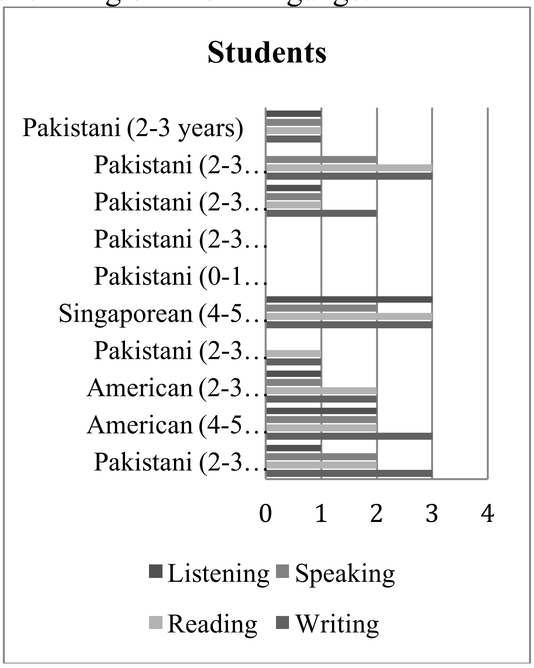
2 Methodology

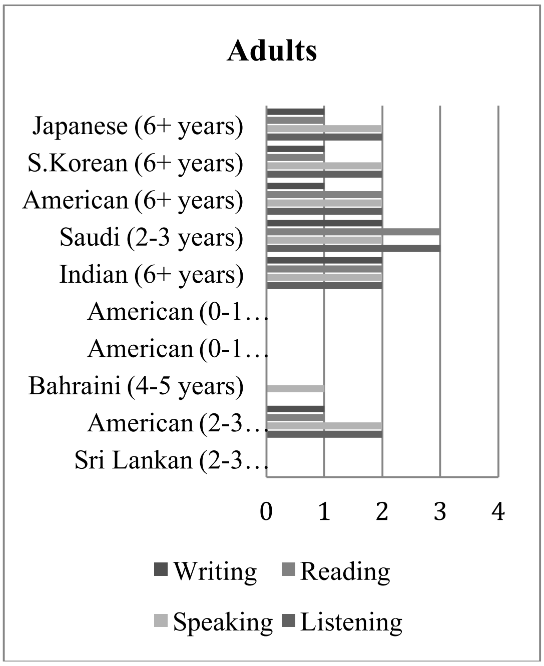
A mixed method of qualitative and quantitative approach was applied to conduct this research. Data was collected from 20 participants (10 non native adults and 10 nom-natives residing in Bangladesh. This research employed 3 types of instruments to collect and triangulate data. Firstly, separate semi-structured questionnaires were created and used for the student and adult participants. Furthermore, personal interviews were conducted on both the groups. Finally, focus group discussions were held with both the students and adults to achieve a greater degree of precision during data analysis. Questionnaires were distributed by the school authorities. Personal interviews and a Focus Group Discussion were done in the presence of a school faculty/staff member on school days with permission from the parents as well as the school authority since the participants were less than 18 years of age. Data from adults were collected via telephone, e-mail, and in person at their workplace or informal meetings.

3 Major findings

3.1 Length of stay in Bangladesh and proficiency level of Bangla in non-native adults and students of various nationalities

Two main factors are length of stay and nationality of the non-natives as regards level of proficiency in Bangla. Participants in both groups with a longer length of stay tend to amass more knowledge of Bangla than their co-participants. This is likely due to the fact that a higher rate of interaction with the locals equal a better understanding of Bangla while they may be exposed to the syntax of the Bangla language by their co-workers, friends, or even their spouse's relatives, given that they are Bangladeshi. Participants with similar socio-economic conditions and cultures to Bangladesh, such as India or Pakistan have an easier time grasping the language since their languages share similarities with Bangla. The Pakistanis that have lived for 2-3 years seem more fluent in the local language than the American listed. This lends support that cultural and linguistic phrase similarities play a part in the learning of a new language.



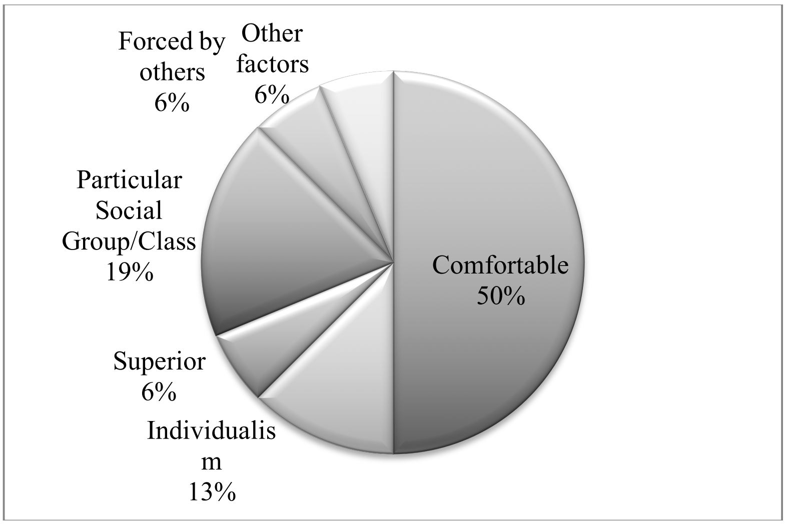


3.2 Languages used by non-native adults and students for different purposes with reasons for the usage of a particular language

In a nutshell, immediate family members and relatives are spoken with a person's first language, but that person may speak in another language depending on the occasion or surrounding. This applies to people of different genders and age. Adults in their work environment may speak the local language to communicate effectively with their local colleagues. The status of English as n international tool for communication is causing people in their work environment to adopt English as the tool to read, write, and obviously speak. The same scenario applies to the students too whose parents want them to have a mastery of the English language, so they send them to English curriculum based as it being able to use English is a sign of superior social status. Based on the data shown above, unless someone is in a social gathering where everyone is speaking their native language, they most likely choose English since it is commonly known and it is considered intelligent in some countries to have a high fluency in the English language. This concept is also applied to public places.

3.3 Factors for the usage of a particular language by non-native adults and students

Based on the data displayed, most of the participants replied by stating that the reason they chose a particular language was to feel comfortable followed by being part of a social group or class. This applies to the responses of both foreign adults and students. The several other reasons that may apply to the usage of a particular language include being superior, being forced to, or even to appear with an individual strength or skill which of course applies to the language. Reasons not discussed are covered in other factors. However, in the non-native student's table, they is an alarming rate of being forced by others e.g. at school.



3.4 Aspects of Bangladesh favored by non-native adults and students

Both groups chose food which implies that foreigners greatly appreciate the Bengali cuisine, so it is the most appealing factor of the country. Another important aspect involved is the people and their close ties to their families. Adults appreciate the family-oriented structure of the local culture. Due to the rich culture of the Bangladeshi people, it is no wonder that the people are enamored with the festivals, the different tourist locations, and even the beautifully designed fabrics or cloth. Based on the data it seems that most of the non-native adults appreciate the cultural and societal norms of country, including its daily ways of life.

Like#1	Like#2	Like#3
None	None	None
People	Manners	Relatives
Biriyani	Festivities	Hartals
Fruits	Biriyani	Hartals
Festivals	People	Food
Food	Clothes	Malls
Food	Clothes	Shopping
People	Places	Daily Life
Food	Language	Clothes
Clothes	Language	Places

Like#1	Like#2	Like#3
None	None	None
People	Manners	Relatives
Biriyani	Festivities	Hartals
Fruits	Biriyani	Hartals
Festivals	People	Food
Food	Clothes	Malls
Food	Clothes	Shopping
People	Places	Daily Life
Food	Language	Clothes
Clothes	Language	Places

3.5 Aspects of Bangladesh disfavored by non-native adults and students

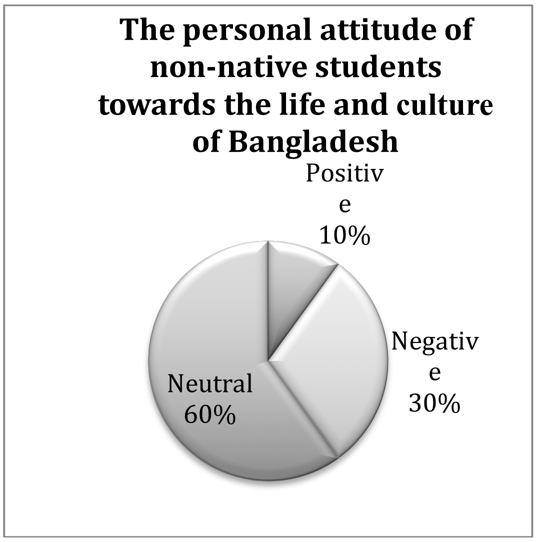
Both groups have listed corruption and governmental disorganization as one of the worst occurrences in the country including violent strikes and protests. That shows that most of the participants prefer a stable government, are in favor of the rule of law & order. Both groups expressed a strong dislike of the poor road conditions and the resulting traffic. Pollution and smog were also aspects disfavored by both groups of participants.

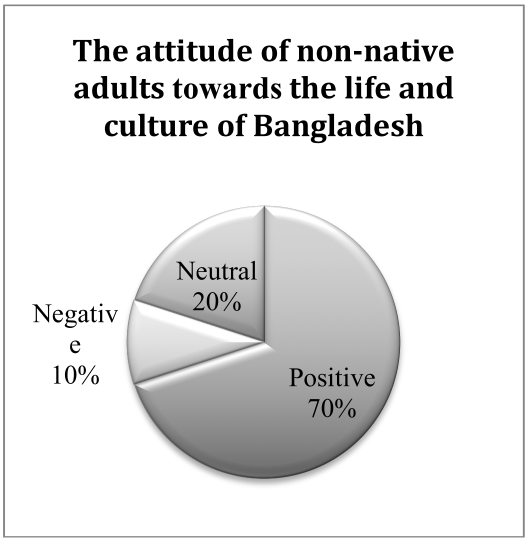
Dislike#1	Dislike#2	Dislike#3
Attitude with other countries	Schools	Hartals
Hostility	Traffic Jam	Beggars
Traffic Jam	Corruption	Manners
Traffic Jam	Corruption	Hartals/Blockades
Traffic Jam	People	Paid Wi-fi
Traffic Jam	Language	None
School	Language	No Hijab
Pollution	Hartals	High Cost of Living
Poor Road Conditions	Traffic Jam	No Hijab
Food	People	None

Dislike#1	Dislike#2	Dislike#3
Lawlessness	Hartals	None
Unhygienic environment	Corruption	Chaos and Disorganization
Poverty	Pollution	Traffic Jam
Lack of Civic Sense	Attitude	Corruption
Greed	Chaos	Ill-Manners
Politics	Over Populated	None
Lack of Privacy	Non-constructive criticism	Ignorant Perceptions
Light-skin bias	Imported Goods bias	Corruption
Laziness	Dysfunctional Society	Dirtiness
Islamic Fundamentalism	Ignorant perceptions about Foreigners	Unhygienic practices

3.6 Personal attitude towards the life and culture of Bangladesh

The attitudes of most of the adults are seen clashing with the perspective of the students. Most of the non-native adults commented on their experience in Bangladesh being positive and cheerful while others are trying to accept some of the elements of the local culture and society. However the exact opposite results appear in the students' responses. Most of the students commented on their experience being largely depressing and challenging.





3.7 Purpose of stay in Bangladesh

The data reveals that 100% of the non-native Bangla speaking student participants reside in the host country because their parents are posted here due to their respective employment. Data reflects that 50% of the adult non-native Bangla speaking participants reside in the host country for employment, 10% for family related issues, while 40% reside due to intermarriage to Bangladeshi nationals.

4 Conclusion

The attitudes of most of the adults are seen clashing with the perspective of the students. Most of the non-native adults commented on their experience in Bangladesh being positive and cheerful while others are trying to accept some of the elements of the local culture and society. However the exact opposite results appear in the students' responses. Most of the students commented on their experience being largely depressing and challenging. That is no surprise since most of them were probably forced to come to Bangladesh or has no part in deciding what the family wanted. Only 30% of the students held a positive attitude about how natives perceived foreigners, with a majority of 60% held the view that they were disliked by the host community. In contrast, 70% of adults held a positive view about how natives perceived foreigners, with only a 10% displaying a negative view.

The participants from other countries speak their mother tongue with their family members as expected from other language groups. However in their workplace or in social events, all the adult participants seem to use English, probably as a way to effectively communicate in the global world. In some cultures, knowing English is a matter of pride and knowledge, so people tend to use it when speaking outside to appear sophisticated. As for the reason for using a specific language, most of the adult participants responded by stating that they chose it to feel comfortable.

As for the student participants, the same theory applies. Most of them speak their native tongue or occasionally the local language with their family members, relatives, and even friends. As all of them study at an English-based school, all of them speak English with their teachers and may speak Bangla with staff members if they do not know English. Social gatherings may prompt them to speak the language used while most of them use a variety of languages in shopping malls depending on who they go out with.

As regards the attitude towards learning Bangla as a second language, as it is the prime indicator of cultural assimilation, the adult participants stated a positive response of 60% while 40% were neutral. On the contrary, 10% of student participants held a negative view, while 60% were in favor of learning Bangla as a second language. Of all the things to choose from as one of the remarkable factors of the country, people chose food. That implies that foreigners greatly appreciate the Bengali cuisine, so it is the most appealing factor of the country. Another important aspect involved is the people and their close ties to their families. Due to the fact that most Westerners end up separated from their parents when they become older, it is no wonder that some adults appreciate the family-oriented structure of the local culture. However the reason adult participants praised the people probably has to do with their own experience with them. Due to the rich culture of the Bangladeshi people, it is no wonder that the people are enamored with the festivals, the different tourist locations, and even the beautifully designed fabrics or cloth. Based on the data it seems that most of the non-native adults appreciate the cultural and societal norms of country, including its daily way of living.

Most of the participants (including the students) have listed corruption and governmental disorganization as one of the worst occurrences in the country including violent strikes and protests. That shows that most of the participants come from countries with a stable government, including law & order. In both the student's and adult's data was found a strong dislike of poor road conditions and the resulting traffic. Another critical crisis is the unhygienic atmosphere around Dhaka City which has contributed to its reputation as the most unlivable city. That has caused the female participants to consider pollution and smog one of the biggest problems in Bangladesh's list of dilemmas.

In essence, cultural assimilation is taking place gradually both in the non-native Bangla speaking adult and student community residing in the host country. Both groups have identified specific factors which may help justify the positive and negative effects on their attitude towards the host culture and society.

Recommendations

A few additional elements might add to the quality of this research. Firstly, the number of participants should preferably originate from diverse nations rather than the limited numbers found in this particular research. In addition, the total number of participants might have contributed to an isolated sample area. The socio-economic status of the participants was all from the affluent section of the society. The motivations to reside in the host country were not so diverse. A greater diversity of ethnic groups would make the research more interesting, in my humble opinion. If awarded the opportunity, a similar research involving the cultural assimilation of the indigenous people of Bangladesh could be conducted.

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3 ICLICE 2015 27 Tan Hong Looi

Fostering Individual Learning in Facebook Environment Associating with Learning Style

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ABSTRACT

This study investigates the potential of individual problem-based learning, in interaction with active and reflective learning style in a social network environment to promote students' academic success in terms of recalling and retention of knowledge. Individual problem-based learning is a constructivist learning approach which is different than traditional individual learning approach which students just need to memorise all the facts that the teacher taught. Individual problem-based learning is one learning strategy that requires students to be responsible for their own learning and solve all problems by themselves. The learning style employed in this study is based on Felder-Silverman's Index of Learning Styles, which only involved one dimension: active-reflective learning style. The statistical procedures employed in the study were descriptive statistic and one-way ANOVA. Although the analysis of the data showed that there is no significant difference between the individual problem-based learning and learning style, the descriptive statistic indicated that reflective learners do benefit from this learning strategy.

Keywords: Individual Problem-based Learning, Learning Style, Retention

1. Introduction

The purpose of the present study was to examine individual learning in the nature of Facebook environment and explore the learning style factor that influences the individual learning achievement. It is a known fact that learning process differs from one person to another. One might prefer to learn alone than joining group activities and others might prefer group work. This scenario would often happen in a class where everyone comes from different cultural backgrounds and has different educational experiences. However, teachers only teach the way according what they have learned (Sitt-Gohdes, 2001), and most of the time, the objectivist method is often used in school especially in Malaysia (Kong, 2006; Tan & Mohd Yusof, 2013). The mundane routine might have caused frustration of certain number of students and thus, the lack of interest in learning. Since the teaching method is more to "chalk and talk", the learning process has become more to individual learning.

Individual learning is known to be a lifelong process (Smolarczyk & Hauer, 2014) and in a behaviourist teaching manner, most students are likely to learn on their own. However, individual learning could also be in constructivist manner if the teaching approaches were problem-based approaches. Problem-based learning (PBL) has been known for its practicality and experiential learning as students learn by solving problem on their own (Barrows & Tamblyn, 1980); thus, make them more responsible for their learning (Hmelo-Silver, 2004). In this study, the focus is on individual problem-based learning (iPBL), matching with students' learning style based on one of the dimensions in Felder & Silverman (1988)'s Index of Learning Styles, i.e. active-reflective learning style in a social network environment.

One of the most important school's aim and also the student's aim is to achieve academic success. If student could afford to remember or retain knowledge they have learned, it would be easier for them to achieve better results in the public examination which is always at the end of their semester or final year of their schooling. In Malaysia, the final public examination is known as *Sijil Pelajaran Malaysia (SPM)* which is in the final year of their high school. Retention of what they have learned in the previous year is very crucial as the examination also test on previous year syllabus. In most of the school settings, the culture of learning is still oriented towards individualistic approach (Johnson, Johnson & Smith, 1998). According to Boud & Felletti (1991), PBL approaches help students to retain their knowledge longer than students in the traditional class. Therefore, the benefits of the combination of individual learning and problem-based learning must be explored to see how it would help students to retain more knowledge.

2. Problem-based Learning and Learning Style in FB environment

Problem-based learning is often categorised as student-centred approach which learning is provoked by oneself or in group. In many studies, one of the emphasized characteristic of PBL is bias towards collaborative learning (Barrow, 1996; de Gallow, 2003; Hmelo-Silver, 2004). In PBL, students work in groups to identify their problems and then engage in self-directed learning (SDL). Eventually they would come in group to present their newly gained knowledge and solve the problem together (Barrows, 2000; Hmelo-Silver, 2004; Torp & Sage, 2002). In most PBL literature, the term SDL is widely used (Loyens, Magda & Rikers, 2008). Foo & Raja Maznah (2010) defined SDL as learner's ability to manage his or her own learning process. But Knowles (1975) illustrated SDL as a process where individual goes through the learning process, with or without the help from others. Knowles (1990) further explained that learning does not occur in isolation but involves others such as teachers, peers and tutors. Therefore, the term "self" in SDL is very ambiguous. The reason iPBL term is used in this study, is to avoid the misconception of SDL and focus more on individual concept, which brings out the meaning of "without the help of others" when it comes to learning. Figure 1 and Figure 2 shows the difference between SDL process and iPBL process.

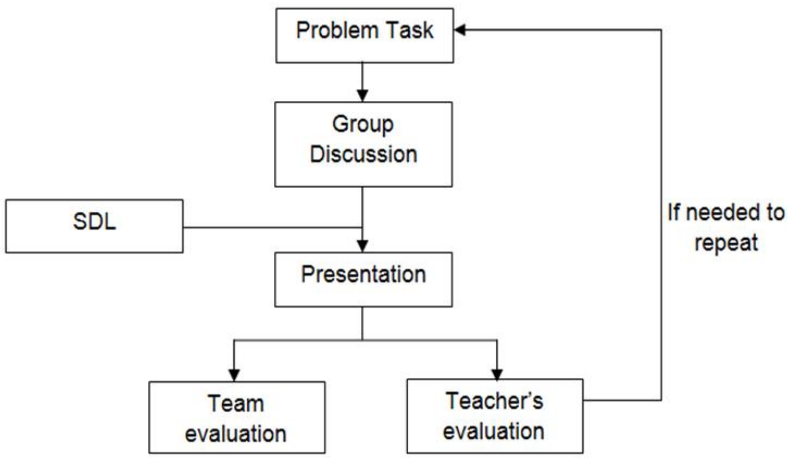

Figure 1: The SDL flowchart (Loyen et al., 2008)

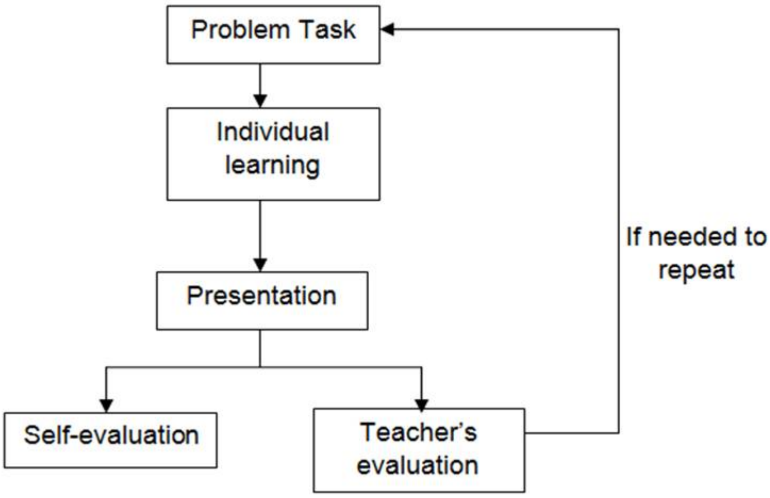

Figure 2: The proposed iPBL flowchart

The main difference between SDL flowchart and iPBL flowchart is that, iPBL process starts from defining the problem by oneself whereas SDL flowchart shows the students have to gather to define the problem task and then seek information individually to solve the problem. In iPBL, we can define the term as one-man problem-solving method because only one individual is involved throughout the learning process. The individual learning in the chart refers to getting information from online resources, self-analysing the content to apply to the problem without consulting peers or any person.

One assumption is made during this study. iPBL could be easily matched with students' learning style, as the learning process is fully the individual's responsibility. Therefore, whatever the student's learning preference is, iPBL could be the learning strategy that support and enhance learning. Taber (2000) asserted that learning is effective when students are aware of their study habit. Therefore, letting students to know their learning style is essential and it is also crucial for teachers to understand their students' learning style in order to create a meaningful instructional content to accommodate the students' need. Felder (1996) suggested a good learning style model is a balance of all dimensions being used to meet the required learning needs of all students in a class. Felder & Soloman (1998) formulated a learning style model based on Felder & Silverman's Index of Learning Style (ILS), of which consisted of four dimensions of learning styles: active-reflective, sequential-global, visual-verbal and sensing-intuitive. Felder & Spurlin (2005) mentioned that learning style model is used as a guideline for instructors or teachers to create a balanced course instruction and it is not an instrument to predict students' academic performance or capabilities. In this study, only one dimension of the ILS is used, which is the active-reflective learning style. Felder & Silverman (1988) categorised active learner as one who prefers to work in group and reflective learner as one who prefers to work alone. In ILS, students' preference for one pole of a given dimension could be mild, moderate or strong. Therefore, some students might be active learners in one situation and reflective learners in another situation. Mohd Jafre, Abbas, Helan & Kiranjit Kaur (2011) found that in Malaysia, most students possessed multiple learning styles. Hence, in this study, only students with strong preference of the one pole would be chosen.

Nowadays, Facebook (FB) has been gaining popularity and most of the FB users are frequently login on a daily basis to maintain their social connections (Ellison, Steinfield & Lampe, 2007). Solvie & Kloek (2007) supported the idea that social network could actually be used to engage students with different learning styles in a constructivist environment and Miller (2002) also noted that it is the role of the teacher to design an instructional content within the social network context to encourage student's individual learning in a constructivist environment. While people may think that social network site encourages social interaction, there are many studies that find social network also encourages social isolation (Marche, 2012; Turkle, 2011). Ross, Orr, Sisic, Arseneault, Simmering & Orr (2009) conducted a study that shows student's personality characteristics should be taken into consideration when using social network sites. Amichai-Hamburger, Wainpel & Fox (2002) categorised personality characteristics into introvert and extrovert. An extrovert is a person who prefers company and work in group whereas an introvert is a quiet, reflective person who does not enjoy large social events and prefers to be alone (Eysenck & Eysenck, 1975). Similarly, these characteristics are coincided with the active-reflective learning style in this study. Ross et. al. (2009) reported that introverts are more comfortable using the social network whereas extroverts can adapt to both online and offline. Hence, the assumption that iPBL strategy in social network could be better for reflective learners than active learners.

3. Problem Statement

Constructivist teaching is seldom practised in Malaysia due to time constraint (Koo, 2008) and heavy workload (Koh, 2004; Lim & Hwa, 2007). Likewise, learning styles too have not been stressed in the local educational setting (Mohd Jafre et al., 2011). In short, the teachers do not factor in students' learning preference when they create the instructional content. This scenario eventually leads to the failure of the teachers to promote students' achievement (Mohd Jafre et al., 2011). Problem-based learning is an approach that Malaysian Ministry of Education has been trying to impose in the teaching and learning of sciences and mathematics since 2003. However, during preliminary investigation, some teachers commented that the constructivist teaching strategy as very ideal, but inapplicable as they need to finish the syllabus on time to prepare students for the public examination.

Besides, the objectivist teaching method has been reducing the students' interest to learn, especially when students are confined in a school surrounding. Learning environment should not be in school compound only but places where students find comforting. In Malaysia, the 2013 Industry Performance Report published by the Malaysian Communications and Multimedia Commission (MCMC) mentioned that 15.6 million Malaysians are active Facebook users (www.themalaysianinsider.com, 2014). These social network technologies can be used as a tool to bridge the gap between teachers and students in order to enhance teaching and promote learning. Nielsen (2010) also showed that one of the most likely places that students are spending their time is on FB. Therefore, FB could be seen as a constitution of a powerful information resource for education. However, in Malaysian schools, FB has become a blocked site for students, as the social network site is viewed as a distraction from class work and preventing students to concentrate on their learning. So, this study hopes to find ways to make use of the popular social network site to promote learning and motivate students to learn on their own or at their own pace.

4. Methodology

This study was conducted in two national secondary schools in Malaysia. The two schools chosen for this study were similar in terms of academic achievement and school culture. There were 65 Form Four Science stream students participated in this study. Chemical Formulae and Equation chapter in Chemistry is chosen as one particular topic to be studied because Chemistry has been seen as a complicated and complex subject by students (Muth &

Guzman, 2000) and the mole concept has long been termed as "incomprehensible" to most of the students (Friedel & Maloney, 1992). At the first stage, students were given a demographic questionnaire to investigate the frequency of using social network and they were to complete the Felder & Soloman's ILS questionnaire to identify their learning style. Students were also given pre-test as a baseline test to find out their homogeneity of students' achievement in Chemistry. At the second stage, students were asked to create a new FB account without adding anyone except their Chemistry teacher as their friend. This was to ensure students' privacy was under controlled and students would have to do their assignment on their own without any help from friends. All instructional contents involving the Chemical Formulae and Equation topic were uploaded in the FB. Students were to learn those instructional materials on their own with minimal guidance from teacher. Assignments in the FB would be evaluated by their teacher once the students had finished. From the evaluation of the assignment, the teacher could easily identify if the students did their work on their own or got help from others. The topic would not be taught in school as a control for the study. Hence, students could only go through the chapter in FB. After finishing that chapter, a post-test was administered. Then, one month later, those students had to sit for the retention test. The results of all the tests are compiled into a table using descriptive statistic and ANOVA.

5. Analysis of Data and Discussion

After all the questionnaire and test scores were collected, the data was analysed by using descriptive statistic and one-way analysis of variance (ANOVA). Firstly, the students were divided according to their learning style based on the ILS questionnaire. Secondly, ANOVA was conducted to ensure that the equivalence of the students for the learning style groups in terms of prior knowledge. Pre-test as a baseline test was analysed as shown in Table 1.

Table 1: ANOVA of pre-test scores by learning style

		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Pre-test	Between groups	40.132	1	40.132	.265	.609
	Within groups	9557.652	63	151.709		
	Total	9597.785	64			

Table 1 shows that there was no significant difference in terms of prior knowledge between active learners and reflective learners ($F = 0.265$, $p = 0.609$). Thus, it can be concluded that the students from the two groups (active-reflective) were homogenous in terms of their prior knowledge.

Table 2 presents the means and standard deviations of all the test scores for the iPBL treatment towards active-reflective learners. The results show that out of the 65 participants, 53.8% were active learners and 46.4% were reflective learners.

Table 2: Means and Standard Deviations of the pre-test, post-test and retention test

Treatment Group		**Pre-test**	**Post-test**	**Retention**
Active	N	35	35	35
	M	65.54	73.40	71.51
	SD	11.991	10.645	11.179
Reflective	N	30	30	30
	M	63.97	78.57	78.93
	SD	12.689	11.398	11.730

As shown in Table 2, active learners displayed slightly better mean score than reflective learners in the pre-test (Active: *M* = 65.54, *SD* = 11.991; Reflective: *M* = 63.97; *SD* = 12.689). However, in the post-test, reflective learners (*M* = 78.57, *SD* = 11.398) achieved better results than active learners (*M* = 73.40; *SD* = 10.645) and in the retention test, the performance of reflective learners was still ahead of active learners (Active: *M* = 71.51, *SD* = 11.179; Reflective: *M* = 78.93, *SD* = 11.730). Hence, by first looking at the descriptive statistic results, we can hold the view that iPBL probably might be a good learning strategy for those reflective learners, as they are able to perform better in the post-test and also able to remember or retain information better than active learners. To further examine the effectiveness of the learning strategy towards learning style, a one-way between subjects ANOVA was conducted to compare the significance for the effect of iPBL strategy on the achievement of active-reflective learners as illustrated in Table 3.

Table 3: ANOVA on the effects of iPBL strategy towards active-reflective learners

		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Post-test	Between Groups	431.218	1	431.218	3.565	.064
	Within Groups	7619.767	63	120.949		
	Total	8050.985	64			
Retention	Between Groups	889.144	1	889.144	6.799	.011
	Within Groups	8238.610	63	130.772		
	Total	9127.754	64			

Based on the Table 3, there was no significant effect of iPBL strategy on post-test [F (1, 63) = 3.565, p = 0.064], but the results for retention test [F (1, 63) = 6.799, p = 0.011] revealed a significant difference between active learners and reflective learners. These results suggest that iPBL might not have any impact on the achievement in a short term period, but in long term, iPBL strategy has more contribution in retention of knowledge. This result is consistent with the findings by Kirschner, Paas & Kirschner (2009). Kirschner et al. (2009) affirmed that individual learning is superior to group learning when it comes to retention. Furthermore, in a PBL environment where learners were given the responsibility of their own learning process, they are physically and mentally interacting with the instructional contents and manipulating to suit their personal preferences which would lead to successful retention of the information.

By looking at the means and standard deviations of post-test and retention test, it should be noted that reflective learners did show much more improvement than active learners. At the beginning, active learners have higher score in the pre-test than reflective learners, however, the post-test and retention mean score showed that reflective learners have performed better than active learners. The findings here indicated that iPBL strategy resulted better in reflective learners. This finding is also supported by Felder (1996) which stated that reflective learners function effectively and introspectively in an individual environment. Even though FB, as a well-known social network, is used as a teaching and learning platform, the "social" term here did not really encourage social interaction. On the other hand, FB could be seen as a comfort space for those who are introverts to learn better (Amichai-Hamburger, Wainpel & Fox, 2002). Most of the time, introverts are likely to be reflective learners. Ross et al. (2009) reported that introverts are more motivated to use FB to interact with others than in the real world. Therefore, iPBL strategy could possibly work well in the social network environment. In short, the results are consistent with the earlier assumption in this study.

6. Conclusion

One conclusion we can make is that time could tell how well the learning strategy could improve students' memory. In this study, the quantitative results showed that the use of iPBL had a positive effect on active and reflective learners. Although by comparing the descriptive statistics between active learners and reflective learners, whereby reflective learners showed more improvement than active learners, active learners were still in a positive gain score mode in the post-test. Nevertheless, the reflective learners are more capable of remembering the information than the active learner which is shown in the retention test's mean score with the help of iPBL strategy. Kirschner et al. (2009) ascertained that individual learning is much better than group learning when the performance is measured on retention problems. Thus, we can conclude that individual learning, especially in PBL environment, does promote retention in this study.

In summary, this study showed that individual problem-based learning benefits the reflective learners more than active learners in learning and retaining knowledge. Also, social network site like Facebook does help reflective learners as they could study comfortably behind the computer without having to communicate face-to-face with others, which could make them feel uneasy and distracted.

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3 ICLLCE 2015 28 Noor Hidayah Mohamed Yunan

The Many Faces of Women in Selected Works by Asian Female Writers

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ABSTRACT

The purpose of this study is to look at the portrayal of women in some works by selected Asian female writers, in Particular from Hong Kong and Japan. Selected works by Xu Xi and Agnes Lam from Hong Kong and Hitomi Kanehara and Banana Yoshimoto from Japan are referred to. The study examines the representation of women in search of their identities, accomplishments, confusions and cultural dislocation within the paradigm of feminism theoretical framework. The study focuses on identifying how women are put into images by female writers, as the voice between different genders will appear to be diametrically opposed. The study yields insights on the discordance of behavior between the traditional and modern women in Asia setting.

Keyword: Xu Xi, Hitomi Kanehara, Banana Yoshimoto, Agnes Lam

1. Introduction

Writings by Hong Kong and Japanese writers are scarce to be found printed in English. Most of them are written in Chinese and Japanese. Through various searches, the works by authors such as Xu Xi and Agnes Lam (representing Hong Kong) and Hitomi Kanehara and Banana Yoshimoto (representing Japan) are uncovered to further develop the research on the issues that are highlighted in the selected works by the writers. The works by Xu Xi and Agnes Lam underline the thoughts and dilemma of Hong Kong women while Hitomi Kanehara and Banana Yoshimoto's focal points are centred to the plight and confusions of certain Japanese women characters in their writings. The works that are studied are *Chinese Walls* by Xu Xi, Agnes Lam's *Woman to Woman and Other Poems*, Hitomi Kanehara's *Snakes and Earrings* and Banana Yoshimoto's *Lizard*. This paper will include the feminist theory by Julia Kristeva on the political demands of women in terms of globalizing the problems of women in various parts, under the label of universalism.

History of women in Hong Kong and Japan

In Hong Kong, women in the early years of the British ruling were not exposed to professional subjects but only limited to skills involving cookery and sewing, which were likely to contribute to homemaking. The formal education that later was opened to women had helped them to receive the same status quo as men. The statistic from Women's Commission: Women and Men in Hong Kong Key Statistic (2005) in terms of education mentions:

The increase in the proportion of female population aged 15 and over having attended secondary education and above was greater than that recorded among the male population. Both women and men of school ages had broadly similar school attendance rate.

The statement shows that women started to excel in educational field compared to men after the formal education was introduced and offered to females in Hong Kong. The report also stated that in as early as 1921, a female student first made her way to university.

It is interesting to note that before females were allowed to pursue their formal education, a system called *mui- tsai* that refers to the case of a girl adopted or sold for servitude existed in the society of Hong Kong. Once it was abolished, the females were no longer confined to a certain situation, and that helped them to gain education formally as men did.

In Japan, the case was almost similar when it came to women. In the early twentieth centuries, the concept of women's liberation became a major motivating force within the era's nationalist, reform, and revolution movements. For the first time, male nationalists initiated the discussion by arguing that an improvement in the status of women was essential to their country's acceptance by other technologically advanced nations. However, they were conservative nationalists and traditionalists who disagreed to that argument. It is a belief in that country that women's education should be focusing on producing "good wives and mothers" as a concept. The Japanese law did not grant its women full equality until in 1946 with its post-World War II constitution that granted women equal rights in politics and family life.

Problem Statement of the study

It is acknowledged that women write in different ways than writings produced by men, in terms of writing style and many others. This paper highlights what concerns women writers from Hong Kong and Japan in their writings. It is also to investigate how they perceive lives as women trapped or living in the given geographical location, particularly Asia. As Asian countries are bound to certain traditional customs that are seemed to liberate women living in their space, it is interesting to study whether the women write in accordance to the way they are perceived to act or vice versa.

Methodology and theoretical framework

As this paper is of qualitative nature, library research is essential. Secondary sources related to some writers are also important in this study. Another method used is by carrying out interviews with some writers in the highlight. The theoretical framework used in this research is feminism. This is because feminism is best described to indicate a movement that came into existence as a result of gender bias. Susan James (2000:576) typifies feminism as follows:

Feminism is grounded on the belief that women are oppressed or disadvantaged by comparison with men, and that their oppression is in some way illegitimate or unjustified. Under the umbrella of this general characterization there are, however, many interpretations of women and their oppression, so that it is a mistake to think of feminism as a single philosophical doctrine, or as implying an agreed political program.

Women were not equally treated before the advent of feminism. They were not even granted maternity leave to signify reverence to their gender as a symbol of respect for them being the child givers. Janet Price and Margrit Shildrick (1999) elaborate that the movement made its success in raising the issues of the workplace rights for women, such as to be granted with maternity leave and equal pay. Judith Butler (1992) adds by affirming that the movement does not only focus on the issues mentioned, but it also fights against misogyny and other forms of discrimination against women.

Although feminism varies according to certain strands, the existence of this theory is for the same cause that is to fight for women's rights in many different lights. The manifestation of its many forms of disciplines includes feminist geography, feminist history and feminist literary criticism.

Xu Xi and the *Chinese Walls*

In this writing, Xu Xi portrays the traditional culture of a Chinese family which dreams of being modern but at the same time preserve its patriarchal pattern of living. In traditional Chinese culture, it is said that there are three devotions to be given by Chinese women. Firstly, devotion to father before marriage, secondly to husband after marriage, and thirdly to son during widowhood. (1986:53). It shows that women's role change interchangeably according to their status in society. Xu Xi's *Chinese Walls* portrays women as traditional through the role of the mother and modern and retaliation through Ai Lin.

Xu Xi repeatedly puts into the focal point of the role of the "mother" in *Chinese Walls*. The mother is the entity of a traditional Chinese culture. She is described as submissive and never question her husband for having a concubine, as she is aware that in traditional Chinese culture as explained by Lee (1986:86), a man is allowed to have a concubine with the wife's consent (or not). Here is the depiction of a woman who is filial to her husband as that is what her traditional culture teaches her.

Although it seems that Ai Lin's mother is very particular in her children's education, she is still bound by her Chinese tradition that is to make sure that her daughter becomes up-to-date with proper education so that she would get a husband who will be able to sustain her daughter better than the average men in her society. She emphasizes on education to Ai Lin because by having better education, perhaps she would have better chance of living her life in a nobler way, and she gets to choose her husband from the better status recognition. She keeps on pushing Ai Lin to learn and speak English, as it has become a classy language that is responsible to chart someone's life to a better state.

It is interesting to see how Xu Xi modeled Ai Lin as a modern woman. Being oversea educated, and exposed to the culture of the west where she could put her culture aside as nobody would mind for her behavior outside her own society, she breaks the taboos of her culture by having premarital sex with her boyfriend. When she was younger, Ai Lin had incestuous affair with her brother, which is only made to known long after the death of her brother. The character of Ai Lin is shown to be feral and sinful.

It can be seen that Xu Xi wants the readers to observe "acculturation", which Richard Graham (1997) makes it clear that when people from different background live in the dominating culture practiced by the majority, they will be acculturated immediately.

Agnes Lam and the victorious womenfolk

Gary S. Becker in *The Economics and Discrimination* (1957) says that women's status in economy varies according to their earning sector, their occupational attainment, relative wage level and the time spent working at home which, as economic theory suggests, reduces the time they can spend in paid employment.

From the statement, it is evident that home production is a very important element of women's economic activity and an important aspect of women's relative economic position. By having the power to earn their own wage, women can participate in the economic growth actively. The study by Standing (1978); Heer (1963); Boserup (1970) found that apart from letting women have more independence, increasing levels of female employment tend to result in women having greater influence on making decisions for the family. Thus, female labor participation is a very important aspect of women's relative economic status. The earned wage also helps women to expand their buying horizon, from the local products to worldly renowned brands.

Whether it's a Qi Baishi or da Vinci

A Prada bag or a Shenzen dress,

A bowl of beancurd or a novel,

The logic for riches is the same.

The poem by Agnes Lam, 'the wealth of nation' emphasizes that it is the people who set the standard between 'a Qi Baishi' (local product) and 'da Vinci'… 'Prada bag or a Shenzen dress' (local product). Therefore, as economic boosters, the key to economic growth is in the hands of the people who belong to a particular nation. In the world today, the branded items acquire practice for their owners as these become the symbols of the rich and famous. Hence, women's freedom in purchasing the branded item is a symbol of economic strength they possess. Therefore, this poem is a good example to demonstrate women's dominance in the market.

Writing as a woman gives authentic license for Agnes Lam to write about other women she encounters. In 'Woman to Woman', she highlights the issues faced by women from different faces of life in specific, rating their lives from multifarious backgrounds be it in education, lifestyle or working environment. This provides evidence to support the fact that women in Hong Kong work in many different sectors, even in the fields where the majority of workers are men. The hectic lives of women are described in this poem. Agnes' 'Woman to Woman' shows a strong sensitivity between women and the roles they play in the society, as we can see below:

…woman to woman

What can be said

In the corridor

As the cleaner pass

Or over the phone

Between classes?

Yes-that was interesting

Wasn't it?

The workshop-

And how was the poetry

Competition you judged?

I saw you on TV last night-

Oh that-more exciting

Than **the conference,**

I must say-

There was this man

Who just kept asking questions-

Okay-talk to you later-i have to go-

Meeting **my publisher-**

(*Woman to Woman*, 1997:55)

From the poem, it is clear that it centers on women's reaction to the global world. It reflects women's will power as it is the fundamental key towards being regarded as equal to men. Agnes Lam writes this poem as she sees women becoming more self-reliant in today's world. Audre lorde (1990: 286) supports Lam's work in her essay, "Age, Race, Class, and Sex: Women redefining Difference" that mentions:

As a tool of social control, women have been encouraged to recognize only one area of human difference as legitimate, those differences which exist between women and men. And we have learned to deal across those differences with the urgency of all oppressed subordinates. All of us had to learn to live or work or coexist with men, from our fathers on. We have recognized and negotiated these difference s, even when this recognition only continued the old dominant/ subordinate mode of human relationship; where the oppressed must recognize the master's difference in order to survive.

From "Woman to Woman", it is evident that women's achievements have been widely distinguished in the modern world. Agnes Lam describes that their achievements have been worldly acknowledged in numerous field. It is also interesting to see that Agnes Lam has also addressed the Hong Kong's handover in her writings. This is an important testimony from a woman writer on how she feels as a woman living in a country like Hong Kong. Being educated overseas, one is likely to assume that Agnes Lam might be distressed as she is living in a country where women have to confront two cultures at once: both the Chinese and the Western.

Experimenting the odds in Hitomi Kanehara's *Snakes and Earrings*

It is interesting to see that in this particular work by Hitomi Kanehara, the author is bold enough to portray the live of the lady character, Lui, as very eager in experimenting new things that not only look utterly weird but also painful in the process of making. It can be assumed that the writer tries to let the world know about the main issue that the young generation of Japanese deals with nowadays. With the advent of technology especially in Japan where it grows rapidly, the writer wants others to know that the culture value has also developed precipitously.

In this text, the character of Japanese women is revealed as to become impressionists, as they tend to try new things without considering the aftermath of those they involved themselves in. Here, Lui is so anticipated to have the "forked tongue" like her boyfriend has. The process of making the "forked tongue" or "body modification "as they address it, is very painful and could let to excessive bleeding if it is not done by the professionals. The process of having the forked tongue is described here:

…the next moment there was a clamping sound, and shivers much greater than those of an orgasm shot through my entire body. Goose bumps shot up my arms, and my body went into a slight spasm. My stomach tightened and for some reason so did my crotch, where I felt an ecstatic, tingling sensation. The piercing gun snapped open, releasing the stud…with watery

eyes I stuck out my numb tongue…my tongue was burning and I found it difficult even to speak…

Although the process is excruciating, the objective of getting the tongue pierced is carried on. This shows the importance of being an impressionist is against all pain the world can bear.

Japanese women are also shown to be very confused with the choices they made. Although Lui is together with Ama, her boyfriend, she still sleeps with other guys she barely knows. For instance, with Shiba –san, who is responsible to have her tongue studded. Kanehara displays the female image of Lui as daring and rebellious by molding the character as such.

Incomprehensible women in Banana Yoshimoto's *Lizard*

Banana Yoshimoto positions females as incomprehensible in her book of prose, *Lizard*. In "Newlywed", the representation of the wife is projected to be fastidious in daily transaction. The husband is wearied emotionally, which in return causes him to feel mentally burdened. The husband is shown to avoid arriving home early because he feels burned out with his routine. The wife is the joy killer for him as he would picture everything to be free and happy until the moment the wife comes into the picture.

All the living beings there suddenly became objects of my affection. Someday when I die, and only my soul exists, and my spirit comes home on a summer evening during the Bon festival, that's probably what the world will look like to me.

And then Atsuko appears, walking slowly toward the station in the summer heat. She has her hair pulled back in a tight bun, even though I've told her that makes her look dowdy… (15)

It can also be seen that the husband disagrees in many occasions about the wife's doings, and shows that he feels unoccupied only during the absence of the wife's image physically and mentally. "Newlywed" also signifies men's insensitivity towards women, especially to recognize the fact that many women are meticulous when it comes to dealing with things around them it is interesting to note that the husband becomes inpatient upon commenting on the wife's particularity in selecting things, as it is shown here:

Come on, Atsuko. They're all the same. Just pick one. You look so serious! Shampoo is not something worth wasting time on….

The excerpt indicates that a woman is incomprehensible in many aspects, especially by the opposite sex.

A woman is also highlighted as a solace seeker in Yoshimoto's "Lizard". Lizard is characterized as a woman seeking comfort in a man who happens to be the only friend she has. She seeks for comfort in the man by "pressing her face into his chest, pushing her way into his body". (21)

She becomes an introvert due to an incident that happened to her when she was a child, and she believes that she has been given the power to heal people and curse them. Because of her difference, she withdraws herself from the society. It is amazing to see that although she heals people at her healing center, she never speaks to them unless necessary. (33)

Her bedside manner was nothing to speak of, and she had few words for her patients. I suppose that was why people who weren't seriously ill stopped coming after a visit or two…

Just like "Newlywed", "Lizard" highlights the level of incomprehensiveness of the image of a woman. Indeed, the character of Lizard is put into the image as to be atypical to the normal behavior of a female.

Conclusion

The writers have shown some images to represent the female figures in their works. It can be assumed that the images could have been created to picture the images of the real women in their society, or how they are perceived in their culture in the eyes of the others. To recapitulate, Hong Kong and Japanese women are depicted as those who try to conceal their own skin from being criticized, as well as “the other” gender that does completely different errand compared to men.

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3 ICLLCE 2015 29 Wong Ai Chin

Virtual Science Laboratory (ViSLab): A Pilot Study on Signaling Principles towards Science Laboratory Safety Training

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Abstract

The purpose of this study is to investigate the effect of Virtual Science Laboratory (ViSLab) on signaling principles towards science laboratory safety training. It is because students' laboratory practices and attitudes were lacking when traditional approaches to safety training seem like ineffective. Therefore, the design and develop of VR tools with signaling representation in 3D and constructivist learning environment would increase the potential of the way people acquire new knowledge by physical manipulation of objects and concepts, which in turn, allows the learner to physically see causal relationships between action and result. The lesson of the science laboratory safety is developed in two different modes, Virtual Reality with Signaling (VRS) and Virtual Reality Non Signaling (VRNS). A 2×2 quasi experimental factorial design is adopted in this research. The independent variables were the two modes of courseware. The moderator variable is the spatial ability. The dependant variable is the post test score. The study sample consisted of 31 students. Analyses of covariance (ANCOVA) were carried out to examine the main effects as well as the interaction effects of the independent variables on the dependent variable. The pre-test scores are used as the covariate variable. The findings of this study showed that the use of Virtual Reality with Signaling (VRS) treatment mode helped pupils perform significantly better than Virtual Reality Non Signaling (VRNS) in learning science laboratory safety. Overall, Virtual Reality with Signaling (VRS) needs to be considered in the design and development of Virtual Science Laboratory (ViSLab) to promote more effective learning.

Keyword: Virtual Reality, Science Laboratory Safety; Signaling Principles.

1. Background of Study

Malaysia has make an effort to strongly push for full economic and industrial development has framed the Occupational Safety and Health Master Plan for Malaysia 2015 (OSH-MP15) to establish a safe, healthy and productive pool of human capital towards a sustainably safe and healthy work culture in all places. Schools must be regarded not only as a place to study but also as a workplace. In the case of schools, the working people are students, teachers, administrative and other support staff. It is required to begin OSH culture with the young generation in any country. Unfortunately, students' laboratory practices and attitudes were lacking when traditional approaches to safety training were followed; these traditional methods include: introductory presentations to laboratory safety rules on the first week of lesson or presentations by instructors of experiment specific safety concerns, and brief safety quizzes based on as-signed reading (Alaimo et al., 2010). It is because there were reports of accidents in schools, involving teachers, students and staff arising from ceiling fans in classroom, collapse of building structures, goal posts as well as accidents in school laboratories and school toilets over the years.

What are schools doing to ensure a safe environment for students? It is increasingly important for educators to properly maintain equipment, provide instruction in safety, and adequately supervise students engaged in laboratory activities (Connors, 1981). Safety and health considerations are arguably as important as the content taught in the school science laboratory, it is because we could not predict where and when accident will happen. Therefore, both technical skills and safety knowledge of all students must always be considered to avoid accidents (Schofield, 2000).

Safety is a critical component of any workplace. Science laboratory has earned a reputation of being highly hazardous place in the institution because of the high incidence and fatality rates (Zulhisyam et al., 2011). Schools are held responsible for taking all the necessary safety precautions to maintain a safe learning and working environment in the laboratory. This is because laboratory dealt with numerous chemicals, electrical, mechanical, procedures and operations that required safety precaution, laboratory safety, fire safety and other safety related issues. There are many science activities that present potential hazards in science laboratory, for that reason realistic and prudent safety practices are greatly reduced the likelihood of accidents (Bruton, 1999). Moreover, knowing about possible hazards, taking precautions are the bases for creating a safe learning environment. Table I shows the common hazard in science laboratory.
Table 1 Common Science Laboratory Hazard (Zulhisyam et al., 2011).

Hazard	**Sources**
Physical hazard	Heating device, noise, projectiles, fire, cold, etc
Electrical hazard	Fire and electrical shock
Mechanical hazard	Moving Machineries
Airborne hazardous materials	Vapors, dust, etc
Ergonomic factors	Standing, repetitive motion

Safety is always the prime concern in conducting practical work and investigations in science. In order to maintain a high standard of laboratory safety, students should bear in mind that knowing and following safe practices is a part of learning in science. To promote students' awareness of laboratory safety, schools should deliver lessons on laboratory safety, particularly at the beginning of each school year, to remind students the importance of laboratory safety, and the general safety practice and precautions in the laboratory. Well entrenched safety awareness and practice will keep the number of laboratory accidents to a minimum. Therefore, students must practice safety culture in school, especially in science laboratory.

It is well known that people keep in mind things that they experience first-hand much longer and more clearly than things that they simply read or hear because an experience worth a thousand words (Dale, 1969; Kolb, 1984). Therefore, student who has ever experienced accident in science laboratory will remember that experience much longer than those who never experience before. Messner et al (2003) point out experience and experimenting with the process is very important but it is difficult to provide this opportunity to the students in an educational setting. Students can experience virtual accidents through the use of VR if authority cannot involve students in actual accidents just to call attention to the importance of safety (Aukstakalnis, Steve & David, 1992; Emerson, Toni & Debra, 1992; Larijani, 1994; Pimental, Ken & Kelvin, 1995; Stampe et al., 1993; Youngblut, 1998). These virtual accidents will not have the same impact as real accidents, but the ability to work practical and view objects from multiple viewpoints using VR can potentially deepen learning and recall for a student because the student is experiencing the construction of new knowledge (Salzman et al., 1999; Dede et al., 1999; Barab, Barnett & Squire, 2001).

In Malaysia, many research study about safety in laboratory, for example, Zulhisyam et al. (2011), Bahram et al. (2013) and Anuar et al. (2008). Unfortunately, learning of science laboratory safety in Virtual Reality (VR) environment is still very least in Malaysia even though VR is started using in education since last century. There is a gap in the previous researches because not enough information exists to make an effective decision about the inclusion of VR tools with signaling representation in constructivist learning environment to make a difference in the learning of science laboratory safety. Some studies did slightly attend to the matter but did not contain enough statistical data, feedback, or other evaluative data to provide the crucial piece of information of how virtual reality environment could increase the understanding of science laboratory safety. Therefore, the design and develop of VR tools with signaling representation in constructivist learning environment would increase the potential of the way people acquire new knowledge by physical manipulation of objects and concepts, which in turn, allows the learner to physically see causal relationships between action and result (Shelton & Hedley, 2004).

Virtual Science Laboratory (ViSLab)

In this study, the researcher will design and develop a Virtual Science Laboratory (ViSLab) to create a virtual environment for teaching science laboratory safety through customize simulations of science laboratory layouts, dynamic process operations and comprehensive virtual environments and allow users to move within the Virtual Science Laboratory (ViSLab), making operational decisions and investigating processes take a quick look. The consequences of correct and incorrect decisions are sent instantaneously back to the trainees, giving them the opportunity to directly learn from their mistakes. ViSLab provides the advantage of a 3D interface with near real-world representation for applying learning-by-doing and case-based reasoning approaches. The content covered in the ViSLab include chemical and biological hazards, electrical, fire control, flaming, cut, handling glassware, personal protective equipment and physical safety. The objective of ViSLab is to combine safety content with programming to create an interactive, cognitive engagement and multimedia learning. It is believed that these three factors can influence learning via visualization in line with principles associated with mental model.

VR can best be described as “a way for humans to visualize and interact with the artificial 3D environments created using computer graphics” (Aukstakalnis & Blatner, 1992). Interactive 3D visualization is significant and unique features of VR because a properly designed virtual experience can significantly improve and simplify several learning tasks. VR systems are real-time computer simulations of the real world in which visual realism, object behavior and user interaction are essential elements (Denby & Schofield, 1999; Filigenzi et al, 2000; Schofield et al, 1994). Besides that, interactivity in a virtual world allows the user to affect change in that world (Sherman & Craig, 2003; Salzman et al., 1999).VR also provide an interface that allows certain level of autonomy and virtual feeling of reality for the manipulation of 3D objects in Virtual Science Laboratory (ViSLab).

VR especially when used for drill and practice as a tool for teaching allows students to take control of the rate of learning and helps them to avoid embarrassment by allowing them to learn and make mistakes in a non-public manner (Koedinger et al., 1997). Moreover, VR provides feedback at once which leads to reductions in learning time. This is very likely to be main aspects in making students feel more confident on top of leading to better attitudes towards learning. Such feedback reduces student displeasure and provides a sense of achievement (Koedinger et al., 1997). The feedback and self-pacing aspect of VR is not only beneficial to students, whereas, teachers also benefit from the VR program. This frees them up to provide more individualized facilitate to students with particular needs (Koedinger et al., 1997), which in turn benefits students with special needs and who are at risk.

Research Purpose and Hypothesis

The aims of this study are to determine the effects of using virtual reality (VR) in learning science laboratory safety among students in school. The objective is to compare the effectiveness of using VR-based test between the two learning modes (Signaling and non-Signaling) in learning laboratory safety.

This study attempts to answer the following research questions:
Is there a difference in posttest mean score (as measured by the posttest minus the pretest) for the VR-based test between the two learning modes (Signaling and non-Signaling)?

Theoretical Framework

This study is designed based on the following theories and models, namely: (a) The Cognitive Affective Theory of Learning with Multimedia (Moreno & Mayer, 2007); (b) Sweller's Cognitive Load Theory; (c) Cognitive Theory of Multimedia Learning (Mayer, 2001); and (d) Constructivist Learning Environments (Jonassen,1999) ;.These theories form the theoretical framework of this study. The learning materials will be constructed in accordance to Alessi and Trollip's instructional design and development model (2001). Figure 1 showed the theoretical framework of this study.

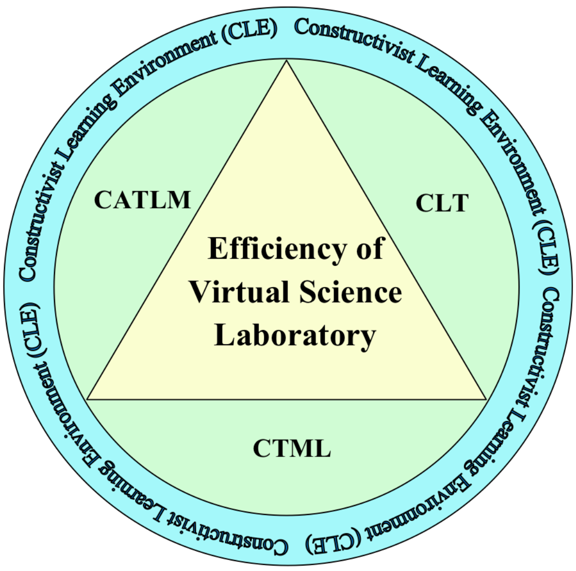

Figure 1 Theoretical Framework

2. Research Methodology

2.1 Population and Sample of Study

There were 31 samples involved in this pilot study. The respondents had been taught laboratory safety concept and possessed a fundamental knowledge of laboratory safety. The two programs were saved on computer and then the two treatments were given numbers (VRS treatment - no.1, VRNS treatment - no.2). All the subjects were randomly assigned to one of the two modes of courseware (VRS and VRNS). Figure 2 showed screen fire happen in the ViSLab.

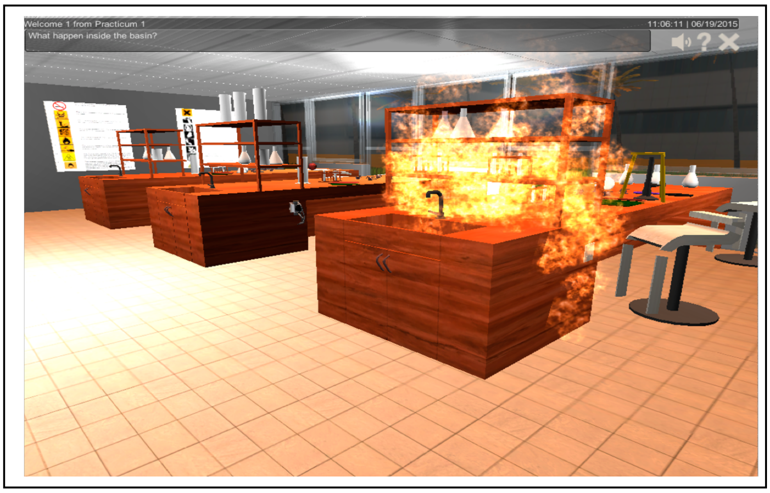

Figure 2 showed screen fire happen in the ViSLab.

2.2 ***Variables***

The independent variables were the multimedia instruction employed to teach Science Laboratory Safety. The two instruction methods employed were the VR with signaling (VRS) and VR with non-signaling (VRNS). The dependent variables were the students' achievement score, Mental Effort Rating Scale and motivation score. The moderator variables were Spatial Ability. Students scoring above the group mean in the Space Relation Test were classified as the High Spatial Ability (HSA) students and while those scoring below the group mean in the Spatial Ability Test were classified as the Low Spatial Ability (LSA) students.

2.3 Research Instruments

The Pretest and posttest questions consisted of 30 objective questions constructed. Both the pretest and the posttest were conduct using online which consisted of 30 objective questions based on the learning outcomes for the Science laboratory safety. The tests were administered to all the subjects involved in this study. The time allocation for the pretest and posttest is given 30 minutes. In this study, the pretest and posttest were achievement tests to measure the criterion variable of students' performance which includes their acquisition/test score, the number of problems solved and the mean errors. The two sets of tests were identical except for the order of the questions. The pretest and the posttest were administered before and after the treatment respectively.

3. Result

Descriptive and inferential statistics were conducted to analyze the collected data. Analyses of covariance (ANCOVA) were carried out to examine the main effects as well as the interaction effects of the independent variables on the dependent variable. The pre test scores are used as the covariate variable. The level of significance α=0.05 was used in this study.

Table 2 ANOVA of Pretest Scores of Students

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	194.097	1	194.097	10.207	.003
Within Groups	551.467	29	19.016		
Total	745.564	30			

Table 2 showed ANOVA of Pretest Scores of students. A pre-test was administered before the beginning of the study. An ANOVA was used to determine if there were significant differences in students' pre-test mean scores between VRS and VRNS groups at a 0.05 significance level. The values F(1,29) = 10.207, Mean Square = 194.097, and p = 0.003 showed that there were no significant difference in the pre-test scores between VRS and VRNS groups. This implies that students across the two groups were equivalent in their prior knowledge of science laboratory safety.

ANCOVA of Post Scores of Students in Various VR Groups

In order to reduce the error and increase the statistic ability, the pre-test scores as the covariate variable, a comparison was made among the two groups (VRS and VRNS) again using the ANCOVA procedure (Table 3).

DependentVariable:POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	347.798[a]	2	173.899	6.901	.004
Intercept	362.575	1	362.575	14.389	.001
PRETEST	208.781	1	208.781	8.285	.008
VR	306.697	1	306.697	12.171	.002
Error	705.557	28	25.198		
Total	217778.000	31			
Corrected Total	1053.355	30			

a. R Squared = .330 (Adjusted R Squared = .282)

Table 3 indicated the results of ANCOVA test of statistical significance on the differences observed in the mean scores of the post-test for the various treatment groups with $F(1,28)$=12.171, Mean Square=306.697, and p=0.002. Therefore, these differences in the Posttest scores were significant.

4. Discussion

This study revealed that students using the Virtual Reality with Signaling (VRS) attained significantly higher Posttest score than students using the Virtual Reality Non Signaling (VRNS) in learning of science laboratory safety. It was supported by Chen (2005) and Awaatif & Wan Ahmad Jaafar (2015), they found that students who were using VR with signaling are significantly better than students who were using VR without signaling. According to Mayer (2009) cognitive theory of multimedia learning, signaling is another technique for reducing extraneous processing because it provides cues to the learner about what to attend to and how to organize it. On the other hand, signaling also can help learner to solve the problems when the lessons having too much extraneous material by draw learners' attention towards the essential material. The significantly positive effect of Virtual Reality with Signaling (VRS) on students' achievement might because of signaling can help guide what the leaner pays attention to (the process of selecting) and can help the learners to mentally organize the key material (the process of organizing). Without guidance on how to carry out appropriate cognitive processing, the learner is more likely to engage in extraneous cognitive processing such as processing extraneous material and trying to organize it with the rest of the material. According to Mohamed et al. (2012), signaling principles also can help to reduce the cognitive load and relieve the students in mastering the learning process. Therefore, students using of Virtual Reality with Signaling (VRS) could understand the concept of science laboratory safety easily.

5. Conclusion

This study found that the use of Virtual Reality with Signaling (VRS) treatment mode helped pupils performed significantly better than Virtual Reality Non Signaling (VRNS) in learning of science laboratory safety. The superiority of the Virtual Reality with Signaling (VRS) could be due to signaling principles provides cues to learner and helping to reduce learner's cognitive load. In short, the study strongly indicated that Virtual Reality with Signaling (VRS) was effective in learning of science laboratory safety. It was suggested that Virtual Reality with Signaling (VRS) should be integrated into all courseware on the learning of science laboratory safety.

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The Perspectives of Autobiography in Malay Historiography

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ABSTRACT

Western colonialism, especially by the English and Dutch who came to the Malay world in the 17th and 18th centuries, introduced a new trend in literature that had expanded rapidly in line with the Industrial Revolution in Europe, known as realism. This trend emphasized the manifestation of 'reality', which means creating literature without 'supernatural' element or embellishment. This new trend forms a new genre known as autobiographies and biographies. Abdullah Munshi's work titled *Kisah Pelayaran Abdullah*, was considered as the earliest autobiography to be written in Malay language. However, it has invited debate from several scholars that extended to a number of other autobiographical and biographical texts that emerged in the late 19th century and early 20th century. Local and Western scholars such as Syed Naquib al-Attas, Liaw Yock Fang, C. W. Watson and A. Sweeney attempt to justify their scale and classification of the terminology and interpretation of this genre as to suit the values and thinking for conventional Malay literature. This paper aims to compare and analyse the arguments of several scholars with regard to the classification and significance of autobiographies and biographies in Malay historiography. Hence, through the use of descriptive method, this paper will discuss the opinions of the above scholars, and eventually this study would reasoned as to what autobiographies and biographies genre that fit into Malay perspective.

Keywords: Autobiography, biography, Malay historiography

1. Introduction

Islamic tradition also introduced the deeds of the reed pen to Malay authors in Malaya (Braginsky, 1989; 1993:1). Malay authors were alerted to the importance of literature in their lives or to 'literary awareness', as it was termed by Braginsky (1993; 1998; 2001). This literary awareness, that was born together with the spread of Islam, led the society to know the objectives, aims, essence, facts, and kinds of literary creation processes in line with matters relating to these 'deeds of the reed pen'. Accordingly, the most valuable treasure that has been passed down to the present generation is the 'written literature' that was mostly composed after the arrival of Islam (Braginsky, 1993:1). The main factor in the development of Malay writing, other than the introduction of the Jawi script, was the tolerance of Islam with regard to the beliefs and original culture of its adherents inherited from the age of animism, especially those myths and legends that cannot be completely uprooted. This is reflected in Malay literary works such as their folk tales, history, sagas, scrolls, epics and several others which mainly include these elements in order to magnify or glorify literary figures.

The need to proclaim the greatness of a state (*combat de prestige)* among the governments of the Malay Archipelago also enabled these elements to be applied by authors in their works (Sweeney, 1987; Siti Hawa Salleh, 1997 and 2009; Koster, 1997; Braginsky, 2004). Thus, this led to the introduction of several Malay historiographical works (historical literature) to fulfil this purpose such as *Hikayat Raja Pasai* (Samudera-Pasai), *Sulalatus Salatin-Sejarah Melayu* (Melaka), *Hikayat Merong Mahawangsa* (Kedah), *Hikayat Acheh* (Acheh) and *Tuhfat al-Nafis* (Johor-Riau) (just to mention a few texts). This genre was not directed at the masses but was only composed for the ruling kings in addition to the compositions that were centred on the palace. Thus, everything was written to delight and satisfy the king (Sweeney, 1980: viii, and Braginsky, 2004). Since the king was regarded as 'Allah's representative on earth', this indirectly gave rise to the concepts of sovereignty, plague and rebellion, which reinforced the concept of 'raja-centeredness' in the production of every literary piece during that era. In this way, a heavy responsibility was placed on the shoulders of every Malay writer (*Malay court's scribe*) to combine all the values and ideas to produce a cohesive *welstanschauung* that could be successfully delivered through their writing activities.

2. The Arrival of the West and the Impact on the Conventions of Malay Literature

Western colonization arrived in the Malay World as early as the 15th century. In the first three centuries (1511 to 1800), the Western colonialists were not interested in knowing and understanding the colonised community (Sweeney, 1987). The Portuguese, who conquered Malacca in 1511, were not considered to be successful colonialists because they did not leave a mark on the acquisition of knowledge in the land that they colonised (Ismail Hussein, 1974). Their presence was more economically motivated so as not to have had a profound impact on Malay literary activities (Ding Choo Ming, 2004). However, the development of the era of Romanticism, which swept Europe in the 18th century (around 1800 to 1850), saw these colonialists being fired with a passion to explore the literature, culture and language of the colonised society in response to the growth of the Industrial Revolution in Europe (Ismail Hussein, 1974; Sweeney, 1987) .

At the same time, the theory of Darwinism grew rapidly in Europe, giving rise to the concepts of the "white man's superiority" and the "white man's burden", which reinforced the perspective of racism in Western societies. Directly, the world community is now classified into inferior (colonised) and superior (colonist) groups. According to colonial ideology, European officials and their inherent ideas create characters that are biased towards the indigenous communities. These colonial scholars ignored the negative aspects of colonialism but instead preached that Western methods and culture were superior, that Westerners should lead the world, that they are entitled to the wealth of the Eastern World, and that they make the best administrators. At the same time, the colonialists blamed those colonised for their backwardness and exploitation. Their exploitation of the colonised society was seen as a noble process of improvement and a form of education (Syed Hussein Alatas, 1977). This resulted in many research reports on the colonised communities, including their flora and fauna, culture and literature, which were securely preserved in their academic journals, as described by Knaap (1994:637-638) below:

'In order to rule the colonies properly, the colonial power of the time were of the opinion that they needed not only a strong army and navy and a well-trained civil service, but also scholarly and practical knowledge of the indigenous society. Scholarly interest in the colonies can thus be interpreted as an offspring of the process of colonial state formation. During the nineteenth and early twentieth centuries, in England and France as well as in the Netherlands, all sorts of journals came into being to disseminate knowledge about the colonies. Few of these journals survived the wave of decolonization after the Second World War. In the Netherlands only two survived, Bijdragen and (Nieuwe) West-Indische Gids, founded in 1919. The other well-known journal on Southeast Asia from this period that is still in existence is the Journal of the Malaysian Branch of the Royal Asiatic Society, founded in 1878'

Also, in the 18th and 19th centuries, a number of Malay compositions appeared in those states that were under the rule of the West. Malay literary works that had all along consisted of 'palace and raja-centric' topics, were now being composed to meet the demands of the Western administrators, who were referred to as 'rajas'. The purpose of these writings was to reveal the significance of their presence to the colonised societies (Sweeney and Phillips, 1975: xxiii). Local individuals who were serving as teachers or 'munshis' would write, either on their own initiative for their European patrons (such as *Hikayat Raja-raja Siam*, which was written for van der Capeller) or on the orders of the Western administrators (*Adat Raja-raja Melayu* for De Bruin and *Memoirs of a Malayan Family* for the British Resident, Butter Hunnings).

The control of the European courts over Malay literary works based in Singapore intensified when Abdullah Munsyi appeared with his autobiographical work titled *Kisah Pelayaran Abdullah* (1838) and *Hikayat Abdullah* (1843). Abdullah Munsyi's closeness to the colonialists, by virtue of his job as a translator for them, added greater value to his writing activities. He was free to experiment with new genres that were emerging in Europe at that time, namely the trend of realism, which considered literary works as actual recordings of the life of the society. Hence, all the depravity and poverty that were being experienced should be specified in a transparent manner based on the senses. Milner (1995) described the realism genre adopted by Abdullah Munsyi as "*the use of first person pronouns, reality descriptions of historical events and harsh criticisms of the culture, socio-political culture and practices of the Malay community'*. Obviously, this style of writing was totally unfamiliar to Malay writers and even challenged the old conventions of Malay literature that had been handed down. Nevertheless, based on this 'aberration', Abdullah Munsyi was crowned the 'Father of Modern Malay Literature' in 1907, which directly marked the end of the traditional period and the beginning of a modern era in the corpus of Malay literature.

3. Abdullah Munsyi Was Not The Earliest Malay Autobiographer?

Abdullah Munsyi's earliest appearance as a teacher of the Malay language as well as a translator for the English presented the Malay literary world with a new phenomenon. Due to his closeness to the colonialists, he was easily influenced by the introduction of realism. This trend obviously promoted a manifestation of the realities of human life without mixing in mythical and supernatural or transcendent elements. This change proved to be a cultural shock to the conventions that had been supported by the Malay writers in particular and the entire traditional Malay society in general, where, according to Skinner (1978: 468):

'For writers to break out of the established pattern and begin to subject their society and its norms to an even moderately critical scrutiny, an a result of which new themes, new forms, new styles - in fact, a new 'modern' literature - would emerges, required some form of 'cultural shock'.

Abdullah Munsyi's courage in changing the conventions of Malay literary works introduced a new style of writing into Malay literature, thus giving rise to autobiographies, biographies, memoirs and several others in the late 19th century and early 20th century (Skinner, 1978: 469). The emergence of 'new Malay' writers who were English educated, such as Ibrahim Munshi, Mohamed Salleh Perang and Mohamad Said Sulaiman (just to mention a few) continued to present a new phenomenon to the advancement of national literature, so much so that in 1907 Abdullah Munsyi was crowned the 'Father of Modern Malay Literature' for his ability to introduce Western notational conventions into his works. According to Skinner (1982), Abdullah Munsyi demolished the traditional conventions of '*raja-centeredness'* and confirmed that the focus of his writings was founded on realism. This crowning title was further supported by Western and local scholars such as Winstedt (1940:107-112), Zaaba (1940:142), Emeis (1949:200-201) and several others [just to name a few].

Abdullah Munsyi's right to this title was challenged by Syed Naquib al-Attas (1970:9), who promoted Hamzah Fansuri, a figure from the 17th century, as the most likely 'Father of Modern Literature'. According to him, the works of Hamzah Fansuri were based more on rationalism, thus appealing to the Malay-Muslim audience, not to mention Hamzah Fansuri's greatness in producing the first Malay autobiographical work such as *Syair Dagang*, which clearly highlighted the individualism and self-expression that had not been seen in previous Malay writers. He was the first writer to use the third person pronoun as in *Syair Dagang* which reads, "***Hamzah Fansuri** in Makkah, searches for God in the House of Ka'abah, from Barus to Kudus he wearily goes, at last he finds (Him) in the house"*. Being a true Malay-Muslim native, he should be given that title based on his 'innovations' in Malay literature, such as in the excerpt below:

"[…] **Syair Dagang as part of an early autobiography,** […] then it seems that his parents died when he was still young, leaving him in straitened circumstances which eventually forced him to lead the wandering life of a trader in many lands. During this period of travelling he must have made his acquaintance with Sufism into which he finally became fully initiated. From the life of a wandering trader Hamzah now passed on to the life of a wandering mystic learned in the doctrine of the Sufis. He had travelled in the Middle East and in Java. He had been in Siam and in Malaya. He tells us that, notwithstanding the fact the he had journeyed far and wide in quest of God - his travels extended from Makkah to Kudus - he finally discovered God within himself".

Syed Naquib al-Attas (1969:28-29) also highlighted the great contribution of Hamzah Fansuri that eventually led to Acheh becoming the most renowned Malay-Muslim government from the aspect of the development of knowledge and religion in the 16th and 17th centuries. As a result of that, Syed Naquib al-Attas (1970) argued that Hamzah Fansuri is a figure who is most qualified to be given the title 'Father of Modern Malay Literature' instead of Abdullah Munsyi for his contributions to the world of Malay-Muslim knowledge covering religion, language, literature and culture. This view was shared by Hassan Ahmad (1976:289) on the grounds that although Abdullah Munsyi was said to have brought about innovations through his techniques and language, but the outcome did not reflect the genuine conventions and true identity of the Malays (Hassan Ahmad, 1976:289). Furthermore, according to Syed Naquib al-Attas (1969), the concept of the 'modern' West must be explained in detail in view of the close connection between that concept and humanism in the Western sense. The concept of the 'modern' West, which appeared in the 14th century, focused on rationalism, individualism and internationalism, which rejected any relationship with God (Syed Naquib al-Attas, 1969). Thus, the Malay-Muslim community cannot be labelled with this 'modern' West concept because the concepts of rationalism, individualism and internationalism must be in harmony, rather than in conflict, with religion (Syed Naquib al-Attas, 1969: 5, 6-10, 30-31).

According to Syed Naquib al-Attas (1969) as well, the arrival of Islam in the Malay world brought about a paradigm shift in the language, literature and world view of the Malay community both aesthetically and scientifically. This new direction in thinking was reflected in the language used to convey logical reasoning and scientific analysis. In this connection, Hamzah Fansuri was the first Malay to intellectually compose a Malay scientific paper based on rationalism and thus, is entitled to be recognized as the 'Father of Modern Malay Literature' (Syed Muhammad Naquib al-Attas, 1970: 178).

Besides Syed Muhammad Naquib al-Attas (1970), who rejected Abdullah Munsyi as the first author of an autobiographical work in the Malay world, several other scholars also attempted to individually highlight the works that were studied as **the first Malay autobiography and biography,** such as Skinner (1976) with *Hikayat Perintah Negeri Benggala*, Amin Sweeney

(1980) with *Tarikh Datuk Bentara Luar Johor*, Mohd. Salleh Perang, and E. U. Kratz (1991) with *Surat Keterangan Syeikh Jalaluddin* (Fakih Saghir). Nevertheless, Amin Sweeney's (1980) recognition of the work by Muhamad Salleh Perang (*Tarikh Datuk Bentara Luar Johor)* gave rise to controversy among some other scholars who came after Abdullah Munsyi. For example, Liaw Yock Fang (1985:167) refused to accept *Tarikh Datuk Bentara Johor* as the first Malay autobiography. According to him, an autobiography is *"[...] a self-portrait or retrospective account in prose that a real person makes of his own existence, stressing his individual life and especially the history of his personality"*. However, according to Liaw (1985), *Tarikh Datuk Bentara Luar Johor* did not have much to say about the life of Muhamad Salleh Perang but rather only made brief mention of the life of this figure, described the history of the opening of the state of Johor. In fact, in its third volume, this work seemed to be more of a diary of the Sultan of Johor because it mainly described the life activities of the Johor ruler.

Thus, according to Liaw Yock Fang (1985:167), this work does not come close to the format of an autobiography. Moreover, its title, 'Tarikh' means 'annals or history'. Accordingly, Liaw (1985) opposed the statement by Amin Sweeney (1985) promoting the work of Muhamad Salleh Perang as the first Malay autobiography and instead promoted *Hikayat Abdullah* as being most worthy of the title.

Another scholar who criticized the crowning work of Muhamad Saleh Perang as the first Malay autobiography was C. W. Watson. He (1989:3) defined 'autobiography' in detail, citing the opinion of Dilthey as follows:

"[…] autobiography provided the best entrée into the task of historical interpretation. Through the autobiography, […] the reader is in an ideal position to recover an individual's perception of historical change". […] autobiography in this way subsequently gave rise to the historical study of the autobiography as a literary genre which directly reflected certain stages in the evolution of Western consciousness. The suggestion was made very early on the autobiography was a peculiarly Western form of literature predicted as it was on a concept of self, an individualism which was absent in other cultures".

According to Watson (1989:30), there were three categories of autobiographical writers in the 19^{th} and 20^{th} centuries in the Malay world, namely writers who had received a Western education, authors of European descent, and authors who were sponsored by Westerners, such as Christian missionaries and European administrators. Overall, all these authors wrote for non-native audiences, i.e. European audiences. Watson (1989:3) also criticised the recognition of Abdullah Munsyi as the first Malay autobiographical writer, his reasons being that Abdullah Munsyi was too much of a 'Malay', he did not write for Malay audiences, he placed too much emphasis on his individualistic personality, and his works were for the benefit of European audiences for the sake of maintaining his status as a recognized author.

Watson (1989:5) also criticised Sweeney and Phillips (1975) as well as Sweeney (1980) who held the view that '*Tarikh Dato' Bentara Luar'* was the 'first Malay autobiography'. He agreed with Liaw Yock Fang (1985:1) that *Tarikh Dato' Bentara Luar* was a description of the political situation as seen through the eyes of the author and which was hidden from the view of the readers. Thus, according to Watson (1989:6), *Tarikh Dato' Bentara Luar* should be more accurately categorized as a memoir because Muhamad Salleh Perang had "*set down for self-justification his own version of events"*. Watson's (1989:6) argument as to how an autobiography can be changed to a memoir is given below:

'[…] the autobiographers are seen as presenting hard factual information and even when the data are in error, they can be usefully exploited in order precisely to highlight the accuracy of the scholar's own account. The last fifteen years have in fact witnessed a remarkable flowering of Indonesian autobiography as elder statesmen and important figures have retired

and chosen to set down their version of events. This again makes the autobiography a memoir or chronicle of **'resgestae'** rather than a confession'.
Accordingly, Watson (1989:7) identified two types of self-representations in autobiographies, namely, ethnographic autobiographies (*Hikayat Abdullah* by Abdullah Munsyi) and historical autobiographies (*Pulang Si Tenggang* by Muhammad Hj. Salleh). He (1989:9) added that "the autobiographical project is fundamentally ethnographic but with the autographical self-implicated very closely with the ethnography. The image of that 'self', which is therefore represented in the text, is one of a detached observer whose personality merges entirely into that of the reader for whom he becomes the seeing eyes. It is an account which sets out essentially to confirm the reader's view of the world rather than reveal to the reader an understanding of the autobiographical personality. Even though the observed phenomena may be new to the reader, the construction put upon them does not in any way question the reader's view of the world". Meanwhile, a historical autobiography is composed to illustrate the unique life of the writer, his life history, and his self-exposure, as expressed in a desire to share his experiences, such as the poem, *Pulang Si Tenggang*, by Muhammad Hj.Salleh (Watson 1989:16).
For Watson (1989:17), studies on autobiographies are not based on the content of the work but the strategy employed by the author to communicate with his readers. Thus, according to Watson (1989:9) the scale of the autobiographical writing based on *Tarikh Dato' Bentara Luar is*:

1. The fact that the writer experienced three periods which have a meaning and special character all by themselves, influencing his life, and indeed the life of our whole nation.
2. The belief that his descendants want to know about his life.
3. There is surely within (the story of my life) something to interest them; also in the hope there is something by way of example (*teladan*) as well as perhaps material for reflection in the steering of each one's ship of life.
4. That everything is true and can be documented.
5. That now he is retired he has time to read and write.

This is because in modern Indonesian literature, there is an autobiographical form that is known as a 'fictional autobiography'. The facts are misleading in the context of the actual content of the autobiography, but the style of self-representation in the form of a poem makes it comparable to other autobiographical works such as Rendra's poems, and '*Perjalanan Si Tenggang'* by Muhammad Hj.Salleh, which are 'highly visible autobiographical literature*'* (Watson, 1989:4). For that reason, Watson (1989) rejected Sweeney's call to recognise *Tarikh Dato' Bentara Luar* by Muhamad Salleh Perang because, according to him (1989:4) "There is, it seems to me, a certain circularity in the argument here, a willingness to look at only one sort of evidence'.
In reality, the *weltanschauung* of the Malay society is very different from that of the West. Unlike Westerners, the Malays do not see themselves as 'individuals'. They feel that it is inappropriate to make themselves the focus of public attention, thus emphasizing the concept of 'shyness' to describe their psychological and physical dimensions in their reluctance to expose themselves (Sweeney and Phillips (1975), as well as Sweeney (1980)). Furthermore, according to Sweeney (1980), the Malay autobiographers who were hailed by the West were "*unrepresentative, inauthentic and not truly Malay'.* According to Sweeney (1990:21-22), the idea of sharing one's life story with an audience is 'alien' to the Malay community. Malay authors, who resort to oral means of communication, will use the 'third person pronoun' even though the storyteller intends to include his life story, but they make no reference to "I". Instead, the storyteller will make himself the main character in his narrative to the Malay

audience. Sweeney (1990:22) stated that the absence or lack of response to the recounting of life stories in the Malay community is because:

"[…] it would have seemed pointless to preserve in writing that material which had not been considered worth preserving in the pre-writing era that is speech not processed for storage in a stylized form. For this reason alone, therefore, it is not surprising perhaps, the life stories written by protagonists are not found in the manuscript tradition'.

One question that lingers in the mind is why there were no autobiographical works in the palace? Who wrote the life story of the king? According to Sweeney (1990:22), an author's writings during the traditional period were under the auspices of a king. Thus, an author had to compose something that could promote the legitimacy of the reigning monarch. To compose something concerning the life story of a king was considered to be foreign to Malay writing conventions, unless it was indirectly available in 'biographies' regarding the 'two Iskandars' in *Hikayat Aceh* and *Misa Melayu.* Furthermore, if a 'king' referred to himself as 'beta', the author could not insert his values and views as the writer of that piece. The task of a palace author was a very important and difficult one, even more so when it was necessary to maintain the 'servant and master' relationship, which was bound by the concepts of sovereignty, plague and rebellion. In order to fulfil his duties as court composer, often the title **'Owner of the Story'(*Yang Empunya Cerita*) or 'Sahibul Saga' (*Sahibul Hikayat*) was used, where the author felt he was there with the audience listening to the tale of the 'owner of the story'.** Sweeney (1990:22) added that the authors not only represented the voices of their patrons but the patrons were also the main audience as they were referred to as "the lords who heard this story". So, in an effort to deliver the 'truth' to the audience, the author had to produce works that were meaningful and valuable to the storyteller (Sweeney, 1987:231-235).

Furthermore, in response to the view of Watson (1989:5) that the primary purpose of an autobiographical writer is to become the main character in his work by referring to himself in the third person, Sweeney (1990:28) stated that the tradition of using the third person had long existed in conventional Malay compositions. According to Sweeney (1990:28), this style of writing had long existed in Malay literature since the 17th century. For example, Enci' Amin as the author of *Syair Perang Mengkasar,* Raja Chulan in *Misa Melayu* and Raja Ahmad as well as Raja Ali through *Tuhfat al-Nafis* emerged as characters in their own works.

Sweeney (1990:23) also criticized the opinion of Liaw Yock Fang (1985:167) that *Tarikh Dato' Bentara Luar* is qualified to be categorized as a biography. For Sweeney (1990:23), parts one and two of that work are autobiographies, while part three, which describes the visit of Muhamad Salleh to Japan and China, is a record of the activities of the Maharaja of Johor. As an aide-de-camp to Maharaja Abu Bakar, Muhamad Salleh saw his notes not only as a reference for the future regarding Johor but the execution of his responsibilities as the king's right-hand man. In addition, the current events inserted by Muhammad Salleh in *Tarikh Dato' Bentara Luar* were part of the events in his life. Thus, the opening of Johor was very appropriately included in this autobiography, which was the greatest achievement of Muhammad Salleh in his career and life. In connection with the above opinion, Sweeney (1990:24) came up with the true definition of 'autobiography' as, *"[...] a self-portrait or a retrospective account in prose that a real person makes of his own existence, stressing his individual life and especially the history of his personality"*.

The recognition of *Kisah Pelayaran Abdullah Munsyi* (1838) and *Hikayat Abdullah* (1843) by Abdullah Munsyi as the starting points of early Malay autobiographies was also rejected by Sweeney (1990:25), who argued that the works are more appropriate as memoirs. This is because *Tarikh Dato' Bentara Luar*, which is filled with Malay cultural values, was composed for a Malay audience. Therefore, Sweeney (1990:26) accurately outlined the characteristics of autobiographical works and authors for Malay audiences as follows:

1. In autobiography, the implied author and the 'I' are one and the same.
2. The autobiographer must employ special care in deciding what version of himself he will make public and project to his reader.
3. The aspiring autobiographer - subject of course, to the limits of his own moral universe - has […] a vast array of possibilities to choose from. He must decide not only what aspects of himself as protagonist he must highlight, but also what image of himself as writer he must project. His decision will depend upon what effect he wishes to create - or more precisely what reaction he desires from his audience.

Finally, through the above discussion on the multiple perspectives of scholars concerning the figures and works that meet the criteria to be recognised as the earliest autobiography, it was determined that Liaw Yock Fang (1985) gave a narrow definition of autobiography, while C. W. Watson (1989) was too liberal in his definition of that genre. For example, in the opinion of Watson (1989:4), '*Memoirs of a Malayan Family'* or '*Hikayat Nakhoda Muda'* qualify as autobiographies. Sweeney (1990:27) refuted this argument and questioned how the work could be classified as an autobiography as it was written by Lauddin about the life story of his father (Nakhoda Muda), at the request of the resident, Butter Hunnings. Clearly, Watson was confused by the definitions of autobiography and biography. Only Sweeney's (1990) perspective indicated his rationale and arbitrariness with regard to the *welstanschauung* and milieu that undergird Malay literary conventions. In addition, the prominence given to *Tarikh Dato' Bentara Luar* as the earliest Malay autobiography is very timely because compared to other works such as *Syair Dagang, Kisah Pelayaran Abdullah* and so on, only this work by Muhammad Salleh Perang can obviously be made a model and has a following after him, for example, the emergence of several autobiographers in Johor such as Mohd. Said Sulaiman with *Hikayat Sultan Abu Bakar* and several others.

4. Conclusion

Western colonialism has had a great impact on the world of Malay literature. The introduction of Western realism has given rise to a new genre in Malay literature through autobiographies and biographies. The recognition accorded to Abdullah Munsyi as the earliest autobiographer, which was a factor for him being given the title 'Father of Malay Literature', had a great influence on the literary conventions that were handed down. However, developments in the scholarly world of Malay Literature have resulted in the recognition accorded to Abdullah Munsyi being reviewed. Clearly, based on the perspectives of several literary scholars regarding the earliest Malay autobiography, which brought about changes to the literary works of the country, A. Sweeney emerged as a scholar who outlined a more rational view that took into consideration the *weltanshauung* and milieu of the Malay society. In that regard, *Tarikh Dato' Bentara Luar* should be highlighted and its merits reviewed as the earliest Malay autobiography.

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3 ICLLCE 2015 31 Sherina Lim

A Blended Learning Case Study: The Application of Station Rotation Model in ELT Listening and Speaking Class at Phayao Pittayakhom School

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ABSTRACT

The purpose of this research is to investigate a blended learning approach that could be applicable for English Language Teaching (ELT) in listening and speaking within Thai provincial school educational contexts. This qualitative case study purposively selected Station Rotation Model (SRM) to be studied in ELT listening and speaking class at a Thai provincial school. This research paper aims at finding the barriers and benefits, as well as the challenges of SRM application in a Thai provincial school. The study is conducted at Phayao Pittayakhom School, a provincial public high school in Phayao, a northern province in Thailand. There were total sample of 45 participants from Matthayom 4 class: 20 female and 25 male students, aged between 15 to 16 years old. Research data and findings were collected from classroom observation, observational report, quizzes, and focus group interviews. The research have obtained substantial key findings on students' positive learning responses and attitudes towards SRM, potential barriers and benefits of SRM implementation in ELT listening and speaking class, as well as the challenges found in Thai provincial school settings. This research is determined to encourage further research on other blended learning approaches that could be useful and effective for Thai public provincial schools and other educational settings or levels.

Keywords: Blended Learning, Station Rotation Model (SRM), English Language Teaching (ELT)

Introduction

In 1999 (B.E.2542), the National Education Act (NEA) of Thailand enacted a "learner-centered approach" to develop the quality of the educational systems and promote student-centered learning classroom (Ministry of Education, 2008). Following the reform, the Thai education systems have since attempt to plan and encourage a call for innovative learner-centered teaching practices in all subjects. There are various well documented literatures of such approach being applied into English Language Teaching (ELT). Although with the promulgation of the learner-centered reform, Thailand, however, still need more rooms for progression and improvement. Educational administrations are still learning how to apply new understanding of the contribution of Information Communication Technology (ICT) learning, and infusing ICT infrastructure and resources into schools and educational policy planning (SEAMEO, 2010). Some developed schools are shifting from traditional pedagogical approaches toward personalized learning, and using their competent resources and technological readiness to promote innovative teaching and learning. On the contrary, traditional pedagogical approaches are still taking place in majority of developing brick-and-mortar schools, especially in smaller provinces and rural areas due to limited resources and Internet accessibilities. It is therefore indisputable that majority of Thailand's public schools, especially in provincial areas are still widely practicing a traditional pedagogical approach which is a one-size-fits-all curriculum. Most traditional curriculums expected all students to progress at the same time with the same curriculums, and much of the approach is incorporated into every subject including language teaching.

Blended learning is a learner-centered approach that is claimed to be one of the effective pedagogical approaches in the recent years of western educational development. There were many successful and effective claims of blended learning approach case studies in the western educations as such from KIPP Empower Academy, Alliance for College-Read Public Schools, FirstLine Schools, Rocketship Education and Summit Public Schools (Aspire Public Schools *Blended Learning 101 Handbook*, 2013). Idaho Digital Learning Academy (2013) also asserted that this emergent instructional approach was proven to be beneficial with successful case studies that are highly effective in helping their districts schools to meet the challenges of student performance and achievement, also helping schools with limited resources and answering the objectives of 21st century learners.

According to Horn and Staker (2011), blended learning is defined as and when a student is at least participated in a supervised brick-and-mortar location or place that is away from home, and at least with involvement through online delivery with the element that the student could control over time, place, path and/or pace. Blended learning has always been on the assumption that it is a teaching practice that combines the traditional face-to-face instructions between teachers and students, with the involvement of using online elements. However, blended learning is not just merely an integration of online materials or technology. There are many different set of models of implementation along with the complexity of its learning continuum. The station rotation model (SRM) is one of its pedagogical models and is probably one of the most common blended learning model that schools finds it practically less complex to be implemented and adapted. According to Horn and Staker (2012), SRM is defined as an implementation within a given course or subject on which the students would rotate on a fixed schedule or when the teacher assigns the students, which involves at least online learning. To simplify, it is the rotating of assignments or tasks given to the students inside a traditional brick-and-mortar classroom, but which also involves elements of online learning materials and technology used.

Literature Review

ELT Methodology in Thai Context (Listening and Speaking)

The Thai government has launched series of education reforms since 1999. One of the focused aims is using the "learner-centered approach". Nonkukhetkhong, Baldauf and Moni (2006) mentioned that the purpose of this approach is to shift from traditional teacher-centered to learner-centered approach in order to promote self-learning. The approach was long introduced in western education and the impact of learner-centered began to evidently spread in language teaching, and thereafter developed communicative approaches that shifted the teaching-learning processes. Despite decades long of practicing pedagogical theories on learner centered approach, Thailand is still not achieving much effective and successful result even when implementing the contemporary trend of English language teaching pedagogical. Foley (2005) critiqued that the limited success of ELT in Thailand is due to absence of proper syllabus, dry teaching techniques, which often focused on grammatical structures, limited learning media, inappropriate texts, assessment and evaluation.

A critiqued research about ELT in Thailand by Chamcharatsri and Methitham (2006) reflected back to its historical background that linked to the political, economical and cultural roles. The authors posited that Thai teachers of English experienced the dominance of teaching methods, classroom materials and testing techniques which were developed by the western world. They also cited from Kumaravadivelu (2003) that the effect of this phenomenon compels teachers' expectation to follow to a particular set of the theoretical principles and classroom methods which are conceptualized only by the Western theorists, but not by the local teachers, and were considered to be appropriate. This ideology caused local teachers to devalue their own teaching experience and disempowered their instructional judgments.

Initially, Thai EFL teachers used Grammar-Translation and Audiolingual teaching methodologies in English classroom. However, the two approaches were changed to correspond with the learner-centered reform (Khamkhien, 2010). After decades of experiment with various ELT methodologies such as task-based and content-based approach, a more preferred method was introduced: Communicative Language Teaching (CLT). This methodology was accredited by many notable scholars and was promoted through ELT conferences and teaching materials (Leung, 2005). However, Bhatt (2002) refuted this concept and method with Noam Chomsky's notion of "an ideal native speaker", in which a native speaker becomes an idea informant of a language, conferring it as a biased methodology. CLT is widely criticized for its biased methodology that is evaluated through the success or failure against the standard of the native speaker. CLT thus received much serious critique as it is seen to be heavily biased towards Western communicative styles and culture (Holliday, 2005; Leung, 2005). Howatt and Widdowson (2004) also critiqued that students struggle to reach unrealistic and unnecessary goals that teachers imply on them, therefore, prevent them from appropriating the language. Consequently in such classrooms, teachers' and students' cultural backgrounds and local knowledge are disregard in the learning process. To evidently add up the refutation of CLT, the approach fails to support real interactions in the classroom as Saengboon (2004) explained that *Thai teachers are not familiar with the aural-oral method of CLT,* and therefore shift to focus on grammar and rote learning of isolated sentences or vocabulary, and create erroneous language forms and limit speaking activities in the classroom. Classroom interactions are often teacher-dominated and students are set to memorize responses which are not accurate to use in real circumstances. The reasons are because teachers did not understand how to design speaking activities, have difficulties in choosing materials and activities that would be appropriate for learners' speaking abilities (Bilasha and Kwangsawa, 2004; Kanoksilapatham, 2007; as cited in Khamkien, 2010). There are still controversies around with CLT, especially in Asian context (e.g., Anderson, 1993; Burnaby and Sun, 1989; Canh, 1999; Howard, 1996; Jung and Norton, 2002 as cited in Nonkukhetkhong, Baldauf and Moni, 2006). The latter authors also suggested that in rural provincial schools, where trainings and resources are comparatively lower, teachers must be given the chance to reflect on the system on how they think it should be implemented under their context, and not just merely implementing the approach without the potential to do so. Most educators and researchers similarly justified that, it is understandably difficult for Thai EFL teachers to deal with many challenges when they are required to implement a learner-centered policy because the traditional Thai education system is based on teacher dominated talk or rote learning, and hence teachers who are still under the influence of traditional reform may find it difficult to adapt new approaches and reverse their roles. Furthermore, they also make reference to Maskhao's (2002) postulation that majority of Thai EFL teachers are still using materials in which they are familiar with such as a textbook based, grammar focus structures, vocabulary and reading to prepare students for university entrance examinations. These happenings are accurately evident and are still in practice until this present day especially in provincial schools.

Station Rotation Model (SRM)

Station rotation model is defined by Horn and Staker (2012), as an implementation within a given course or subject on which the students would rotate on a fixed schedule or when the teacher assigns the students, and which involves at least online learning. Other teaching modalities in this approach might include small group or full class instruction, group projects, individual tutoring or written assignments. It is a method in which the students can work at their own level and pace with rotating assignments in groups or individual.

It is a common model used to implement blended learning in primary and high school settings. Sometimes it is also referred to as classroom rotation or in-class rotation. As the name implies, students are assigned to rotate across different learning stations in classroom-based learning either with entire class or into small group alternation. SRM is characterized with teacher-led instruction that involves independent and collaborative practice inside the classroom, and engages in personalized learning with online instructions (Aspire Public Schools, 2013). It is also claimed that SRM corresponds to the topic of English language learning. Rios (2014) recommended using rotational model at the start as it is a more teacher-led instruction that would work with English Language Learners (ELLs) when using blended learning for the first time. According to Troute (2009), who published a constructive overview report on the implementation of *"The Balanced Rotational Instructional Model",* affirmed that the model supports ELLs in English for Speakers of Other Languages (ESOL). The latter claimed that it provide an appropriate approach to language acquisition and competency which also addresses important elements such as phonetics, fluency, vocabulary and comprehension that is required by International institutions and organizations such as Teachers of English to Speakers of Other Languages (TESOL) International Association. Khan Academy, a recognized non-profit educational organization has also proposed that SRM is a good model approach to get started for classrooms which have limited IT accessibility.

Implication of Station Rotation Model for PPK School

Blended learning is more than the combination of face-to-face with online learning and technology use or just merely integrating online materials and technology into lesson plans. Every blended learning model differs and even with rotational model, each model differs and is personalized differently according to the school contexts. Each case study reviewed has different implications of their own SRM. Whether a blended learning model is applicable or not applicable depends on the context of the countries, regions, schools, teaching professionals, technology competency, Internet accessibility and subject taught. This study, therefore, has design an implication of a 50-minute lesson using SRM application for ELT listening and speaking class, which was reviewed as appropriate for PPK School context.

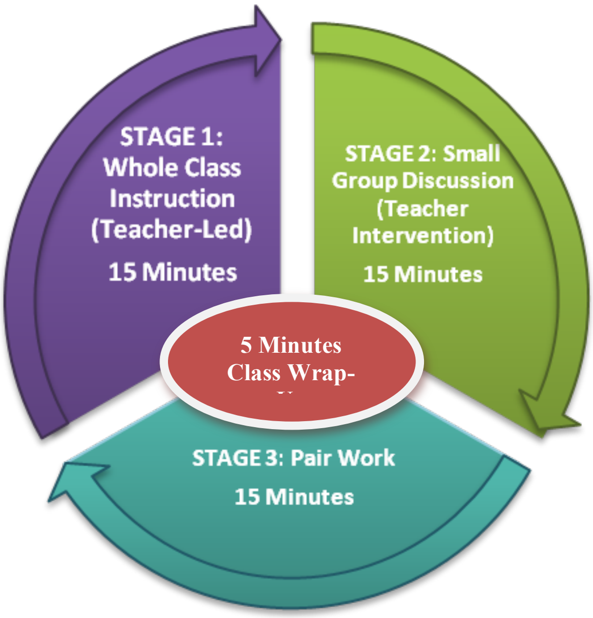

Diagram 1. A 50-Minute Station Rotation Model Implication for Listening and Speaking in PPK School

The above illustration is a designed implication of SRM instructional model that is used in this case study research. SRM claimed to be very flexible to the teacher's subject and objective needs. For example, instructors can implement other types of assignment or task to fit their subjects or objectives in the stages of rotation. To elaborate for instance, KIPP Empower uses small group rotation in its model because they have small numbers of students and their classroom are well equipped with individual computers that can also accommodate self-direct learning. On the contrary, PPK School does not have accommodating classroom settings that could provide large numbers of students with individual and personalized computers. In addition, the characteristics of Thai students are very different from the Westerners, as discussed earlier. Therefore, instead of choosing to apply an exact same SRM as previous case studies, this research have designed an SRM that would fit into Thai provincial school classroom settings, as well as the ELT lesson objectives. Instead of choosing to rotate assignments within small group, this model prefers entire classroom rotation to be in the first stage because Thai students often need to be led by teacher first. This SRM hence starts with the whole class instruction, followed by a small group discussion, in which students could interact with one another and also the teacher, lastly with a pair work instead of individual work and ending the class with class wrap-up. In ELT listening and speaking, more communication is preferred because language learning can only be effective when there is exposure to interaction. Hence, an individual assignment for listening and speaking in a classroom would prove no interactions. However, individual assignment would be deemed suitable for reading and writing, which is practiced in KIPP Empower Academy's SRM model.

Research Methodology

Phayao Pittayakhom School (PPK School) is selected as the case study setting for SRM blended learning application. PPK is a district public school in Phayao province, northern of Thailand. It is one of the largest public high school in Phayao city district that consists of lower and upper secondary students; Matthayom one (Grade 7) to Matthayom six (Grade 12), with a total population of approximately between 3500 to 4000 students and approximately 200 teachers. The school is considered to be better-equipped with teaching materials and facilitation compared with other smaller public schools and municipality schools. However, there are some limitations in its own context in terms of classroom facilitation and Internet accessibility.

This research is a qualitative study that used a case study methodology to describe and investigate a blended learning model particularly applying SRM into ELT listening and speaking class. To reinstate once again, this case study gathered data information from classroom observation, conducting quizzes for listening and speaking assessment and focus-group interviews. This study will not be using comparative methodology. As Grgurovic (2010) mentioned, there are many studies that investigated blended learning by comparing the performance of blended learning with traditional classroom method. The author scrutinized that comparative research methodology did not allow sufficient description of the experience in a blended learning environment and its context. In addition, Bliuc, Goodyear and Ellis (2007), authors of blended learning in higher studies have also cautioned against comparative studies, which tend to indicate separate components in blended learning and not its integration. As blended learning studies in Thailand is relatively few in English academic literatures, this paper have chosen to conduct a case study to investigate the results. Given that Grgurovic (2010) also concluded from many research authors that case study research is widely used in applied linguistics to study language issues. It can be found in Computer Assisted Language Learning (CALL) as cited from Lam (2000) investigation about text chatting, e-mail writing, and web page creation influenced on US living Chinese, English as a Second Language (ESL) learner's writing skills and how Murray (1999) examined 23 second languages used in a computer program for independent language learning by French learners. The former also cited from Merriam (2002) that case study determines to understand the uniqueness of the situation and provide in-depth understanding of the phenomenon using multiple sources of information. This dissertation have selected to therefore use a case study methodology that follows four stages of Yin (1994) recommendations: 1) Design the case study 2) Conduct the case study, 3) Analyze the case study evidence, and 4) Develop conclusions, recommendations and implications.

Research Participants

The research participants of this study are students in Matthayom 4 (Grade 10), upper secondary class section 4/9 at PPK School. There are total of 45 students in this mixed-gender classroom, with 20 females and 25 males, aged between 15 to 16 years old. Public provincial school is chosen to be the study setting because of its many challenges and prolonging English competency issues. It is therefore the aim of this study to find out if SRM is applicable.

According to the students' profile background from classroom observations and class introductory reviews, all students are local residents of Phayao province, who have been studying in local provincial primary and secondary schools throughout their educational years. Majority of the students have low competency in English, particularly in speaking. When speaking, their speeches were apprehensive and sentences were arranged in incorrect structures and forms with redundant answers. When answering questions, many answers were arranged like memorized scripts rather than a natural impromptu conversation (see appendix for questions asked during first class introduction warm up). Their listening skill is also comparatively low, and they were not able to catch or understand long sentences and phrases. Students were able to understand only limited words or vocabularies. When asked about English media exposure, majority of the students have not been expose to English media at all as they prefer listening and watching Thai and Korean media and news, following the popularity emergence of K-pop media. In addition, there is no English speaking environment outside their classroom or at home.

Findings

Highlighted Findings

One of the major findings in the initial stage of the study predicated about the students' poor English proficiency background, especially in listening and speaking. This dilemma concurred with the other existing research findings and is very evident in provincial schools. Due to students being educated in different rural primary schools prior to attending their secondary school years at PPK School, participants in this study comprised of different levels of English proficiency. The participants' understanding affected each stage of the rotation tasks with their inconsistency. There was a slight scoring difference between the less able and able participated students, but they showed the similar feedbacks and more positive learning outcomes. The findings although has led to positive learning outlook, but it also left contradictory results to previously reviewed case studies in the Western educations. There were some limitations and barriers found concerning Thai students and Thai provincial school context settings. Unlike students in Western culture, Thai students are still very much depended on their teachers and the interference of L1 is very domineering. Although SRM stages were designed to boost independent learning, however, most students are still dependent on my instructions and guidance. Nonetheless, the key findings also revealed substantial beneficial learning outcomes and outlook on SRM from the students.

The beneficial learning attitudes from SRM are summarized in each stage of the rotation tasks such as the following findings:

Table 5

Summary of Beneficial Learning Attitudes from SRM

Whole class instruction lead by teacher	• Students were attentive to listen and anticipated to instructions. • Students showed enthusiasm in listening and ownership of their own assignment. • Students felt challenged and motivated to move on to the next rotation task
Small group discussion with teacher-led	• Students who appeared to be reserved participated more actively in speaking than when they are during pre-test observation. Lower proficiency and disinterested students were more alert than in traditional class. • It enhanced personalized interactions between teacher and students in a large class size. • Students learned new words and vocabulary/speech/ pronunciation through their own personalized learning tools; tablets and smart phones (sharing with their peers).
Pair work	• It encouraged reserved and lower proficiency students to speak with their close peers. • It motivated students to think independently and apply to real life context.

There are certainly positive learning attitudes that were produced from SRM. Students felt the sense of achievement after completing all three rotation tasks. It also allows the teacher to monitor all the students in the classroom, personalizing interactions with the students, and not making them feel that they were left out, especially students who were sitting at the back of the classroom. During the observational study, the teacher was also able to listen to the language the students produced in terms of speech structure, pronunciation, intonation, word stress etc. It certainly personalized teaching and learning in a new level.

The most beneficial stage of SRM application in this study that answers the objective of listening and speaking is the group discussion and pair work. It allows students to have the opportunity to speak English in the classroom. Students were able to express themselves during group discussion and use more language functions. Krall (1993) also mentioned that group work provides learners the exposure to a range of language items and functions. Students were able to use and experiment with their own learning tools that they already know in order to develop their fluency. As a result, after few lessons, they became more confident and were motivated to achieve on their own task with lesser supervision. According to Norman (1986), foreign language learning is achieved better when learning with others, than on their own.

The following table summarized how SRM affects the students' learning attitudes and outcomes during its application in listening and speaking accordingly to the key highlights that were found in Chapter 4.

Table 6

Summary of Key Highlights of SRM Learning Attitudes and Outcomes in Listening and Speaking

Listening Key Highlights	During SRM Application
Understand and interpret meaning/purpose	Student independently transcribed down immediately what they heard. Meaning is interpreted later but with much better accuracy.
Identify details of the spoken texts	Students still misspelled vocabulary but they seek to find correct spellings from their peers in later stage of the group discussion.
Understand speakers accents/pronunciation/ intonation/word stress	Students still cannot catch some of narrator's pronunciation/intonation and word stress. Students share mobile dictionary application as a learning tool to find out the correct soundings and words.
Level of understanding range of language features (sentence structure, noun group/phrase, vocabulary, punctuation, figurative language)	Students' level is still pre-intermediate. However, students showed signs of improved learning attitudes.
Speaking Key Highlights	**During SRM Application**
Express information: with imaginative ideas and personal opinions	Students were more participative although they still replied short conversation.
Convey meaning: using appropriate vocabulary and grammar	Students still cannot really convey meaning on their own but in group discussion, they were able to help each other translate L1 to English correctly

Clear speech presentation: pronunciation, intonation, volume word stress	Speech was still not clear but both able and less able students enjoyed mimicking the audio dictionary sound in their mobile application during the process of discussion
Coherence and relevant sentence structure: clearly present and developed	Better relevancy although with grammatical and spelling error

Another factor to note while planning the lesson is to understand the students' proficiency levels. Some students could take their time in completing the stations because of their proficiency. Students who were not able to complete all the rotation tasks may not help each other because the pair has very low proficiency. This could be one of the main issues in this model implication for PPK School or any other public provincial schools with similar situations. However, this problem could be easily solved with easier lesson topic, but it must not be too easy for able students. Therefore, teachers must always prepare flexible lesson plans.

Conclusion

The most important key element in implementing SRM is the role of teacher. Without the teacher, it cannot be called blended learning. Public Impact (2013) quoted that no technology can replace the role of the teacher even as technology will become prominent. Teacher guide students in making smart choices in the learning content and pace and they also facilitate relationship between students and their learning. Teachers also motivate students to engage in appropriate ways and overcome learning barriers. Therefore, in order to apply SRM blended learning, the teacher needs necessary skills sets to be able to know how to plan the task in each station rotation; the right small group, peers-to-peers, individual etc. Especially in ELT classes, teachers need to be flexible with the task because students' proficiency levels vary. Therefore, if the rotation task does not fit with the students' capabilities, the teacher must be able to shift these students to other alternative plan or tasks spontaneously without affecting the students. Teacher must therefore be familiar with online materials and be required to have appropriate computer skills in order to prepare the lesson plans and able to guide students in their tasks. Many teachers themselves are still adapting to the use of the new millennium technology. In order to take blended learning into serious consideration, schools need to conduct teacher training program in order to equip their teaching professionals with appropriate computer skills, language and online knowledge application. A survey conducted in the case studies schools in the US, such as the Rocketship schools, reported that they believed it is important for teachers to receive training on how to access and interpret student progress report provided by online instruction programs and how to use data to inform their instructions. It might take some progressive time for Thai provincial schools to program to such advance training because blended learning is rarely a topic discussed in the educational context. However, if blended learning were to be implemented into the school system, there should definitely be a compulsory training program for all foreign and Thai teachers.

Recommendation

When adopting or implementing SRM blended learning into a Thai provincial school context setting, it is very important to study the students' background such as students' proficiency level, miscellaneous limitations as well as the classroom settings. Not every stages of rotation are appropriate for all levels of students and all Thai schools settings. With the assumption that if the provincial school is located at a very rural area, and has only a small number of students, the teacher might want to consider implementing only small group rotations such as the KIPP Empower adaption. However, if the school does not have competent technology and facility to provide self-directed learning for individual students, alternative offline learning tools could be used to substitute online learning such as downloaded pictures, movies or audio files. There should be no hard and fast rules when designing the rotations to fit with the appropriateness of the learning context. Hence, teachers must be spontaneously active in thinking of creative tasks to implement in each rotation stage. Teachers must equip themselves with knowledge of both academically online and offline materials, as well as adapting to the fast changing technological trend and put themselves in the students' perspectives. The most important question that all teachers must ask themselves before applying a blended learning approach is how do we blend?

This study would like to provide some recommendations for practical and useful insights for SRM implementations such as the following:

- Plan the lesson carefully and consider the learning outcomes that the lesson wants to achieve. Teacher must look into the readiness of the technology available and the classroom constraints and limitation. It is good to have a pre-observational record of the classroom settings before developing or creating the stages of rotation.
- Always be flexible and spontaneous to adapt to the students' needs. Be ready to make adjustment when needed. If the school has large classroom size such as in PKK School, the teacher should consider studying the general background of the students first before applying the approach by conducting a pre-test quiz to determine the general level of the class's proficiency so that the teacher could have other alternative tasks planned out.
- During the first few lessons of the course, it is always good to build a consistent rapport with students and introduce students to the available technology and learning approach so that they can have an idea of what will be expected of the class.
- Teacher must have clear lesson objective. Such as in this case, it is ELT listening and speaking, therefore the rotation task must allow students to get involve and engage in communication as much as possible.
- During the first few implementations of the model, teacher should not expect immediate outcomes, and must be patient to monitor all groups, encourage students to ask questions and share opinions with teacher and peers. Especially in speaking and listening, the assessment scorings should be based on their participations rather than the completion of their tasks or the correct answers.

Implications for Future Research

Predominantly, findings in this study will greatly impact on the researcher's own teaching strategy. It would become a further intention to have the SRM research used in this study to be enhanced and remodeled to achieve more evident effectiveness in speaking and listening. The evidence of the limitations, barriers and challenges could be further studied in order to overcome them. This study also trust that it will encourage Thai provincial public schools, particularly in basic educations, to support using blended learning that will promote cost effective approach, reduce their unnecessary teaching materials cost, and the schools help plan for commendable academic funds and effective resources for both teachers and students. This study is determined to pave way for further investigation of better enhanced SRM or other blended learning approach that would encourage students to have zealous interest and motivation in learning English language. With the growing importance of English use in ASEAN Economic Community (AEC), it is time to promote English into the students' daily lives rather than just treating it as a prerequisite subject.

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3 ICLLCE 2015 32 Rafidah Abd Karim

iWorkplace: The Development of a Prototype of Mobile Learning Application for Business and Professional Development Kit

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ABSTRACT

As technology advances, using gadgets like smart phones, ipads, tablets and other mobile devices are becoming popular among people today as the rise in technology is overwhelming. Therefore, this paper describes how iWorkplace mobile application can be implemented in Malaysian educational field. This application resource is specifically designed for undergraduate students and adult learners who are getting ready for the employment world. The application is being developed based on one of the language courses syllabus in the university. This mobile application features the virtual notes on the workplace and business and professional communication skills within an organization that can be used as a teaching aid for teaching and learning process. In this paper, we focus more on the design and the process of development of the application. The android application without coding is used in the design and development of this application. The design is considered the most important part of the application because it uses a small-sized screen and much information is to be placed in this application.

Keywords: Technology, Gadgets, Application, Workplace, Online Note

Introduction

Recently, flexible e-learning become the primary mode for student access by using mobile learning environment. It is already forecast that in the near future the number of mobile communication devices such as mobile phones and handheld computers will exceed the number of personal computers. Pinkwart (2004) defines e-learning as learning supported by digital electronic tools and media and by analogy. Many researchers and educators viewed mobile learning as the immediate successor of e-learning.

Definitions of m-learning

What is m-learning? First, we need to understand the differences between e-learning and m-learning. There are many opinions and ideas on the meanings of this term. Some definitions include the aspects which characterise mobile services-such as location independence (Vavoula & Shraples,2002). Traxler (2007) and other supporters of mobile learning define mobile learning as wireless and digital devices and technologies. Generally, it produced for the public and used by a learner as he or she contributes in higher education. In fact, m-learning is similar to online learning which it physically separates teachers and learners but provides a communication channel between them (Kurbel & Hilker, 2003). However, the primary differences between m-learning and e-learning fall into four main categories: timing, information access, context and assessment. Therefore, m-learning is subset of e-learning and e-learning is the command concept that includes online and mobile learning environments. In Figure 1, modified from Brown (2003) presented the definition of m-learning as a form of eLearning which it can take place anytime, anywhere with the help of a mobile communication device such as mobile phone and mobile computer.

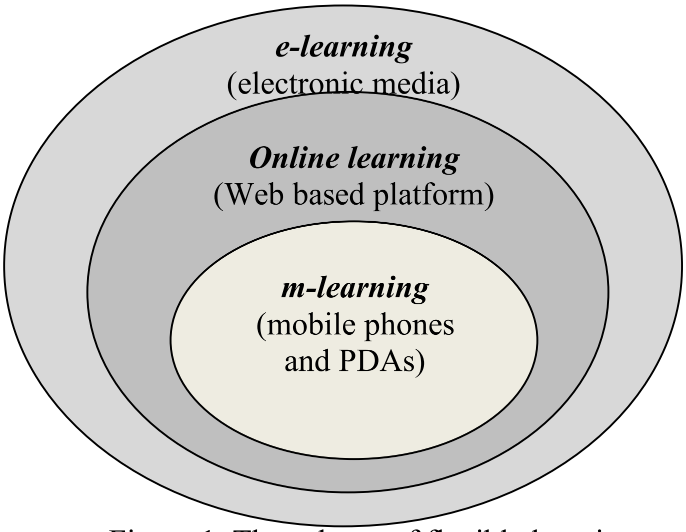

Figure 1. The subsets of flexible learning

The Concepts of Mobile Learning

In Malaysia, mobile learning is being discovered widely by many individuals, educators and researchers. However, Traxler (2007) considers that the concept of mobile education is still evolving and still indistinct. It is obvious that the advancement of mobile technology has opened up a numerous of learning opportunities for students in Higher Learning Institutions who need to manage with a multifaceted and challenging environment. Therefore, the educators should examine the possibility of integrating mobile learning into the academic programmes at Higher Learning Institutions. Norazah Nordin et al. (2010) surveyed that 120 post-graduate students in Universiti Kebangsaan Malaysia agreed that mobile phones had effectively improved the teaching and learning process and the activities with mobile learning helped to encourage and raise interaction among the students. Moreover, Naji Shukri Alzaza and Abdul Razak Yaakub (2011) indicated that the higher education environment has the required infrastructure to utilize m-learning services based on their study on students' awareness and requirements of mobile learning services among Malaysian students in the higher education environment. Figure 2 is a graphic illustration of the three concepts of mobile learning that can convey a higher level of educational instruction. The concepts of mobility can be divided into three significant areas which are mobility of technology, mobility of learner and mobility of learning especially in higher education environment.

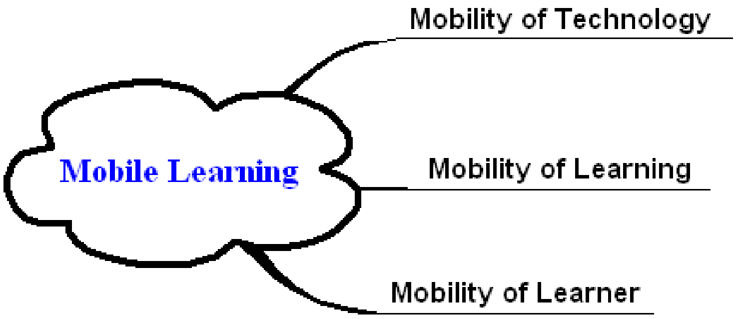

Figure 2. The three concepts of mobile learning

The successful provision of higher educational instruction depends on the multilateral significance of the word mobility as it used in the context of higher education. Thus, these three concepts are interdependent and are correspondingly important in making mobile devices feasible as devices for the delivery of higher education instructional contents.

Design and Development of Mobile Learning Application

The design and development of mobile learning application is not an easy task which needs software programming knowledge, graphic design knowledge, instructional design knowledge, content localizing. According to Savill-Smith and Kent (2004), the use of mobile devices for learning can assist students' motivation, help organizational skills, encourage a sense of responsibility, support both independent and collaborative learning, act as reference tools, track students' progress and deliver assessment. Therefore, some educational institutes, universities or schools started to develop specific mobile applications for their students according to their curriculum and particular need. Many researchers have explored research in mobile learning since the last decade. This leads to the various developments of mobile learning applications. Agnes Kulkuska-Hulme et al (2009) indicated that mobile learning can work, reaching places that other learning system cannot, it is best provided as part of a blend of learning activities, it offers a collection of pieces to be fitted to a learning need rather than a single solution, it is not simply a tool for delivering teaching material but can be used for learning through creativity, collaboration and communication. Some of mobile learning projects that have been established by researchers worldwide are 'bubble sort' and 'binary search' applications, the mobileDNA, AMULETS, MUSIS and MobileMath. Kariogiorgi & Symeou (2005) suggested that there must be learning approach in design and development phase such as active learning, collaborative learning, authentic learning and multiple perspectives. Hsu, Ching & Snelson (2014) in their recent research exposed that there are significances in research which can have effect on better design and development phase; (1) teaching and learning strategies; (2)affordances; (3) theory; (4) settings of learning; (5) evaluation/assessment; (6) learners; (7)mobile technologies and interface design; (8)context awareness and augmented reality; (9) infrastructure and management and (10) country and digital divide.

Analysis Phase

Based on Figure 3, there were three major parts in this phase and each step broke down to adaptable part.

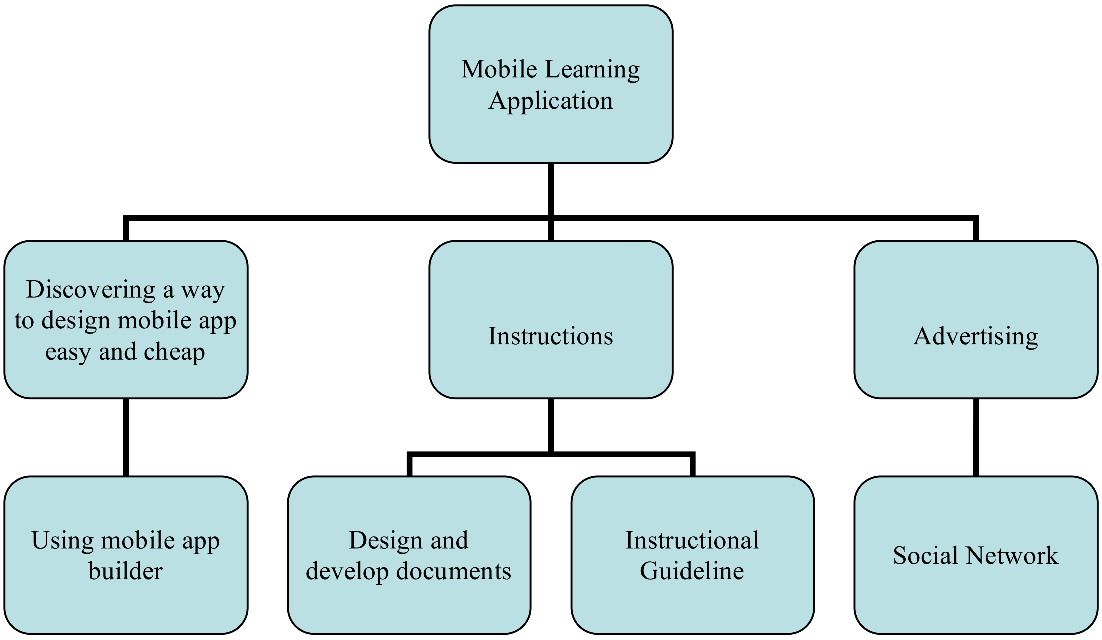

Figure 3. Analysis Phase

Development of Mobile Learning Application for Business and Professional Development Kit

Recently, there are many mobile applications builders which have been developed and help users to create their ideal custom mobile application. The administrators and users of this system might not be influent in ICT skills so that the system used should be simple and effective to manage and use. Therefore, this project selected and used *Andromo App Maker for Android* which is one of the free mobile applications builders without coding.

Problem Statement

Today, against a backdrop of rising unemployment and fierce competition for the jobs that are available, it is important that individuals stand out from the crowd and able to prove the positive impact that they make to an organization. Thus, the graduate students as job seekers should ensure themselves to give impact on an organization's performance and they need to constantly look at how they can develop and improve. Therefore, recognizing the need to offer mobile access to mobile learning application kit for business and professional development is a crucial motivating factor behind this research. The existing situation evidently demonstrates this need, wherein the use of mobile devices among educators and students is currently exponentially and will continue to do so in the future.

iWorkplace Mobile Learning Application

iWorkplace is a supportive mobile application developed specifically for young and adult learners. A lot of tips are extremely useful as a reference to those who desire a good practice and preparation notes on the workplace and communication skills within an organization. This virtual and flexible note also can be used by the educators and students as a teaching and learning aid. The notes have five main chapters and each chapter is equipped with additional feature which is YouTube video. Additionally, these videos provide ease and efficiency to the students and adult learners to view some samples and tips for each chapter and to make the students and adult learners understand better. Therefore, this application will help the users with job application and business communication skills within an organization and making them reach their job goals.

Objectives of the iWorkplace Project

The objectives of the project are outlined in the following goals:

1. To design and develop a virtual and flexible learning note for learning business and professional development skills
2. To encourage users with the usage of gadget application
3. To make teaching and learning process more flexible to learners
4. To make learners understand better the five chapters

Design and Utilisation of iWorkplace Mobile Application

There are five main chapters in iWorkplace; Effective CV and Applications, Interview Skills, Business Communication, Business Meeting, Conflict Management and Difficult Conversation. These, along with their videos, are shown in Table 1.

Table 1

Five Main Chapters of iWorkplace

Chapter	Topics	Video
1	Effective CV and Applications	Video of CV Writing
2	Interview Skills	Video of Job Interview
3	Business Communication	Video of Business Communication
4	Business Meeting	Video of Arranging Meeting
5	Conflict Management and Difficult Conversation	Video of Difficult Conversation

Hence, the screenshots of iWorkplace mobile learning application and also the five chapters in this application are shown in Figure 4.

Figure 4. iWorkplace mobile learning application and the five chapters

The Screenshots of iWorkplace Mobile Application

Some screenshots of iWorkplace demonstrating these functionalities are illustrated in Figure 5.

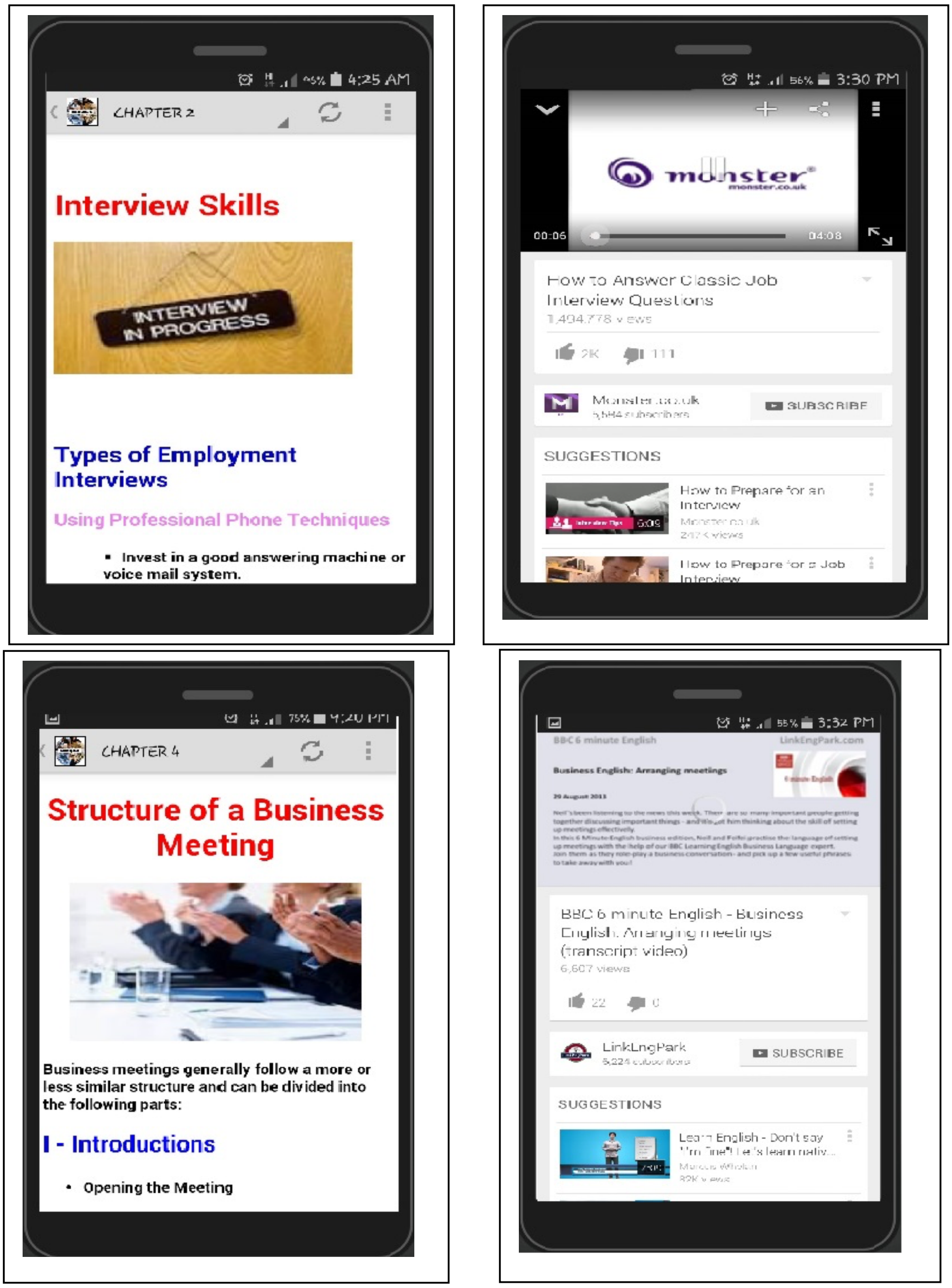

Figure 5. (in clockwise view) Chapter 2 (Interview Skills), YouTubeVideo (Video of Job Interview), Chapter 4 (Structure of Business Meeting) and YouTube Video (Video of Arranging Meeting)

System Installation and Maintenance

The designated mobile application is planned to be available on Google Play (Android). Then, it can be downloaded by the end-users at their convenience via their individual smartphones, and users can access their iWorkplace application at any time or place. The developer will commit to regular updates of this application through the developer's account in the store. Thus, through this process, students automatically experience the latest versions of the application.

Implementation

The final production of this study was to install Android operational system for the actual mobile application. The summary of design and implementation of mobile learning application prototype is mentioned below:

a) Creating research framework
b) Carry out task analysis in every step and navigate based on the framework
c) Consulting from instructional designer and IT experts
d) Revising and adjusting of commands
e) Implementing and developing prototype and validation with instructional designer expert

Conclusion and Future Research

This paper has presented the design and development of a mobile learning application for young and adult learners. Our focus in this project was utilising documents and multimedia elements on mobile phone especially Youtube video to help young and adult learners learn more effectively about the business and professional development skills. Therefore, it is hoped that the future research on this study will be carried out for examining the effectiveness of this mobile learning application towards the young and adult learners. Since mobile learning is spreading rapidly and likely to become one of the most efficient ways of delivering higher education instruction in the future, it has become necessary to examine its implication for the design of teaching and learning. It is also essential for research on the effects and modes of mobile learning to investigate and explore the practice of this particular medium in terms of the instructional design theories of the past and to adapt such theories so that they can account for the unexpected number of changes that have taken place not only in education but in society in large. Therefore, designers and practitioners of m-learning should be responsible to produce more coherent and reliable accounts of the likely consequences of the creation of mobile devices in the higher education landscape. The proper design of the technologies leads to greater effectiveness of mobile learning. In addition, the various advantages and disadvantages of mobile instructional devices as tools of higher education should also be discussed in detail in future research.

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3 ICLLCE 2015 34 Wimonrat Promrak

Orientation Training Course for Tourism and Hotel Student Internship on English Listening and Speaking Skills

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ABSTRACT

This research aimed to conduct an orientation training course based on needs analysis to develop tourism and hotel undergraduate students at King Mongkut's University of Technology North Bangkok. The purposes of this study were: 1) to investigate the English communication problems and needs in English communication of tourism and hotel undergraduate students with foreign customers and superiors during internship, 2) to provide database as a guideline for developing the English internship course for tourism and hotel, and 3) to provide orientation training course for tourism and hotel undergraduate students. Questionnaires, an orientation English internship course, and pre- and post-test were research tools to collect data in this study. The samples were divided into two groups, 1) 64 students completing the questionnaire, and 2) 50 students participating in an orientation training course and taking pre- and post-test. It was found that they had fair ability in listening and speaking. Most of them used English for work and the majority groups of them had an internship at the front office of the hotel. To improve their skills, an orientation English internship course focusing on listening and speaking skills was designed and developed. Pair-work and role-plays were employed in the training. The results showed that these methods can help them improve their skills. It can be concluded that the content in this course meets the students' needs and will be useful to train students in the field of tourism and hotel.

Keywords: English for specific purposes (ESP), needs analysis, training, tourism and hotel internship

1. Background of the Study

English is an international language. Millions of people around the world are using it as the official language in their communication. It is the first language to use between people from diverse countries with different language communication. There is no doubt that most tourists and personnel who work in service industry use English for communication. In addition, English communication between Thai hotel personnel and foreign customers is an essential skill required by any hotel staffs.

In terms of working in tourism and hotel, McGrath (2008) states that communication is the key because "In travel and tourism, you need to communicate with lots of different tourists and not let small hassles get you down. You need to have very good communication skills because you have to negotiate and accommodation deals with a lot of different hotels and companies. They require English language skills i.e. listening, speaking, reading, and writing for communication." Nowadays traveling business has become important sources of income in Thailand. Anyone who can communicate and understand English well will be more successful in their job. Thus, in tourism and hotel industries, it is required that employees must have a particular experience and be able to communicate in English well. The most important English skills used in tourism and hotel industries are speaking and listening.

However, English communication has been a big problem of Thai students. Research shows that Thais' low-level of English fails to meet the demand for English in the workplace, especially in hospitality sector (Wiriyachitra, 2004). In order to investigate students' problems and their needs, the researcher conducted needs analysis as a database to design suitable course for the sample groups.

English for Specific Purposes is known as a learner-centered approach, since it meets the needs of learners who need to learn a foreign language for use in their specific fields such as tourism and hotel. Gao (2007) said that "the demand for English for Specific Purpose is expanding, especially in countries where English is taught as a Foreign Language." Therefore, many universities manipulate an internship program to help students use their experience of learning in the real situation. The analysis of learners' needs is the basis of establishing a new course. It could be claimed that needs analysis is advantageous for ESP practitioners in special purposes program design and is also fundamental to the planning of any language courses.

Siritararatn (2007: 71) says that "needs analysis is defined as the identification of language elements and language skills the learners already know and what they think they need to know. Needs analysis is conducted to set language goals, course objectives, and expected outcomes of the course, instructional activities, and evaluation." Therefore, the researcher believes that communication for specific purposes should be designed with a thorough needs analysis because needs analysis and ESP course should go together.

In conclusion, tourism and hotel students have to use English as a medium language to communicate with foreign customers and superiors in tourism and hotel industries. This study is designed to find out and reflect the English proficiency used by tourism and hotel student and to echo their problems and needs. The results obtained from this study will be used as guidelines for course designers to develop a specific English course for students who would like to work in tourism and hotel industries effectively. Moreover it can be used with Thai hotel personnel to develop themselves in their job.

1.1 Purposes and Research Questions

All the tourism and hotel students are required to go for internship at the hotel and they need English to communicate with foreign customers and superiors. Needs analysis is important in this study to indicate their current needs to make the suitable orientation English course on specific English skills focusing on listening and speaking to help the students improve themselves and work in hotel industries effectively. The main purposes of the study are as follows:

1) To investigate the English communication problems and needs in English communication of tourism and hotel undergraduate students.

2) To provide basic information to use as a guideline for developing the English internship course for tourism and hotel.

3) To provide orientation training course for tourism and hotel undergraduate students.

This study was conducted to answer the following research questions:

1) What language function in listening and speaking do the students use during internship?

2) What are their communication problems in English listening and speaking during internship?

3) What are their needs for English listening and speaking training methods?

4) Do the students gain higher scores in listening and speaking tests after the training course?

2. Literature Review

2.1 English for Specific Purposes (ESP) Course Design

English for Specific Purposes (ESP) course design can be defined as designing a course to meet learner needs and requirements. Course designers should prepare syllabus content and teaching method by investigating the student's expectation and then constructing the suitable course for them. ESP is a branch of English Language Teaching (ELT) and English as a Foreign Language (EFL).

Hutchinson and Water (1987: 21-22) state that "Designing a course is fundamentally a matter of asking questions in order to provide a reasoned basis the subsequent process of syllabus design, materials writing, classroom teaching and evaluation." We need to ask a very range of questions. It can be concluded that the stage of preparation leading from an investigation of the student's needs to a definition of learning objectives and syllabus content of an ESP course are:

1. Who are the students and what are their expectations?
2. What is the subject matter, and how broadly or narrowly should it be defined?
3. What are the language requirements which follow from this in terms of:
    3.1 communicative acts required of the learner
    3.2 language skills
    3.3 situations and contexts

Theories above show that design of ESP course is an important part of the improvement of English skills and competences essentially required for tourism and hotel. The developing and establishing the tourism and hotel ESP courses should be prepared for tourism and hotel students for internships as their requirements. In this study the researcher will develop an orientation training course for tourism and hotel student internship on English concentration on listening and speaking skills through the investigation of students needs analysis.

2.2 Training Program

It is a process of developing knowledge and skills of learners to success in their job. In order to prepare the training program there are many steps to do such as identifying the training needs, preparing the trainer and trainee, creating the training course, explaining the operations, and following up the course effectiveness by evaluation. Training program is not only necessary for students but also company staff in order to improve skills.

Training is another way to help people improve themselves. According to Chittavitti (2005: 20), "training is the process of teaching, information, or educating people so that they may become as possible to do their work and so that they may become qualified to perform in positions of greater difficultly and responsibility." It can be concluded that training is an element in the process of developing knowledge and skills to help learners develop and improve their behavior and performance to pursuit success in their job.

However, it is the best way to train the specific language used during their study in the university by following the step created by Yalden (1987: 92-93) who suggested the needs survey as the first step in language program development used as a guideline for course designers. The needs survey is used for investigating learners' needs and the purposes for the design of second language program or course.

In conclusion, tourism and hotel fields are very popular for students who are interested in service industries to prepare themselves for future job. However, if they only learn in the classroom and from the books, it is insufficient to use in the real situation. Thus, orientation training course is a choice for preparing the students for service industries.

2.3 Listening and Speaking Skills in English

Communication, especially listening and speaking skills are important for everyday conversation in workplace and pedagogical functions. Speaking is the mode of communication that is often used to express opinions, make arguments, offer explanations, transmit information, and make impressions on communication. Communication plays an important role in meetings and attending class, making a presentation and discussion arguments and participating with group works. On the other hand, listening skill cannot be separated from speaking because it is a two-way communication. We cannot talk without listeners. Therefore, communication requires both listening and speaking. It is undeniable that effective communication needs speaking and listening class.

This is an important reason why the study focuses on listening and speaking skills. Listening skill is used more than other language skills in daily life. It is not easy to teach and difficult to test the skills. On the other hand, speaking skill is a main character of human communication. In order to teach English language, teacher must provide students to practice speaking by using group work activities. This activity can make students improve themselves very well. In service industry, listening and speaking skills play an important role because lingua Franca requires English communication skill.

In this study, the researcher focused on surveying English listening and speaking needs for working purposes. The researcher obtains a lot of knowledge from many previous studies. In this study the information obtained from the survey of needs will be used as a guideline for developing English listening and speaking training course to train students before their internship.

3. Methodology

This study has been designed as a research and development study. It aims to develop an orientation course for tourism and hotel English communication by investigating the communication problems and needs in English communication between tourism and hotel undergraduate students with foreign customers and superiors during the internship. The information from the study is then used to develop the English orientation course for tourism and hotel students before their internship.

3.1 Participants

The populations in this study were fourth year students divided in to two groups. They study in tourism and hotel industry at King Mongkut's University of Technology North Bangkok. The survey was also conducted on superiors and teachers in the field.

1) The first group included 64 fourth year students from academic year 2014. They were asked to complete the questionnaires about their problems and needs in English listening and speaking.

2) The second group consisted of 50 fourth year students from academic year 2015. They participated in an orientation training course. They also took pre-test and post-test in order to check their background knowledge and to see the progress of the scores after the training course. The researcher can check their perception and the course effectiveness by comparing their scores between pre-test and post-test.

Additionally, two superiors and two teachers were purposively selected to participate in semi-structured interview sessions to collect more information.

3.2 Collection of Data

Data collection started in the second semester of the academic year 2014 (during January, 2015). The researcher collected data from the participants by conducting semi-structured interview and trying out with pilot group. Then, hand out the questionnaires with the first group. After that the implementation was carried out with the second group before their internship.

A. Questionnaires

The copies of questionnaire were distributed to 64 fourth year students, who study in tourism and hotel at King Mongkut's University of Technology North Bangkok during June, 2015. All copies of the questionnaire were collected by the researcher to analyze. The findings were employed as the data to develop English listening and speaking training course.

B. Implementation of the Training Course

An orientation training course was implemented with 50 fourth year students, who study in tourism and hotel at King Mongkut's University of Technology North Bangkok during September, 2015. It was designed as a short training course for one day to prepare them for the internship.

C. Test

The English proficiency test on listening and speaking skills was developed to use for pre-test and post-test. The tests were distributed to 50 forth year students before and after the implementation of the training course. Then the researcher would analyze to check the difference of their scores and evaluate quality of an orientation training course.

4. Construction of Research Instrument

The questionnaires, an orientation English course and listening and speaking test were used as instruments to collect data in this study. There were two sets of questionnaires. The first questionnaire was for the students and the second one is a set of semi-structure interview questions which were carried out with superiors and teachers in the field.

4.1 Questionnaires

To construct the questionnaires, the researcher studied on related research and texts to develop the questionnaire. The components of the questionnaire for this study consisted of four parts.

1) Part 1 comprises 6 checklist items about general information of the respondents such as genders, level of English listening proficiency, level of English speaking proficiency, experience in using English, position at work, and duration of English training course appropriate for them.

2) Part 2 comprises 2 main parts of 18 items to survey the language function in listening and speaking that they often use. The respondents were asked to rate their opinions based on five point Likert scales.

3) Part 3 comprises 13 items concerning the problems in English listening and speaking during their internship. The respondents were asked to rate their opinions based on five point Likert scales.

4) Part 4 comprises 5 main parts concerning the expectations in English listening and speaking methods and their needs in tourism and hotel orientation course. The respondents were asked to rate their opinion based on five point Likert scales.

After creating the questions, the researcher conducted the semi-structured interview with the stakeholders: two teachers who teach in the field of tourism and hotel and two hotel superiors in order to match the content in the questions. A Semi-structured Interviews included the perception of listening and speaking in English communication needs and problems during the internship. Moreover, content and appropriate methods were mentioned to develop the training course and its content. The questionnaires were piloted with 30 students for the reliability. The pilot results showed that part 2 and part 3 are reliable and all the items in the questionnaires could be used to investigate the students on their language functions and

problems in English listening and speaking with the overall reliability at .975 and .984, respectively.
Regarding the expectation part in English listening and speaking methodology and their needs in tourism orientation course, the reliability was .699. Thus, some questions were revised based on the comments from the advisors before administering in the main study. The findings obtained from the results of the pilot study reported that they had fair ability in listening and good in speaking. They also report some problems in English use during the internship. The findings showed that they have a problem in the speed of foreigner's conversation. The complete questionnaires were then administered to the target group in the field.

5. Data analysis

5.1 The findings

The findings obtained from the results of the needs analysis were summarized as follows:
A: Language function in listening
The results showed that the students reported listening to customers order/requests (4.03) as the most usage during their internship, followed by listening to customers' questions (4.00), and listening to figures e.g. telephone number, address (3.92). The results also showed that function with the least usage was listening to news or information (3.67), as shown in Table 1.

Table 1: The use of language functions in listening during their internship

Functions	Mean	S.D.
1. Listening		
1.1 Listening to description / explanation	**3.73**	**0.648**
1.2 Listening to news or information	**3.67**	**0.757**
1.3 Listening to customers' questions	**4.00**	**0.797**
1.4 Listening to figures e.g. telephone number, price and address	**3.92**	**0.848**
91.5 Listening to suggestions / comments	**3.72**	**0.845**
1.6 Listening to superiors' commands	**3.89**	**0.737**
1.7 Listening to announcements	**3.77**	**0.729**
1.8 Listening to customers' orders / requests	**4.03**	**0.689**
1.9 Listening to customers' complaints	**3.80**	**0.876**

B: Language function in speaking
For the use of speaking function, the results show that the functions they reported high usage included English in different social occasions e.g. greeting, giving thanks and asking for information/explanation/description about services provided by front office (3.94). The second rank is informing figures e.g. price/expense (3.88), followed by giving direction (3.78), and the lowest speaking function was encouraging customers to buy product or to use service (3.58), as shown in Table 2.

Table 2: The use of language functions in speaking during their internship

Functions	Mean	S.D.
1. Speaking		
2.1 Giving and asking for information / explanation / description about services provided by front office	**3.94**	**0.889**
2.2 Informing figures e.g. price / expense	**3.88**	**0.826**

2.3 Telephoning	**3.66**	**0.946**
2.4 Introducing product / service	**3.72**	**0.863**
2.5 Giving direction	**3.78**	**0.934**
2.6 Encouraging customers to buy product or to use service	**3.58**	**0.922**
2.7 Informing the prohibition	**3.59**	**0.921**
2.8 Contacting with colleagues and superiors	**3.67**	**0.856**
2.9 Using English in different social occasions e.g. greeting, giving thanks	**3.94**	**0.941**

C: Problem on English listening and speaking

With regard to problems in English listening and speaking during internship, the results indicated that the students have most problem in speaking English fluently (3.78), followed by speed conversation (3.72), and the ability to understand what the foreigners say but cannot communicate appropriately (3.67). However, they have less problem with the communication conversing with foreigners face to face (3.27), as illustrated in Table 3.

Table 3: Problems in English listening and speaking during internship

Problems	**Mean**	**S.D.**
1. Unable to converse with foreigners face to face	**3.27**	**1.102**
2. Unable to communicate on the telephone	**3.33**	**1.085**
3. Unable to give suggestions or explanations to customer	**3.38**	**0.984**
4. Unable to understand what the foreigners say	**3.31**	**0.985**
5. Able to understand what the foreigners say but cannot communicate appropriately	**3.67**	**0.892**
6. Difficult to communicate with foreign customers / superiors using different accents / or pronunciation	**3.59**	**0.988**
7. Unable to understand words and idioms	**3.44**	**0.963**
8. Unable to express correct grammar	**3.65**	**1.050**
9. Unable to speak English fluently	**3.78**	**0.881**
10. Unable to pronounce accurately	**3.50**	**0.836**
11. Unable to express suitable words and idioms	**3.55**	**0.872**
12. Speed conversation is a problem	**3.72**	**0.881**
13. Unable to perform well with foreign customers / superiors	**3.39**	**0.919**

D: Needs on language choice for training

For English listening and speaking training methodology needs in tourism and hotel industries training course, the questions were asked about language which should be used in the training course. Most students preferred both Thai and English (4.21) as the highest rank of training methodology needs and should be included in the training course, followed by only English (4.06). However, students' preference of only Thai (3.88) is at the lowest rank, as presented in Table 4 below.

Table 4: What language should be used in the training course?

Training Methodology needs	Mean	S.D.
1. What language should be used in the training course?		
1.1 Thai	**3.88**	**0.895**
1.2 English	**4.06**	**0.827**
1.3 Both Thai and English	**4.21**	**0.750**

E: Needs on training methods

With regard to teaching methods that most students preferred, the highest rank is role play or workshop (3.93), the second rank is only lecture (3.92), and the lowest rank is assignment (3.82), as presented in Table 5 below.

Table 5: Which teaching method do you prefer?

Training Methodology needs	Mean	S.D.
2. Which teaching method do you prefer?		
2.1 Only lecture	**3.92**	**0.772**
2.2 Role play / workshop	**3.93**	**0.660**
2.3 Assignment	**3.82**	**0.735**
2.4 Pair work / group work	**3.86**	**0.736**

F: Needs on listening context

Furthermore, the student reported that listening skills should be concerned in the training course. It was found that the students preferred needs in the training course of listening skills as follows: listening for communication with foreign customers (4.20), listening for daily life (4.15), and the last listening for work in each hotel department (4.03), as shown in Table 6.

Table 6: Which listening skills should be concerned in the training course?

Training Methodology needs	Mean	S.D.
3. Which listening skills should be concerned in the training course?		
3.1 Listening for communication with foreign customers	**4.20**	**0.819**
3.2 Listening for daily life	**4.15**	**0.709**
3.3 Listening for work in each hotel department	**4.03**	**0.809**

G: Needs on communication context

Regarding questions asking students which speaking skills should be concerned in the training course, the findings showed that they preferred English for hotel industry and tourism (4.25) as the highest rank, followed by conversation for career purpose (4.20). The lowest speaking skill needed is telephoning (4.17), as shown in Table 7.

Table 7: Which speaking skills should be concerned in the training course?

Training Methodology needs	Mean	S.D.
4. Which speaking skills should be concerned in the training course?		
4.1 English for hotel industry and tourism	**4.25**	**0.751**
4.2 Telephoning	**4.09**	**0.683**
4.3 Conversation for career purpose	**4.20**	**0.714**

H: Type of English

The last question was about the aspect of English for making the training course. The students indicated that English for hotel industry (4.39) is the most suitable for the training course, followed by studying technical terms of hotel industry and tourism (4.21), and the least suitable is English for daily life (4.18), as shown in Table 8 below.

Table 8: Which is suitable for making the training course?

Training Methodology needs	Mean	S.D.
5. Which is suitable for making the training course?		
5.1 English for hotel industry	**4.39**	**0.639**
5.2 English for daily life	**4.18**	**0.666**
5.3 Studying technical terms of hotel industry and tourism	**4.21**	**0.720**

5.2 Summary of Findings

The results of this study can be divided into four parts: general information, functions in listening and speaking, problems in English listening and speaking and English listening and speaking training methodology needs in tourism and hotel industries training course.

On the general information it was found that the total numbers of the subjects were 64, 51 students were female and 13 students were male. They reported that they had fair ability in listening and speaking. Most of them preferred using English for work at the highest language functions. The majority groups had an internship at the front of house more than the back of house. They also preferred the course of listening and speaking training with the length of 3 hours in one day.

For the functions of listening and speaking skills they use most during internship including, listening to customers' orders/requests, using English in different social occasions e.g. greeting, giving thanks, and asking for information/explanation/ description about services provided by front office. They also reported some problems in English use during the internship, the findings showed that they reported their problems on English speaking at the highest level, followed by speed conversation.

According to training methodology needs, most students preferred both Thai and English in training course. Role-play or workshop is the first rank of activities they preferred in class. They required their listening skill training course to be a listening for communication with foreign customers. They also preferred English for hotel industry and tourism for speaking skill training course. Lastly, they reported that the suitable content for making the training course is English for hotel industry.

6. Conclusion and Discussion

1) What language function in listening and speaking do the students use during internship?

From the results of the study, most students reported the function they always use in listening skill which included listening to customers' orders and requests, followed by listening to customers' questions. Whereas the functions of speaking skills they always used consisted of two similar functions; the first one is using English in different social occasions e.g. greeting, giving thanks. The other function is asking for information/explanation/description about services provided by front office. It implies that students always contact with foreign customers. In order to design the training course the researcher should develop content focusing on conversation and activities between the students and customers to prepare them with the situation in the hotel internship. Chittavitti (2005) said that "training is the process of teaching, information, or educating people so that they may become as possible to do their work and so that they may become qualified to perform in positions of greater difficultly and responsibility." Moreover, Beebe, Mottet and Roach (2004) indicated that "training is the process of developing skills in order to more effectively perform a specific job or task." Therefore, the situation practice will have some benefit for them, such as remember the sentences and keywords to respond the customers. Moreover it can reduce their fear to speak

English. Everyone should practice with friends in class and the researcher may randomly choose them to speak in front of the class.

2) What are their communication problems in English listening and speaking during internship?
They reported that they have most problems in speak English fluently, followed by speed of conversation. The results indicated that students lack speaking and listening skills. There are many reasons that make the students lack ability in speaking and listening. For example, they do not know what to say due to their deficiency of vocabulary and sometimes speed of conversation is a problem so they cannot catch keywords of the sentences making it is hard to understand the customer' pronunciation, accent, and speech. As mentioned in the studies of Nimnuch (2011), and Gass (2012), they stated that accents and pronunciation are the major difficulty that caused English communication problems. The students also mentioned that it is different from what they study in the classroom. To solve these problems the researcher developed the training course by including the conversation activities in paired work and role-play in the class. Moreover, the researcher used the track of real hotel conversation to practice their listening skills. Students can practice to speak and listen English by making an English conversation with their friends in the class. These methods can increase their experience and improve their skills together.
3) What are their needs for English listening and speaking training methods?
From the results of the study, most students preferred both Thai and English during the training course more than only English or only Thai. These findings indicated that the students preferred to study in bilingual because they are not fluent in English and they feel more secure and more comprehensive with mother tongue. Moreover, they preferred role-play and workshop as a teaching method in a class. It is not surprising because the study of Lohruengsub (2005) revealed that hotel employees prefer to be trained bilingually by the Thai or native speakers and they preferred workshop as the suitable method in their training course. Furthermore, the students required their listening skill training course to be a listening for communication with foreign customers, and also preferred English for hotel industry and tourism for speaking skill training course. At last they reported that English for hotel industry is suitable for making the training course. With the information gained from their needs, the researcher designed a course by including real hotel conversation and role-paly activities in each unit, in order to practice them to speak and listen to the real situation.
The component of orientation course
To improve their skills, an orientation English training course focusing on listening and speaking skills was designed and developed from the problems and needs analysis data to establish the training course and course materials. It was divided into 2 main parts; listening and speaking and in each part divided into units' task exercise parts and role-play parts. Both curriculums and course materials in this training program were developed and evaluated the content validity by advisors and specialists.
Each unit of an orientation training course consisted of 2 communication skills; listening and speaking. The unit of course materials including exercise and role-play activities was conducted in class as a one-day course for 6-hour training. The unit's specifications were shown in Table 9.

Table 9: Orientation English Training Course Unit's Specification

Unit	Content	Language Function	Task
1	Hotel Reservation	- Greeting and welcoming - Asking & giving personal information - Making information - Spelling name and number - Responding to thanks and leave-taking	- Introducing yourself and others - Practice speaking with partner - Listen to the dialogue and fill in the blank
2	Restaurant	- Conversation functions in restaurant - Making polite request and offer - Answering telephone - Taking order for food and beverage - Dealing with customer problems and complaints	- Classify vocabulary of restaurant - Practice speaking with partner - Listening to table reservation on the phone and answer the questions - Listen to the dialogue and fill in the blank - Role-play with reservation situation
3	Giving Direction	- Asking for and giving direction	- Work in pair asking and giving direction - Listen to the conversation and answer the questions - Role-play with giving directions situation
4	Handling Complaints	- Dealing with complaints in each hotel department - Answering guest complaints on telephone call	- Matching guest complaints to hotel department - Listening to dialogue and fill in the blank - Practice by role-play with situations dialogues
5	Hotel Departure	- Asking for payment method - Saying goodbye, Thank you	- Students read some expressions from the dialogues and repeat them individually to check their pronunciation

Table 9 (Continued)

			- Fill the dialogue with appropriate word - Role-play in group with hotel check-out situations

4) Do the students gain higher scores in listening and speaking tests after the training course? The researcher used listening test and indirect-speaking test to check their scores improvement. The development of the test was adapted from the English textbook and TOEIC test for the suitable content and related to the course. The results from the test reported that the students had higher scores after implementation training course as shown in Table 10.

Table 10: Mean, S.D., and t-test of students English listening and speaking training course

Test	Total Score	Mean	S.D.	t	df	Sig.
Pre-test	55	26.46	5.64	-4.97	49	.000
Post-test	55	30.68	7.37			

*sig .05

From the table, after the implementation course, the students gained higher scores at the statistically significant .05 level. The success of the training course, according to the student scores, can be clearly shown in their higher scores. In other words, it can be said that they gained more hotel English listening and speaking knowledge and skills from the training course.

The results showed that the content was useful and it can help students improve their skills. According to Taraporn (2014), the success of the development of the training program was from the appropriate needs analysis toward students and the hotel staff including ESP specialists, and the analysis of English for hotel textbooks. Therefore, it can be concluded that the method and content used in the orientation English training course meets the students' needs and it will be useful to train students in the field of tourism and hotel.

6.1 Recommendations for further studies

1) This study has achieved its objectives; however, the findings from this study only focused on the development training program on English listening and speaking. It is recommended that further studies should focus on 4 skills in communication to develop the training course with more benefits to students.

2) In this study, the semi-structured interview sessions were conducted only with superiors and teachers who teach in this field. For further studies, students should be included in the interview on their needs and problems to gain more depth information.

3) For further studies, there should be more studies which focus on students self-learning in hotel English communication in order to develop the students' skills and their improvement.

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IDEA GENERATION TECHNIQUE AND CREATIVITY TOOLS IN ENGINEERING DESIGN COURSE

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ABSTRACT

This study proposes a set of idea generation techniques and creativity tools that can be utilized for the identification of students' perceptions toward generating ideas to produce concept designs. The sample of this study consists of 56 engineering students from the Department of Mechanical and Materials Engineering, Universiti Kebangsaan Malaysia (UKM), who have taken the Mechanical Engineering Design (KKKM 6034), Design Project (KKKM 4955) and Product Design (KKKP 4274) courses. The survey questionnaire instrument was designed based on the theory of the 6 P's of creativity (Person, Process, Product, Place, Pressure and Persuasion). The questionnaire consisted of 32 items, divided by 11 different contexts of people using idea generation techniques: time constraints, differences among members, availability of information, background knowledge of participants, the willingness to perform trial-and-error, democratic leadership, constructive dialogues, vibrant discussions, thoroughness of ideas, elaboration of ideas and diversity of ideas. Statistical analysis revealed that students preferred to use techniques to obtain more ideas by means of reading; observations and interviews; and using integrated creativity tools that combines the problem exploration tools, idea generation tools and concept evaluation tools. The results indicate that, among all creativity tools, Quality Function Deployment (QFD), and Morphology Analysis and Failure Mode Effects Analysis (FMEA), have very high application frequencies in their categories. Students' perception revealed that the creativity tools applied have applicability in all 11 contexts, providing information for the problem solving design process, describing ideas in more detail, as well as generating a wider diversity of ideas and very useful tools in the process of design ideas in group projects.

Keywords: creativity tools, idea generation technique, engineering design.

1. Introduction

Idea generation is a key process in critical and creative thinking. It encourages thinkers to be divergent in their thinking, generate as many potential solutions as possible, and exhibit skills such as fluency of ideas, originality of thought and flexibility in thinking. The objective of the idea generation phase is to use previously acquired knowledge, simple ideas and new information in order to transform this information into something that can be applied on a new situation or problem. The generation of new ideas is a process that is rooted in individual knowledge, in which each person builds from existing situations and uses, regardless of how novel and unexplored the encountered problem is (Gonçalves, Cardoso, and Badke, 2014). According to Girotra et al. (2008), the success of idea generation in innovation usually depends on the quality of the best opportunity identified. Creating an innovative product requires more than simply understanding the design of an efficient new product development process. Creativity is an essential part of innovation. One of the major concerns among university students is the method used to generate a greater amount of fruitful ideas, and how to become more creative. Liesl et al. (2012) state that many of the problems students encounter in the real world have no pre-determined solutions.

For both the Mechanical Engineering and Manufacturing Engineering programs at Universiti Kebangsaan Malaysia (UKM), there are three compulsory design courses that require students to work in groups in order to improve their creativity, relevant knowledge, theories and methods, as a learning process in creating appropriate ideas and models to develop engineering product designs or systems. Three design-based courses, namely, Mechanical Engineering Design (KKKM 6034), Design Project (KKKM 4955) and Product Design (KKKP 4274), expose students to the appropriate design processes and methodologies to be used. The design engineering process requires a wide range of information, knowledge, experience, judgement of feasibility, and application of engineering scientific analysis. The outcome of these courses aims to provide information about the general process for innovative design engineering, which includes systematic and methodical conceptualizing, creativity, thinking and reasoning, systematic recording and management of design documentation.

In a preliminary study, Johari et al. (2011) claim that the level of creativity of the fourth year students of the Mechanical Engineering and Manufacturing Engineering programs at UKM is low to average, as reflected in their overall inability to generate ideas. After utilizing several creativity techniques, the next student cohort was more creative, as reflected in their ability to propose ideas and think 'out of the box'. According to Heong et al. (2011), most technical students have problems and difficulties in generating ideas to create concrete products and abstracts during their individual assignment courses, mainly due to six factors: running out of ideas, lack of information, lack of specific skills, lack of exercise to generate ideas, lack of time, and emotional disturbance. This shows that it is effective to apply the idea technique and creativity tools in the design process.

There are numerous techniques that can be exploited to obtain new ideas. According to Hamid (2006), ideas could be obtained through seven different techniques: impersonation, interviews, exploration, reading, observation, experimentation and experience. Moreover, there are many creativity tools that have been invented, but only a few of them are applied often. Applying creativity tools is a method to assist in the generative process. It enhances the quantity of responses (fluency), ideas that are distinct from each other (flexibility) and the level of uniqueness of the ideas generated (originality). In a problem solving process, creativity tools can be classified into three main categories: problem exploration, idea generation and concept evaluation (Childs, 2014). Effective problem solvers are able to recognize the existence of a challenge and identify potential solutions (Liesl, Phyllis, Teri and Katherine, 2012). Idea generation tools involve a mixture of external research, creative problem solving and systematic exploration (Johnson, Gibson and Andrew, 2014). These tools have been broadly categorized into two main groups: intuitive and logical. Intuitive approaches like brainstorming include systematic procedures (based on ideal possibilities and solutions) that help an individual to break routines and overcome mental blocks; while logical approaches such as TRIZ include existing available sources, and more scientific and engineering principles, aimed at thoroughly decomposing and analyzing problems (Sefertzi 2000; Gonçalves et al., 2014). Concept evaluation comprises the process of selecting concepts that satisfy design goals and give an impact on the direction of the final design (Toh and Miller 2015).

Therefore, the research questions formulated in the present study are stated as follows:
a) What are the techniques that students use to obtain new ideas?
b) What are the creativity tools that students use during the problem solving process?
c) What are students' perceptions toward the applicability of creativity tools during the problem solving process?

2. Method

Quantitative designs are used to determine the techniques and creativity tools students use for ideation in the problem solving process, as well as for understanding the perception of the applicability of the creativity tools in the problem solving process. Questionnaires were distributed to the Mechanical Engineering students during academic semester 1 (session 2014/2015), at the Faculty of Engineering and Built Environment (FKAB), UKM. A total number of 56 students were selected to participate in this study. Thirteen of them were Master's degree students, 32 were Bachelor's degree students in the Mechanical Engineering Department, and 11 were in the Manufacturing Department. All of the students engaged in idea generating methods and design processes, and were enrolled in the following design courses: Mechanical Engineering Design (KKKM 6034), Design Project (KKKM 4955) and Product Design (KKKP 4274).

This work takes a descriptive approach. The questionnaire was divided into three main sections, and all question types were closed-ended. Sections A and B consist of the multiple choice questions category, where respondents were restricted to choose among any of the predefined multiple choice answers in order to identify the application frequency of the selected technique and creativity tools they use for ideation in the problem solving process. Section C comprises a Likert-scale question category based on a 4-point Likert scale that ranges from *strongly disagree* to *strongly agree* in order to assess the perception about the creativity tools' applicability in the six categories of creativity. During the process of developing the questionnaire, the researcher considered theories regarding idea generation based on the six P's of creativity proposed by Lin et al. (2006): person, process, product, place, pressure and persuasion. The frequency analysis of this study is based on the frequency of selection and percentage of the agreed statement.

3. Results and Discussion

3.1 Application Frequencies of Selected Idea Generation Technique

Students' technique selection for idea generation was evaluated. The reason for this attribute is to ensure that the previously mentioned assumptions towards students are true. The researchers assume that students obtain their ideas from impersonation of previous project designs. Idea generation requires students' skills in using any source to search for, and formulate, novel ideas. The findings indicate that the assumptions are not true; only five students used the impersonation approach, as depicted in Figure 1.

Figure 1: Application frequency of selected idea generation technique.

Among all the techniques, students preferred to read text, pictures, documents, articles, journals, magazines or reference books for finding new ideas to solve the problem at hand. It has been proven by Shewfelt (2012) that reading widely can formulate a well-prepared mind for idea generation. Observations and interviews also have high application frequencies, since ideas can be found in one's daily life. This great technique of data collection assists students to identify needs, and in turn they are able to suggest methods to overcome these needs because this method is a user-based design, and astute observers tend to produce ideas as a result of their observations (Childs, 2014). Observations and semi-structured interviews can yield a rich set of data in a relatively short period of time, providing the information necessary for subsequent design and evaluation phases (Shneiderman, Ben, Gerhard, Mary and Brad. 2005). Students also use the exploration approach to obtain ideas. This is proven by Figure 2, which shows that students generally apply four problem exploration tools to generate ideas.

3.2 Application Frequency of Selected Creativity Tools.

As illustrated in Figure 2, 17 creativity tools has been used by students in the problem solving process to develop engineering product designs. This reveals that students feel it is very important to use integrated creativity tools that combine problem exploration tools, idea generation tools and concept evaluation tools. As proven by Lee, Walsh, and Wang (2015), it is important for identifying, evaluating and selecting the best novel ideas by using integration process that combine the divergent process of idea generation and the convergent process of idea evaluation.

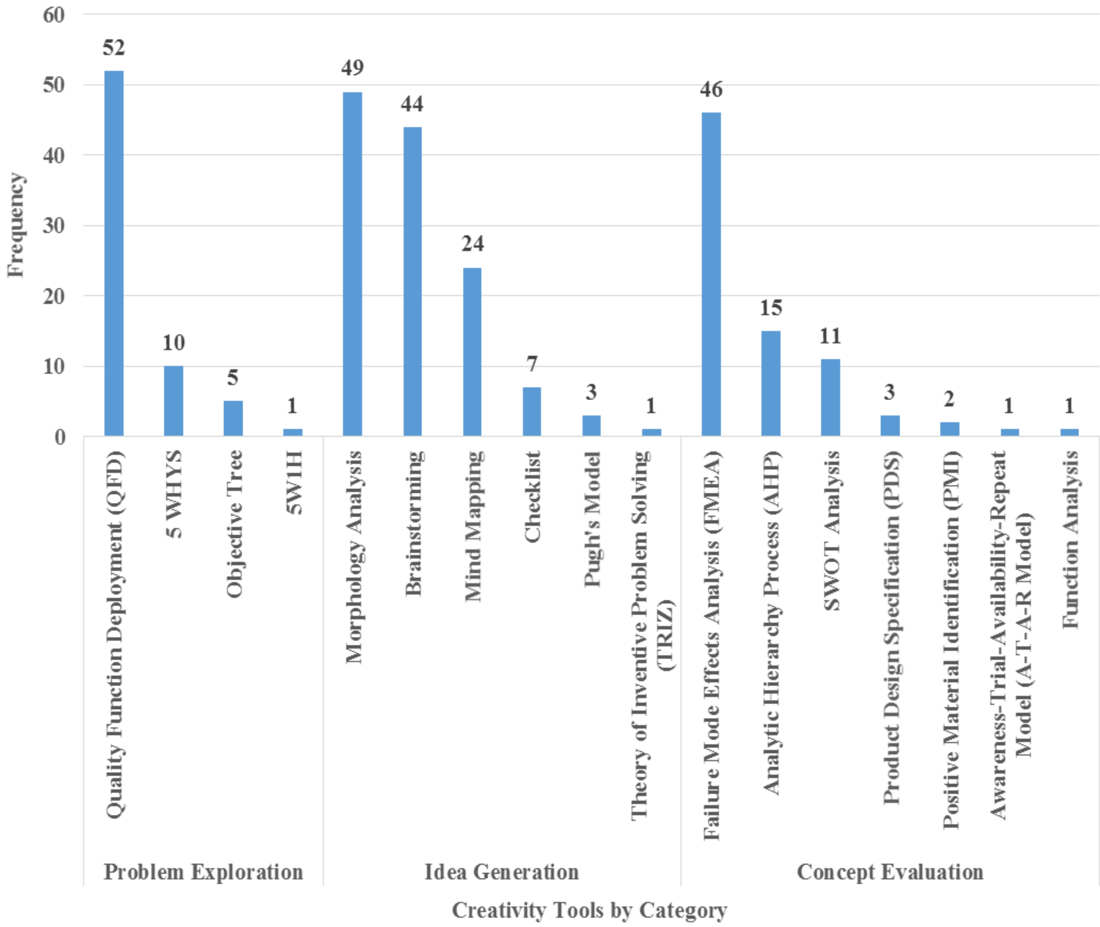

Figure 2: Application frequency of creativity tools by category.

There are four tools that exist in problem exploration: QFD, 5WHYS, Objective Tree and 5W1H; while six tools exist in idea generation: morphology analysis, brainstorming, checklists, mind mapping, Pugh's Model and TRIZ. In the concept evaluation technique, students commonly use seven tools: FMEA, AHP, SWOT analysis, PDS, the A-T-A-R Model and Function Analysis. Among all the tools, QFD (52), Morphology Analysis (49) and FMEA (46) have very high application frequencies in their corresponding categories. This analysis has shown that students use these tools more compared to others because all three of these techniques apply systematic methods of functional analysis, namely, design requirements, parts characteristics and need assessment to identify new combinations of invention elements in creating new products, which are suitable for the engineering design field. As proven by Lo et al. (2010), using the integrated technique (QFD and Morphological Analysis) promotes quick generation of innovative concepts. Also, Goncalves et. al (2014) state that using morphological analysis at the beginning of the idea generation phase can create new solutions to the problem at hand. Brainstorming also has a high application frequency, mainly because it is the best-known technique by far. According to Aichouni et al. (2015) state that the use of creative thinking techniques such brainstorming, lateral thinking, mind-mapping, six thinking hats technique, morphological analysis, can improve substantially the existing levels of creativity and innovation among individuals in organizations.

3.3 Perception about the Applicability of the Creativity Tools in Problem Solving Process.

In section C of the questionnaire, students were asked to indicate their perceptions about the applicability of the creativity tools that have been selected and used. Figure 3 shows that all creativity tools are very applicable tools in different contexts in category of product, process and person.

Based on the responses in the product category, they agreed that creativity tools can help them to generate new ideas (95%) and new creative solutions (93%) (diversity of ideas), more depth of an idea (elaboration of ideas) and to obtain a higher quantity of innovative ideas (thoroughness of ideas). This in turn would help them to obtain design specifications (82%) for achieving feasibility of ideas (85%), to analyze detailed idea designs (97%), and to identify suitable methods (80%) and materials (82%). This finding is supported by Herring et al. (2009), who claim that using idea generation tools may help to stimulate creative thought, generate more ideas and expand on the solution space. According to Sefertzi (2000), the use of proven tools can enhance and stimulate creative abilities, ideas and creative results.

In the process category, students indicated that using creativity tools gave them the opportunity to plan and present an opinion (93%), project (97%) and design project (98%) (democratic leadership), and provide more information in the process of decision making and analyses due to time constraints (availability of information). In availability of information contexts, using creativity tools can help students to facilitate the process of decision making (87%), analyze the results (91%), identify the problems (93%) and needs (93%), and select a final idea (88%), in order to ensure the design meets the required specifications, achieves the desired goals and helps to make rational decisions (95%). This finding is supported by Toh and Miller (2015), who state that ideation tools can help designers generate a large quantity of effective solutions and explore a larger solution space.

In the person category, more than 80% of students agreed that creativity tools are useful in the process of idea design in groups or team members that have different backgrounds (91%), knowledge (81%), experiences (93%), ages (87%) and genders (82%). This finding is supported by Lee et al. (2015), who state that increasing team size adds people from distinct knowledge domains, the chance of more novel outputs increases.

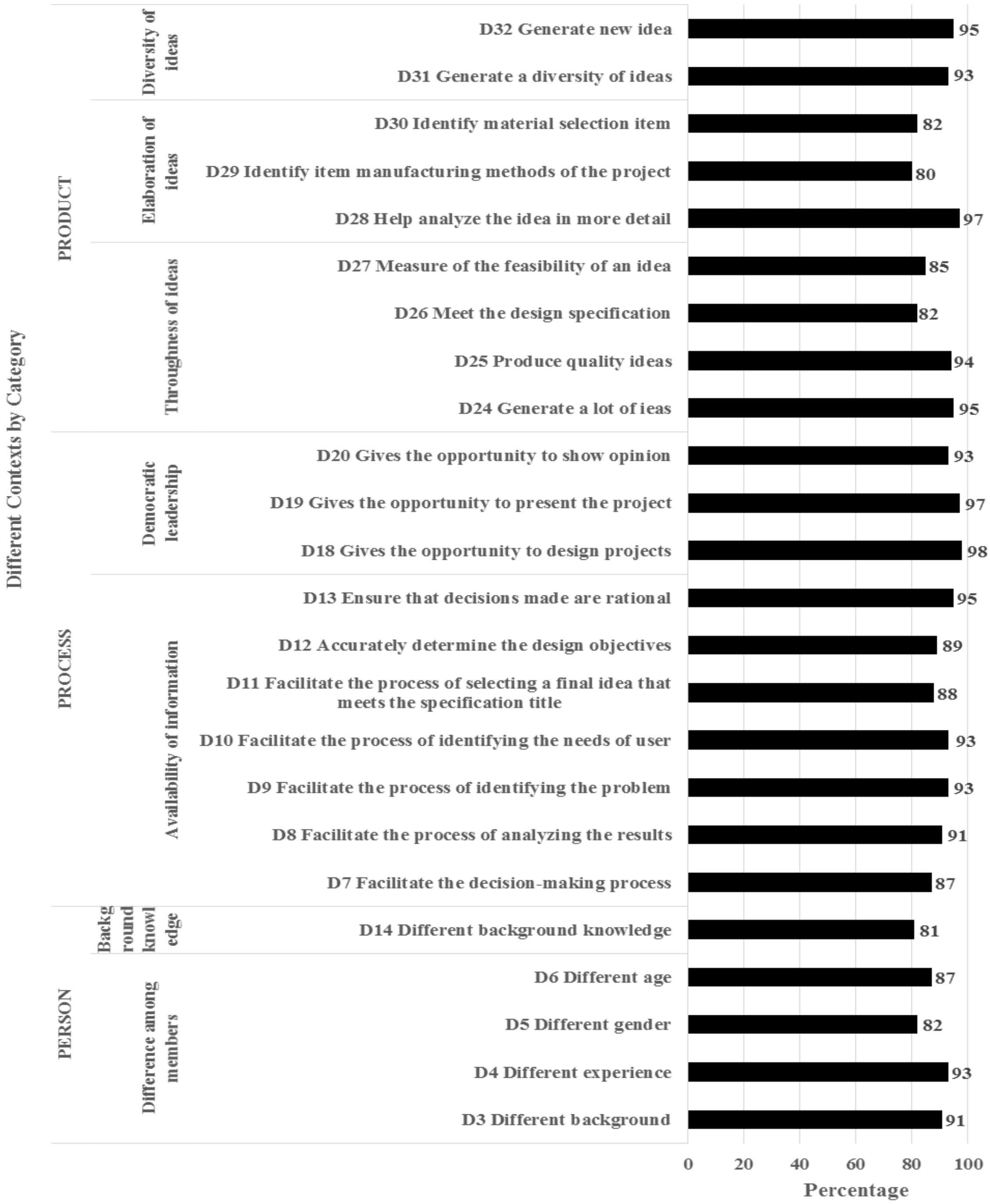

Figure 3: Student's perception about the creativity tools in different contexts in category of product, process and person.

Figure 4 depicts that all creativity tools that have been selected and used are considered as very applicable tools in all different contexts in the categories of persuasion, pressure and place. In the persuasion category, student indicated that creativity tools are very applicable tools in the context of constructive dialogue that shows them positive comments (95%) and suggestions of improvement (93%). In the pressure category, creativity tools allow team members to sketch ideas (93%) and try or experiment methods and techniques (93%) (the willingness to try and error context). On the other hand, they agreed that creativity tools can generate (86%) and accelerate the process (84%) of idea generation under time constraints. This finding is supported by Shneiderman et al. (2005), who state that creativity support tools can promote, accelerate and facilitate creativity. In the place category, students indicated that the use of creativity tools gave each member the chance to speak up during the discussion (91%) in the problem solving process (vibrant discussion contexts).

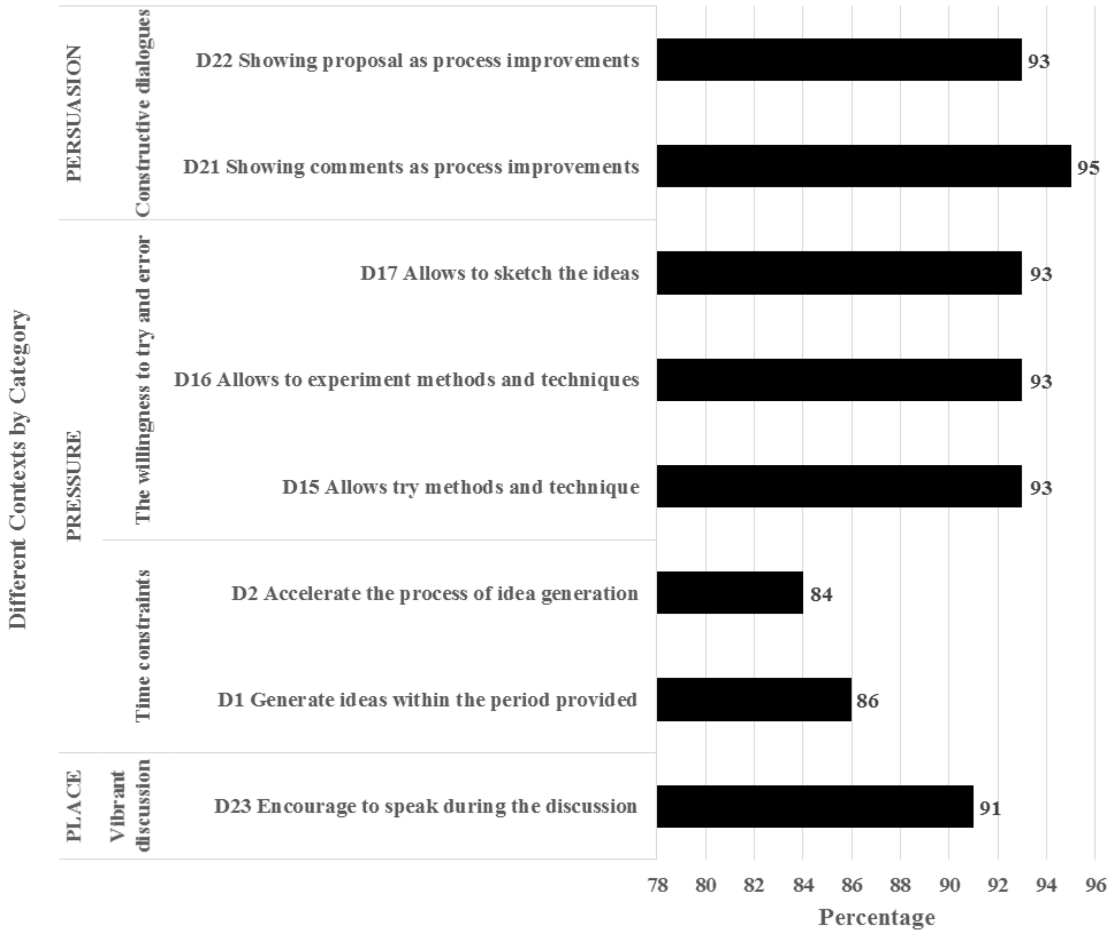

Figure 4: Student's perception about the creativity tools in different contexts in category of persuasion, pressure and place.

4. Conclusion

This study aimed to identify the techniques and creativity tools that students use to obtain an idea in the problem solving process, and to indicate their perceptions about the applicability of the creativity tools that have been selected and used. To meet this goal, a quantitative analysis of data acquired from 56 students enrolled in design course was performed. In the analyses carried out at the end of the study, all of the student candidates declared that ideas can be obtained through reading, observations and interviews. This study also revealed that the most frequent creativity tools applied for the problem solving process have a systematic approach, which consists of functions analysis such as Quality Function Deployment (QFD), Morphology Analysis, Failure Mode Effect Analysis (FMEA), Analytic Hierarchy Process (AHP) and SWOT Analysis. The results of this study reveal that students feel that it is very important to use integrated creativity tools that combine problem exploration, idea generation and concept evaluation. Our results indicate that three creativity tools that fall in the upper rank according to category are: Quality Function Deployment (QFD) (problem exploration), Morphology Analysis (idea generation), and Failure Mode Effect Analysis (FMEA) (concept evaluation). Lastly, the results of students' perception revealed that the creativity tools applied have applicability in all 11 contexts providing information for the problem solving design process, describing ideas in more detail, as well as generating a wider diversity of ideas and very useful tools in the process of design ideas in group projects. Our results are used to provide directions for future research, as well as evidence for the need to develop instructional methods that encourage creativity throughout the design process.

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3 ICLICE 2015 33 Abdulkarim Alhaji Isa

The Phonological Appraisal of Kanuri Speakers of English

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ABSTRACT

The English language spoken in Nigeria can be identified with many faulty realizations, as a result of the diverse multilingual, sociolinguistic and phonological influences on the language. The aim of this paper is to determine the phonological collision between Kanuri language (as L1/MT) and English language (as L2/TL) that are noticeable in the area of phonology and some other social causes. The paper attempts a comparative analysis of English and Kanuri language's phonetics symbols in order to identify the English phonemes that are absent and difficult to pronounce by the native Kanuri. A reading test or pronunciation drills were designed for randomly selected Kanuri speakers of English, so as to get the percentage of phonemes that constitute problems. However, it has been observed by this research that, a second language learner of English may not have native-like dexterity in English pronunciation. Thus, some recommendations were given to correct the leaner's pronunciation errors to have near native speaker's proficiency in spoken English.

Keywords: Phonology, language acquisition, language learning, mother tongue (MT), target language (TL).

1. Introduction

1.1 English language

In its origin is the native or mother tongue of the people of Britain and USA. Like any other language, a distinct feature of the English language is its varieties. These include; spoken, written, social, regional, professional and stylistic varieties. For instance, in Britain, English spoken in Northern Ireland, Wales and Yorkshire. Dialectical varieties identified by certain features as conditioned by the environment are present in the utterances. Also, the professional registers like language of law, advertisement, literature, engineering, medicine, architecture and so on. And, later in the process of its development came into contact with French and German. The development of modern English has been divided into three main phases; *The Old English*, When the Celts were influenced by the use of Latin imposed by the Roman invaders made an official language after the invasion. *The Middle English*, the Norman Conquest, which brought and assigned prominence to French, The grammar and vocabulary in this era was heavily influenced by French language. *The Modern English* began to emerge 1450 AD and spans through the renaissance, the Elizabethan era and Shakespeare. It is the period when the nation states of English took their modern form. See Crystal (1997). Brook (1958). Other includes, the Great Vowel Shift (GVS) as coined by the Danish linguist Otto Jespersen (1860-1943). A set of regular sound changes affecting the long (tense) vowels of English (Akmajian 2010).

2 New Englishes

The term New Englishes, comes to the fore in the study of World Englishes around early 1980s. It is used to refer to non-native varieties of English spoken in former colonies of Great Britain, particularly in South Asia, South-East Asia, West Africa and East Africa. In other words, New Englishes is a regional or national varieties of the English language used in places where it is not the mother tongue of the majority of the population. It is otherwise called by various terms as: New Varieties of English, Non-native Institutionalized Varieties of English or Non-native Varieties of English.

However, looking at its definition given above, one can easily understand that New Englishes falls within the outer circle of English speaking countries. These are the second Diaspora of English, which spread through colonization by Great Britain in a many countries in Asia and Africa. English is not the native language in these places, rather, it is an important lingua franca used for communication between various ethnic groups. The countries that speak New Englishes include Nigeria, India, the Philippines, Bangladesh, Pakistan, Malaysia, Tanzania, Kenya, non-Anglophone South Africa and others. The English spoken in these countries shares a number of superficial linguistic characteristics which, taken together, make it convenient to describe them as a group separately from British, American, Australian, Canadian and New Zealand English.

2.1 English in Nigeria

Nigeria is multilingual society with many dialects within the languages, and the speakers of these languages are interacting with one another, and the natives can easily recognized where one comes from through mode and manner of his/her spoken language and the influence of his/her mother tongue when employ the medium other than the mother tongue. Ard (1981) states that ‘’there is no phonological representation of a second language that is automatically available for a learner. The learner must construct one….’’ Therefore, the position of English in language ecology of Nigeria plays a vital role as explain by different scholars. The English language is spoken by the speakers of the majority languages and that makes it national language. In this sense, it is a lingua Franca, which is a common language that people of different ethnic backgrounds are used to communicate. Roger Bell (1976) states that;’…by adoption of language of the ex-rulers as the national official language on orientation which implies a greater valuation of the achievement of operational efficiency….’’ English has number of roles which include the following broad areas; *education*, as medium of instruction, National Policy of Education (1981) states that, ‘The junior secondary school student shall study English and two Nigerian languages while the senior secondary school student shall study English and one Nigerian language.’ *Social life*, English is used as language of debate in national assembly, state and even the local government legislative council. The Constitution of Federal Republic of Nigeria, (updated in 1999). *Economic life*, Roger quoted in Banjo (1972). ‘…the vast majority live practically all other lives in their mother tongue but use English basically for business and official purposes.’ *Communication*, it is the language of mass media: radio, TV, newspapers and magazines. *Global life*, the entire world is becoming a small village, and the English language is use for international connection. *Job opportunity*, because it is the language of administration, you will not be able to work in the civil service or any reputable organization if you cannot speak and/ or write English.

2.2 Kanuri language

Is a dialect spoken by some four million people, as of 1987, in Nigeria, Niger, Chad and Cameroon, as well as small minorities in southern Libya and by a Diaspora in Sudan. It belongs to the Western Saharan subphylum of Nilo-Saharan. Kanuri is the language associated with the Kanem and Bornu empires which dominated the Lake Chad region for a thousand years. Norbert C. & John P. (1990), which include present Yobe State. Kanuri has three tones: high, low, and falling. According to Cyffer (1999) as quoted in Sambo M.B. (2007), 'the Kanuri language is one of the major languages in central Africa. It is spoken around Lake Chad by more than four million people. More speakers live in Borno, North-eastern Nigeria and eastern part of Niger….' Traditionally a local lingua franca, its usage has declined in recent decades. Most first-language speakers speak Hausa or Arabic as a second language. Norbert C. & John P. (1990).

2.3 English and Kanuri Language Sounds

The speech of the community can only be effectively studied when we took a cursory look at the sound system, which often looks at in terms of pulmonic air flow, function of the larynx and the vibration of the vocal folds. Phonology, is the subfield of linguistic that studies the structure and systematic patterning of sounds in human language (Anderian 2010). Also Osundu (2014) states that, phonology, is the study of the sound system of a particular language. Phonology explain the factors responsible for the speech errors committed by nonnative speakers of a language, for instance, Nigerian speaker of English, through phonology we realized that the inherent differences in the sound system of language are one major factor responsible for speech errors. Alabi (2008) quoting Ofunya (1996) '…errors that do spring as a result of phonological needs in second language learning … can thwart communication…'

However, English and Kanuri phonetic symbols, their similarities and differences could be identified. That would give a concrete foundation to base our argument and have facts on what English sounds appears difficult for Kanuri speakers of English. The following tables present the phonetic symbols of the languages under study.

2.4 Significance of Study

The study is significant in the sense that the researcher:

- Discloses some roles of English language like; medium of instruction in formal education, language of commerce and official language in Nigeria.
- Identify the English sounds that are not available in Kanuri language and suggestions on how to eliminate or harmonies these problems of English by bilingual speakers.
- Unravel some factors responsible for the negative influences of mother tongue on spoken English.

3. Methodology

The data collected for this research depends largely on primary and secondary sources. The primary source was the interview, which was oral because of the researcher was expected by the nature of the research to seat face-to-face with respondents. The researcher selected some word with problematic sounds and presented them to the respondent to pronounce them loudly, then listen carefully and ticked ( ) for correct pronunciations and marked (x) for wrong pronunciations.

3.1 Data analysis

It is clear that spoken and written English make somewhat different demands on language producers. Close examination of learner's data can tell us a lot about how activity design affects output. We observed that, there is no one-to-one correspondence between English sounds and English letters e. g. three /Ɵri:/. Where the sounds and letters are pronounced alike is coincidence, e. g. set /set/. Let us examine the oral test conducted.

3.2 Category one: Absents sounds in Kanuri phonemes. The consonant sounds like; /ʧ/,/ʤ/,/v/,/Ɵ/,/ð/and/ʃ/. The absent of this sounds in Kanuri cause a problem. M. Finochiaro (1974) states that, 'the individual learner restructure in his own way, the materials we may present based on his past experiences.' e. g. The labio-dental /v/ is wrongly pronounced as bilabial /b/. Bilabial /p/ as labio-dental /f /, while /Ɵ/ and /ð/ are replaces with the nearest similar sounds. Therefore, some respondents produce sound like;

1-Vest /vest/ as→ *[best] 2- chain /tʃein/ as→ *[shen]

3-Then /ðen/ as →*[den] 4- theory/Ɵiəri:/ as →*[teori]

3.3 Category two: Short and Long vowels. In the field, the respondents pronounced short and long vowels as the same without elongation on words with long vowels. While the differences are as follows;

5-Ban /barn → /bæn/, /ba:n/ 6- pack / park → /pæk/, /pa:k/

7-fit /feet → /fit/, /fi:t/ 8- dip/deep → /dip/, /di:p/

3.4 Category three: consonant cluster. The syllable structure of English is quite different. Obanya (1982) 'In most Nigerian languages, a consonant is immediately followed by a vowel …. English on the other hand, can have a string of consonant in a syllable without any vowel intervening.' Though, Kanuri languages have double consonant like; /mb/, /ng/, /nd/, /ny/, /nj/, /nz/ and /sh/. But some respondents insert vowel sounds between consonants to violate the cluster, example;

9-straw /strɔ:/ as → *[sitirɔ:] 10-dwarf /dwɔ:f/ as → *[duwɔ:f]

11- School /sku:l/ as → *[sukul] 12-tract /træk/ as → *[tiræk]

3.5 Category four: Silent *phonemes* in some words. Some English words are not pronounced according to their spelling, this cause a problem for learners. However, the correct pronunciations of the words in this category are as follows;

13- Honest /ɒnist/ 14-knock → /nɒk/

15-lamb → /læm/ 16-Listen → /lisn/

3.6 Category five: Nearly similar sound. These words bring confusion to learners of English, as a result of their resemblance in sound and structure. Some respondents cannot pronounce them and clearly differentiates them, as their transcription is;

17-low/law → /ləu/, /lɔ:/ 18-coke/cork → /kəuk/, /kə:k/

19-stow/store→ /stəu/, /stɔ:/. 20-rear/rare → /riə(r)/, /reə(r)/.

To this end, the data presented the responses of thirty Kanuri speakers of English, and it was observed that most of them have the problem of (L1) manifestation in their (L2). However, other causes of the influence of mother tongue of Kanuri speakers of English include;
Family background: the rich and opportune families sometime have advantage over the poor, because they have access to video, TV, satellite, newspapers etc., and possibly educated parent and taking extra-mural classes.
Peer group: it is realized that cliques of intelligent, serious and constant users of English, mostly improve their English speaking skills than their counterpart.
Environment: those from urban areas or cities have the advantage of knowing and learning some English sound pronunciations compared to those in the village or rural areas.

4. Results and discussion

Table: 1 The English Consonant Sounds. Source: Advance learner's dictionary 8th edition (2010)

S/N	ENGLISH PHONEME	EXAMPLES		
		INTIAL POSITION	MIDLE POSITION	FINAL POSITION
1	/p/	Pan	Happy	Tap
2	/b/	Big	Table	Rub
3	/t/	Tea	Heater	Rat
4	/d/	Dog	Lady	Bad
5	/k/	Come	Market	Pack
6	/g/	Get	Target	Bag
7	/f/	Fork	After	Cough
8	/v/	Van	River	Live
9	/Ɵ/	Think	Author	Both
10	/ð/	This	Father	Breathe
11	/s/	Sip	Racing	Place
12	/z/	Zink	Razor	Raise
13	/ʃ/	Ship	Lashes	Fish
14	/ʒ/	Genre	Vision	Garage
15	/h/	Hat	Behave	-
16	/tʃ/	Chair	Teacher	Search
17	/ʤ/	Joy	Enjoy	Badge
18	/l/	Lock	Follow	Sell
19	/r/	Rag	Borrow	-
20	/w/	Win	Beware	-
21	/j/	Yes	-	-
22	/m/	Man	Remain	Lame
23	/n/	Net	Manner	Man
24	/ŋ/	-	Singer	Song

While for the secondary, the researcher depended on textbooks and journals that discussed the issues related to the topic of study.
These sources were specifically selected, due to time and financial constraints, and it is available with the respondents in the community, it therefore become necessary to use thirty (30) randomly selected Kanuri speakers of English.

Table: 2 The English Vowel Sounds. Source: Advance learner's dictionary 8th edition (2010)

S/N	VOWELS	EXAMPLES		
1	/i:/	Peel	Beat	Seat
2	/i/	Bit	Sit	Women
3	/e/	Bed	Hen	Set
4	/æ/	Bat	Cat	Sat
5	/a:/	Car	Calm	Part
6	/ɒ/	Odd	Hostel	Want
7	/ɔ:/	Port	Cork	Want
8	/u/	Put	Book	Should
9	/u:/	Pool	Shoe	Two
10	/ʌ/	Hut	Cup	Cut
11	/ʒ/	Bird	Herb	First
12	/ə/	About	Baker	Pilot
13	/ei/	Eight	Day	Aid
14	/əi/	Isolate	Item	Dry
15	/ɔi/	Toy	Voice	Boy
16	/əu/	Go	Home	Know
17	/au/	Over	Pole	Slow
18	/iə/	Ear	Here	Fear
19	/eə/	Air	Hair	Fear
20	/uə/	Poor	Tour	Sure

Table: 3 The Kanuri/Manga Consonant Sounds. Source: Bulakarima S. U et al. (2003) Kanuri English Dictionary

S/N	CONSONANTS	KANURI WORD	MEANING
1	/b/	Bultu	Hyena
2	/c/	Cida	Work
3	/d/	Dâ	Meat
4	/f/	Fatomá	Host
5	/g/	Gadé	Different
6	/h/	Háptá	To lift
7	/j/	Jéne	Skirt
8	/k/	Kanyî	Goat
9	/ʅ/	ʅengin	I will go
10	/l/	Liwula	Needle
11	/m/	Málam	Teacher
12	/mb/	Mbōl	Wine

13	/n/	Nâ	Place
14	/ng/	Dangîn	I will stand
15	/nd/	Ndalám	Strong desire
16	/ny/	Nyiyâ	Marriage
17	/nj/	Njîm	Room
18	/nz/	Kaánza	His/hers
19	/p/	Ndâptá	To tie
20	/r/	Ráwa	Uncle
21	/s/	Sáwa	Friend
22	/sh/	Sharâ	Judge
23	/t/	Táda	Boy
24	/w/	Waajîn	Happens
25	/y/	Yâ	Mother
26	/z/	Zárab	Bullet

Table: 4 The Kanuri /Manga Vowel Sounds. Source: Bulakarima S.U.S et al. (2003) Kanuri English Dictionary

S/N	VOWELS (*SHIKALWA*)	KANURI WORDS	MEANING
1	/a/	Kallá	Noise
2	/e/	Mewú	Ten
3	/o/	Kotórówa	Bridge
4	/i/	Fiwu	Fifty
5	/u/	Kuwûi	Hen
6	/ə/	Rəpta	To buy

Table: 5 Percentages of Kanuri Respondents in Oral Test. Source: field work, 2015

CATEGORY	S/N	WORDS	NUMBER OF RESPONDENTS	CORRECT PRONOUNCIATION	PERCENTAGE (%)	WRONG PRONOUNCIATION	PERCENTAGE (%)	TOTAL
1-ABSCENT SOUND IN KANURI	1	Vest /vest/	30	16	53	14	47	100
	2	Chain /tʃein/	30	18	60	12	40	100
	3	Then /ðen/	30	21	70	9	30	100
	4	Theory/Θiəri/	30	17	57	13	43	100
2-SHORT AND LONG VOWELS	5	Ban/barn	30	18	60	12	40	100
	6	Pack/park	30	17	57	13	43	100
	7	Fit/feet	30	15	50	15	50	100
	8	Dip/deep	30	18	60	12	40	100
3-CONSO-NANANT CLOSTER	9	Straw	30	20	67	10	33	100
	10	Dwarf	30	17	57	13	43	100
	11	School	30	14	47	16	53	100
	12	Tract	30	15	50	15	50	100

4-SILENT SYMBOLS IN SOME WORDS	13	Honest	30	18	60	12	40	100
	14	Knock	30	16	53	14	47	100
	15	Lamb	30	16	53	14	47	100
	16	Listen	30	19	63	11	37	100
5- NEARLY SIMILER SOUND	17	Low /law	30	17	57	13	43	100
	18	Coke /cork	30	16	53	14	47	100
	19	Stow /store	30	17	57	13	43	100
	20	Rear /rare	30	20	67	10	33	100
percentage					57.5		42.5	

Conclusion

This study has been undertaking to identify the phonological errors that are found in the pronunciations of some Kanuri speakers of English, which interferes in their communication in English as second language. The paper showcases and compares the phonetic symbols of English and Kanuri. It also looks at the sounds that pose problems to Kanuri speakers of English and highlight some other factors of mother tongue influence. Krashen (1981) assert that, 'In non technical language, acquisition is picking up a language.' Yule G. (1996) states that, 'leaning is a conscious process of accumulating knowledge of the vocabulary and grammar of a language.

Recommendation

Susan (1989) observed that, 'there are many who achieved very high levels of proficiency, given enough time, input and effort, and given right attitude, motivation and learning environment. The Kanuri linguist should review the phonetic symbols of Kanuri language, and assimilate the absence ones where applicable and update the transcription in their language dictionary. Teaching oral English, especially pronunciations drills should be encourage, because most of the English words have no one-to-one representation with their phonetic transcription.

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THE IMPLEMENTATION OF BLENDED LEARNING METHOD USING EDMODO (A SOCIAL NETWORKING SITE) IN TEACHING READING COMPREHENSION (A Mixed-Method Study at a University in West Java)

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ABSTRACT

This study mainly aimed at finding out the implementation of blended learning using Edmodo in teaching reading comprehension, the effect of blended learning using Edmodo in improving students' reading comprehension abilities and finding out students' attitude to the implementation of it. Involved in this study were two classes of first graders which were divided into experimental and control groups where merely experimental group that got additional online class in Edmodo. This study revealed that blended learning using Edmodo was implemented in the eight reading comprehension meetings. The whole sessions consist of: 1. Introduction to the course, 2. Finding main ideas, identifying supporting detail and visualizing, 3. summarizing, 4.inferring, predicting, and concluding, 5. Vocabulary knowledge for effective reading skill, 6. Facts and opinion; and 7. Comparing and contrasting. Of all eight sessions, each session used two different classes. The pre-reading activity and post-reading activity were taught in Edmodo, whereas the while-reading activity was taught in face-to-face class. Data from statistic computation also proves that blended learning using Edmodo was able to help the learners in enhancing their comprehension. The result of the t-test computation (independent sample test) exhibited a significant difference between the experimental group who was treated using face-to-face class and Edmodo (Virtual Online Class) and the control group who was treated using conventional face-to-face method in which the the t_{obt} was higher than t_{crit} (6.425 > 2.000) with the effect size r =.80049658. The data from questionnaire demonstrated that the students showed positive attitude toward the implementation of blended learning using Edmodo in teaching reading comprehension and the total mean of the students' attitude was 3.91. All in all, the implementation of blended learning using Edmodo and the students' positive attitude toward the implementation of it may be the factors to their significant increase on their reading comprehension test.

Keywords: Edmodo, Blended Learning, Reading Comprehension, Virtual Learning Environment

1. Introduction

The economic, political, business and social challenges facing the world today demand ICT media and literacy skill as the basic skill that should be required by the students. In this 21st era, the students must be able to use reading and ICT media to acquire the knowledge, to synthesize information from the sources, or even to elaborate the argument (Partnership for 21st Century Skill, 2008). According to UN (cited in Seamolec Online Course Module 2: 2006), the challenge of the education in this 21st century is developing knowledge-based society who owns:

1. ICT-media and literacy skill
2. Critical thinking skill

3. Creative thinking skill
4. Effective communication skill
5. Collaborative skill

Consequently, the educators have to organize the powerful vision of the 21st framework in teaching and learning activity in order to guarantee every child's success as the citizen and worker in the 21st century era (Partnership for 21st Century Skill, 2008). In the 21st century skills' framework of education, English literacy is classified as one of the core subjects to be taught in the school (Seamolec Online Course Module 2, 2006).

To this relation, reading course should work on not only in the element of reading skills and the language features required to read, such as phonemic awareness activities, phonics, spelling practices, vocabulary, and grammar study (Nation: 2009) but also in meaning making process (Baker and Brown, 1984). However, reading activity is often taught as a passive activity. Students are often regarded as passive receivers of ideas and knowledge. In today teaching, this model no longer exists and many teachers and educators believe that students should contribute to the process of meaning making, participate actively in the class, join in interactive class, and become autonomous learners (Yang and Wilson, 2006).

In Indonesia, teaching reading comprehension still faces so many challenges. Teachers often push the students to understand every word in a text to get the particular idea for the required information, and lead the students to think if they do not understand each and every word they are not completing the task. In getting the entire components of information and acquiring the meaning in a written message, many students come across several difficulties because they have to go through a certain process of puzzle-solving (Brown, 2001: 299).The other problems that may contribute to the unsuccessful teaching and learning literacy in Indonesia are big class sizes and teachers with poor mastery of English (Dardjowidjojo: 2000). In line with Dardjowijojo, Musthafa (2001, in Jati 2010), also demonstrates other reasons for the problem including: 1) limited time allocated for teaching, 2) students limited time to actually to learn English in class because the teacher is more concerned with grammar and syntax 3) the absence of good and authentic materials 4) the absence of social uses of English outside the classroom.

In EFL reading class at tertiary level of education in Indonesia, especially in non-English department which the students are needed to read ample English references, educators have also been challenged by various problems. Alwasilah discovers that most students of his respondent mention that they are not satisfied with English subject (Alwasilah, 2000: 106). Djiwandono (2008) also finds that tertiary students of non-English departments get bored with reading comprehension classes, due to the fact that the process of teaching and learning English are not fun and monotonous.

Meanwhile, the emergence of Internet, web 2.0 tools, such as blogs, wikis, and social networking sites, which seem to be relevant to the needs of 21st century skills, may offer a solution to decrease the above problems. The teachers and lecturers can utilize them to enhance and generate active interactions among learners in and out classroom (Looi & Yusop, 2011), and to find authentic teaching and learning materials (Jati: 2010). For example, Nicholas Borg and Jeff O'Hara, technologist working at a separate area, has developed Edmodo as a secure social learning platform for presenting Virtual Learning Environment (VLE) (Edmodo, 2012). Edmodo is social networking site, which is built with microbloging technology. Microbloging is a kind of blogging activity but it is presented in a smaller size.

Edmodo is a free secure learning network for students and teachers. Unlike other social networking sites, such as Facebook or Twitter, Edmodo is equipped with several features to support learning and teaching activity, for example: features to create collaborative group, send links, notes, files, alerts, assignments, and event in a secure environment (Looi & Yusop, 2011). Edmodo is a private access, so those without access cannot join or view all activities on it. In the context of teaching and learning, particularly reading comprehension, Edmodo seems to have the potential to facilitate reading interactivity, build autonomous learning, and share and communicate ideas (Abitt, 2007; Bosch, 2009). Therefore, learning process can be presented in an enjoyable way. Researchers from various Asian countries also find that social networking site seems to have a good impact in encouraging positive attitudes and perception among learners (Kabilan, Ahmad, and Abidin, 2010), and improves learners' performance (Park and Kim, 2011). However, there have not been many studies discussing the use of Edmodo and social networking in teaching and learning English, particularly reading comprehension. Nowadays, social networking site, for example Edmodo, is also used by the educators to develop a blended learning. According to Thorne (2003), blended learning is a combination of online and face-to-face classroom learning.

Limitation of the Study

This present study is limited to only investigate about the implementation of blended learning method using Edmodo in teaching reading comprehension, the effect of the implementation of blended learning method using Edmodo on the students' reading comprehension, and the students' attitude toward the implementation of blended learning method using Edmodo in teaching reading comprehension.

Research Questions

This study is proposed to discover:

1. How is blended learning using Edmodo implemented in teaching reading comprehension?
2. What is the effect of the implementation of blended learning using Edmodo on the students' reading comprehension?
3. What is the students' attitude toward the implementation of blended learning Edmodo in teaching reading comprehension?

Aims of the Study

Based on the research question formulated above, the present research aims to:

1. Investigate the implementation of blended learning using Edmodo in teaching reading comprehension.
2. Discover the effect of the implementation of blended learning using Edmodo on the students' reading comprehension.
3. Find out the students' attitude toward the implementation of blended learning using Edmodo in teaching reading comprehension.

2. Literature Review

Reading Comprehension

Reading comprehension can be defined as the ability to understand information in a text and interpret it correctly (Grabe and Stoller, 2002). This is also supported by Tollefson (1989) who states that reading comprehension is the ability to understand, interpret, and elaborate the information from the text. In this process, the reader interacts dynamically with the text as well as tries to draw the meaning and use various kinds of knowledge, involving linguistic or system knowledge and schematic knowledge (Alyousef, 2006). Tuttle (1990) further explains that reading is not giving meaning to the printed words but rather reading is the process of meaning making in which enable the readers to use their own background knowledge and personal background to interact with the text.

Wallace (1992) adds that beside background knowledge, comprehension is also affected by the readers' knowledge of language structure, knowledge of the text structure, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their level of engagement. In the detail, many researchers proposed at least six general component skills and knowledge area in making the learners to be a fluent reader (Gunning, 2010; Mikulecky and Jeffries 1996):

1. Finding main ideas, identifying supporting details, and visualizing;
2. Summarizing;
3. Inferring, predicting, and concluding;
4. Facts and opinion;
5. Comparing and contrasting.
6. Vocabulary knowledge for effective reading skill.

In term of the level, Herber (1978) divides reading comprehension into three levels, such as: 1). literal comprehension, 2). interpretive comprehension, 3). applied comprehension. Literal question needs the reader to remind or recall information in an explicit way which is presented in the reading material. Interpretative question pushes the reader to understand about a paraphrase, explanation, inference, conclusion or summary. Whereas applied question requires the readers to use their background knowledge and guide them to evaluate, interpret, elaborate, predict, or solve the problems based on implicit information from the text.

Blended Learning using Edmodo in Teaching Reading Comprehension

Blended learning is the combination of the different training media (technologies, activities, and types of events) to develop a finest training program for a specific purpose (Bersin, 2004). In the classroom management activities, blended learning approach combines face to face classroom method with the computer to produce an instructional approach (Latchem and Jung, 2010) and to bring a new learning environment (Finn and Bucherri, 2004). Further, Thorne (2003) describes that the goal of blended approach is to facilitate the learners with the interactive experiences and flexibility in learning process.

Many teachers use the tools of computer-based media to enhance their students' motivation and learning (Marsh, 2012). For example, the use of software program which is referred to as E-learning or online learning. Several researches have indicated that students can learn successfully in online learning as well as traditional face to face classroom (Donelly, 2010). However, recently, it has also been accepted that online learning with single course environmental setting cannot lead the student to produce an optimum performance in learning (Kocoglu, Ozek, and Kesli, 2011). Therefore, educators have combined a face to face traditional classroom with online learning program or learning management system in a blended learning design, to produce of in-class teaching, to promote active as well as flexibility (Garnham and Kaleta, 2002).

One of the platforms for creating virtual learning in blended online and face-to-face is learning Virtual Learning Environment (VLE), which is also known as electronic course management media, is web spaces that allow teachers and learners to organize learning activity electronically (Erben et al, 2009). VLE can be described as a tool that provides collaboration in any classroom situation ((Erben et al, 2009). Shin (2002) conclude that online interaction and learning activities help learners to become more cognitively and affectively connected and learning outcomes to be enhanced.

In this study, Edmodo, as one of the social networking sites designed for learning, is built directly for providing Virtual Learning Environment (VLE) in teaching reading comprehension. It is a free social network for teachers, students, schools, and districts which was found by Nicholas Borg and Jeff O'Hara, technologists working at separate areas, as a secure social learning platform for students and teachers (Edmodo, 2012).

Edmodo is a free VLE which is often known as social platform for education. It has the look of Facebook (one of the most popular social networking sites) and most of the activity on Edmodo happens on the teacher's homepage (Light and Polin, 2010). Edmodo can be accessed via web browser and a free smart phone application such as: iOS and Android. Therefore, it can be used in mobile activity as long as it is connected with internet connection. Edmodo communities are built by teachers for specific group of students. In relation to online activities using social networking site like Edmodo, teachers can utilize some features and tools on Edmodo in creating meaningful activity suitable for reading comprehension.

1. **Quizzes Tool** This feature can be used for drilling the learners in comprehending the text and it is really useful for post reading activity. It allows the teacher to create meaningful exercises in accordance with the materials which are discussed in the class. This tool offers the teacher to create various quizzes, such as: true or false, multiple choice, and short answer. Therefore, the students can be drilled in learning reading comprehension skills such as: grasping main idea, predicting, and guessing vocabulary.
2. **Post Assignment Tool:** this tool facilitates the teacher to submit the assignment/task and ask the students to post. Task represents opportunities for learners to manipulate interdependent chunks of the target language.
3. **Link to Post Videos and Audios:** it is suitable for pre –reading activity. Teacher can post the videos or audios link from YouTube or other sites in Edmodo. Moreover, this tool can be very useful in order to activate students' background knowledge. Besides, this tool may be of benefit for brainstorming or building students' information about the topic that will be discussed in the following text. The impact is that the students are ready to learn in during reading activity.
4. **Group for Collaborative Learning:** one of the benefits of using Edmodo is that the site has a facility to create a group in online learning. Teacher can create large-student group or small group. Students can be promoted to work on collaborative on another.
5. **Post Comment:** like other social networking sites, Edmodo is also equipped with facility to post comment in a wall. In teaching reading comprehension, teacher can manipulate this site for creating meaningful activity in Virtual Learning, such as: making online games, posting question, or delivering problem that can be discussed with the students.

Students' Attitude toward the Implementation of Blended Learning using Edmodo in Teaching Reading Comprehension

An attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor (Eagly and Chaiken, 1993). It can be also defined as a predisposition to respond in particular ways toward specific things (Kasschau, 2003). Moreover, Kasschau (2003), see also Vandewaetere and Desmet, (2009) define that attitude has three main elements: (1) cognitive (2) affective, and (3) behavioral. The cognitive aspect involves beliefs or perceptions about the objects or situations related to the attitude. The affective aspect involves the feelings that arise about the cognitive element and the appraisal (good or bad) of these feelings. Lastly, the evaluation of the affect is translated into a behavioral component that gives utterance to the attitude and certain attitudes tend to prompt learners to adopt particular learning behaviors. In line with Kasschau (2003), Hogg and Vaughan (2005) bear that attitude can be defined as a relatively long-term organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols. In the educational area, teachers' and students' attitudes play an important role in the achievement of educational objectives (Sabzian and Gilakjani, 2003).

Regarding the use of new innovations in the classroom, traditional teaching methods are being forced to accommodate appropriate information technologies (Sabzian and Gilakjani, 2003). As one of the product technological innovation in teaching and learning environment, Edmodo is a new technological innovation which is aimed to present Virtual Learning Environment (Edmodo Tutorial: 2010). In relation to this research, Edmodo is presented as a platform for presenting VLE in a blended reading comprehension class. Therefore, students should also need to have a positive attitude toward the implementation of technology in order to produce a successful learning. It is in line with Loyd and Gressard (1984) who mentioned that students' attitude toward ICT is an important factor since it affects the success or failure of using ICT as a media for learning.

Some students can be regarded as "digital native" since they live and grow up in digital era, but some others may be classified as "digital immigrant" who come late to the world of technology (Dudeney and Hockly, 2007). They are lack of confident, facilities, training. Thus, they are limited to see the benefits of using technologies in learning. This is also supported by Tsitouridou and Vryzas, (2003) who mentions that students' attitudes toward ICT are influenced by different variables such as training, knowledge about ICT, ICT anxiety and liking, and ICT experience. In most cases, many of these factors interact with one another to influence on attitudes towards ICT.

Positive learning climate and performance expectations affect student satisfaction, and performance expectations provide the greatest contribution (total effect) to learning satisfaction (Rhema and Miliszewska, 2014). Users (students and instructors) will hold positive attitudes towards e-learning if they recognize that it would help them improve their learning and teaching effectiveness and efficiency (Wu, Tennyson, & Hsia, 2010). Chen and Huang (2012) stated that understanding student attitudes can help expand e-learning/online learning system functions and meet student needs, which should further increase the impact of learning and enhance satisfaction with the learning process.

3. Methodology

This study used a mixed methods (Tashakkori & Teddlie, 2003) design, which was a procedure for collecting, analyzing and "mixing" both quantitative and qualitative data at some stage of the research process within a single study, to understand a research problem more completely (Creswell, 2002). In the implementation, both quantitative and qualitative methods support each other and allow for more complete analysis (Green, Caracelli, & Graham, 1989). The quantitative design is true experimental design administering two groups of first grade of non-English department which are randomly assigned. One class is the experimental group and one as the control group (Hatch and Lazaraton, 1991). Before and after treatments, both groups are tested using the reading comprehension test. The design is as follows (Hatch and Farhady, 1982):

$$\frac{\text{E (random)T1 x T2}}{\text{C (random) T1} \quad \text{T2}}$$

Notes:

E: experimental group

C : control group

T_1 : pre-test

T_2 : post-test

However, to strengthen the validity of the research, this study also used questionnaire which is measured using Likert scale. Meanwhile, the qualitative data used in this study is case study since the characteristics of this present study is appropriate to those of a case study. First, this present study is limited to only investigate a small scale participant (Creswell, 1998). Second, it studies a phenomenon in its real context (Liamputtong, 2009; Yin, 2011). The phenomenon in this study is one teacher promoting virtual learning class to extend the face-to-face class in teaching reading comprehension whose students think that class really motivates them and enhances their reading comprehension ability.

Research Site

The research was conducted at one University in West Java for several reasons. First reason is that the university was located near the researchers' place. This will give ease to the researcher in term of time management in running research. Second, the place was really accessible and the last reason was that the lecturer in this university promotes Edmodo as a media for teaching reading comprehension.

Population and Sample

The population of the study was the first grade students of non-English Department of a State University in West Java class of 2014. They were taken as the populations since the topic of the materials in this study are to be covered in this grade. From 146 students of first grade of non-English department of a State University in West Java, 60 students were randomly chosen, with equal number of male and female. Further, they were classified into two groups, i.e 30 students for experimental group and 30 students for control group (Hatch and Lazaraton, 1991). The students' names were presented in pseudonyms.

Data Collection

In conducting this study, some data collections were used to collect the data, there were pretest and posttest of reading comprehension, a set of questionnaire, interview and observation.

4. Finding and Discussion

The Implementation of Blended Learning using Edmodo in Teaching Reading Comprehension

The study used observation and interview as its instruments in answering the research questions asked. Observation was conducted in both online and face-to-face classes. Interviews were carried out to both lecturer and students. The interviewed students were chosen based on their achievement (high achiever, medium achiever, and low achiever students). There were eight sessions observed in this study. The whole sessions consisted of: 1. Introduction to the course, 2. Finding main ideas, identifying supporting detail and visualizing, 3. summarizing, 4.inferring, predicting, and concluding, 5. Vocabulary knowledge for effective reading skill, 6. Facts and opinion; and 7. Comparing and contrasting. In the observation process, each session was videotaped and field noted.

Table 1 Teaching Program Conducted in the Entire Sessions

No.	Teaching Program	Session Needed	Pre-reading	While Reading	Post-Reading
1	Introduction to the course	1	Face-to-face class	Face-to-face class	Face-to-face and Edmodo
2	Main Idea	2	Edmodo class	Face-to-face class	Edmodo
3	Summarizing	1	Edmodo class	Face-to-face class	Edmodo

Table 1 Teaching Program Conducted in the Entire Sessions (Continued)

4	Inferring	1	Edmodo class	Face-to-face class	Edmodo
5	Vocabulary	1	Edmodo class	Face-to-face class	Edmodo
6	Facts and Opinion	1	Edmodo class	Face-to-face class	Edmodo
7	Comparing and Contrasting	1	Edmodo class	Face-to-face class	Edmodo

The data from observation were supported by data gained from interview. First of all, it was quite clear that the lecturer had a solid understanding on reading comprehension. Below is the excerpt of her interview:

> "In my opinion, reading comprehension is the ability to understand, interpret, and elaborate the information from the text. In this process, the reader interacts dynamically with the text as well as tries to draw the meaning and use various kinds of knowledge."

This statement is in line with the process of teaching program she conducted. She started with introducing how to grasp main ideas in texts, then continued with exposing students to vocabulary, and finally ended up with asking the students to compare and contrast one text to another. Not only did she know about how to teach reading comprehension, she also had a good understanding on implementing and promoting ICT media into a teaching and learning process. In her perception, ICT based media was used by teachers to support the teaching learning process. This statement was also in accordance with Voogt (2003) who states that the essential part in integrating ICT into teaching and learning process is directly aimed in order to improve learning. When asked about the types of ICT that was used in her class, she mentioned that she used various types of ICT media such as: websites for information and searching, authoring software for students' creation, social learning platform for students' collaboration and communication (Edmodo).

The next question of the interview to the lecturer was dealing with the implementation of blended learning using Edmodo in teaching reading comprehension. The lecturer confirmed that Edmodo could be useful for teaching and learning, particularly teaching and learning reading comprehension. Biancarosa and Griffiths (2012) argue that technology is not only a tool for drilling students on skills but also a tool for acquiring the vocabulary and background knowledge essential to becoming a skilled reader.

The next type of interview was administered to three of the students serving as respondents of this study. The first question of interview to the students was dealing with their opinion about lecturer strategies in teaching reading comprehension. All respondents said that most teacher strategies were appropriate in helping them in improving their reading comprehension skill. They also said that reading comprehension class was fun and enjoyable. They got a lot of benefits from learning reading comprehension from both conventional face-to-face class and Edmodo class. When they were asked about Edmodo, all respondents had already known that Edmodo is social media for learning. They said even though Edmodo was something new for them, they did not get much problem in operating it and the feature was so easy to understand. They also said that learning using Edmodo was so fun.

The last question was dealing with the implementation of blended learning using Edmodo in teaching reading comprehension. All respondents said that the use of Edmodo gave lots of benefits for them. First, Edmodo gave them new culture and new situation in learning reading comprehension.

> "Oh well, Edmodo is an interesting Virtual Class. This is the first time I study English using VC".

This idea is in line with Dudeney and Hockey (2007) who state that technology offers new ways for learning language and assessing language. Second, Edmodo gave more time to understand the topic of the reading before the students attended the class. Third, Edmodo gave the students a chance to learn outside the class. It offered flexibility in learning.

3.2 The Effect of Blended Learning using Edmodo in Enhancing Students' Reading Comprehension Skill

The statistical computation showed that the use of Edmodo was effective in improving students' reading comprehension proficiency. The statistical computation on the pre-test of the experimental and the control group using SPSS 21 for windows demonstrated that the distribution of the experimental and the control group scores on pre-test were normal. The variances of the two groups' pre-test scores were equal. Furthermore, the result of t-test computation (independent sample test) demonstrated that the t_{obt} was lower than t_{crit} ($0.949 < 2.000$) so the null hypothesis was accepted. It represented that the null hypothesis was accepted; both group were equal in term of their initial ability.

The outcomes of computation on the post-test group showed that the distribution of the experimental and the control group scores were equal. In addition, the result of the t-test computation (independent sample test) exhibited a significant difference between the experimental group who was treated using face-to-face class and Edmodo (Virtual Online

Class) and the control group who was treated using conventional face-to-face method in which the the t_{obt} was higher than t_{crit} (6.425 > 2.000) so the null hypothesis was rejected. The computation of the control group pre-test and post-test scores using paired sample test showed that there was no significant improvement between the pre-test and post-test scores. To verify the influence of the independent variable to dependent variable and to see how well the treatment worked, effect size was performed. It could be argued that a statistically significant difference "does not necessarily mean that it was practically significance" (Urdan, 2005, p. 93) because the standard error of the mean was influenced by the sample size. Below is the formula of this test: $r = \sqrt{\frac{t^2}{t+df}}$

r = effect size

t = t_{obt} or t-value from the calculation of the independent t-test

df = N1 + N2 – 2

Having calculated the effect size, it was known that the r =.80049658. Based on Cohen's thresholds for interpreting effect sizes (see Coe, 2002; Ellis, 2009), the effect size of was large. It also means that in practically, the implementation of blended learning using Edmodo gave a significant effect in enhancing students' reading comprehension ability.

3.3 The Students' Attitude toward the Implementation of Blended Learning using Edmodo in Teaching Reading Comprehension

This study uses Kasschau (2003) definition who states that attitude has three main elements: (1) a belief or opinion about something (cognitive aspect), (2) feelings about that thing (affective aspect), and (3) a tendency to act toward that thing in certain ways (behavioral aspect). The questionnaires was adapted from Abuseleek and Bulut (2009).

Cognitive Aspect Attitude toward the Implementation of Blended Learning using Edmodo in Teaching Reading Comprehension

The first aspect of students' attitudes, the cognitive aspect, was investigated from their responses to six items (item no 1-6).

Table 2 Questionnaires for Cognitive Aspect

No	Questionnaire
1.	Using online activities and materials is an interesting way to learn reading comprehension
2.	Using online materials is not an effective way to learn reading comprehension
3.	Blended learning using both online via Edmodo and face-to-face activities were appropriate to teach reading comprehension
4.	The single face-to-face activities or online via Edmodo activities were appropriate to teach reading comprehension
5.	Edmodo is user friendly
6.	Edmodo is not user friendly

Table 3 Calculation of Cognitive Aspect

	No	Characteristic of Item	Students' Responses					Mean of the Score
			SD	D	U	A	SA	
Cognitive aspect of students' attitude toward the implementation of Edmodo in improving their reading	1.	Positive	0	0	0	14	16	4.53
		Percentage	0%	0%	0%	47.3%	53.3%	
		Score	1	2	3	4	5	
	2.	Negative	10	12	6	2	0	4
		Percentage	33.3%	40%	20%	6.6%	0%	
		Score	5	4	3	2	1	
	3.	Positive	0	1	9	18	2	3.7
		Percentage	0%	3%	30%	60%	6.6%	
		Score	1	2	3	4	5	
		Negative	5	18	6	1	0	

comprehension competence	4.	Percentage	16.6%	60%	20%	3.33%	0%	3.9
		Score	5	4	3	2	1	
	5.	Positive	0	3	7	13	7	3.8
		Percentage	0%	10%	23.3%	43.3%	23.3%	
		Score	1	2	3	4	5	
	6.	Negative	8	11	8	3	0	3.8
		Percentage	26.6%	36.6%	26.6%	10%	0%	
		Score	5	4	3	2	1	
Mean								**3.95**

From the data above, it clearly explains that the students show positive attitude toward the implementation of blended learning using Edmodo in teaching reading comprehension. This can be seen from the mean of these six items which is 3.95 or higher than neutral score (3.00).

Affective Aspect of Students' Attitude toward the Implementation of Blended Learning using Edmodo in Teaching Reading Comprehension

The data for the second aspect of the attitude were found from the students' responses to the item 7-12. Here is the list of questionnaires for affective aspect:

Table 4 Questionnaires for Affective Aspect

No	**Questionnaires**
7.	I feel Edmodo is safe for learning reading comprehension
8.	I feel Edmodo is not safe for learning reading comprehension
9.	I feel the materials and activities in Edmodo and face-to-face class can improve my reading comprehension competence
10.	I feel the materials and activities in one single course program (face-to-face class) can improve my reading comprehension competence
11.	I feel motivated when learning reading comprehension using online and face-to-face activities
12.	I feel motivated when learning reading comprehension using one single course program (face-to-face) activities

Table 5 The Calculation of Students' Affective Aspect

	No	**Characteristic of Item**	**Students' Responses**					**Mean of the Score**
			SD	**D**	**U**	**A**	**SA**	
Affective aspect of students' attitude toward the implementation of Edmodo in improving their reading comprehension competence	7	Positive	0	0	4	9	7	4.1
		Percentage	0%	0%	13.3%	63.3%	23.3%	
		Score	1	2	3	4	5	
	8	Negative	12	14	4	0	0	4.26
		Percentage	40%	46.6%	13.3%	0%	0%	
		Score	5	4	3	2	1	
	9	Positive	0	0	7	15	8	4.03
		Percentage	0%	0%	23.3%	50%	26.6%	
		Score	1	2	3	4	5	
	10	Negative	6	12	6	6	0	3.60
		Percentage	20%	40%	20%	20%	0%	
		Score	5	4	3	2	1	
	11	Positive	0	1	8	14	7	3.83
		Percentage	0%	3.3%	26.6%	46.6%	13.3%	
		Score	1	2	3	4	5	
	12	Negative	0	13	12	5	0	3.26
		Percentage	0%	43.3%	40%	16.6%	0%	
		Score	5	4	3	2	1	

The data from the second aspect of the students' attitude show that the students produced a positive attitude as indicated by the overall mean of the six items 3.84.

Behavioral Aspect of Students' Attitude toward the Implementation Blended Learning using Edmodo in Teaching Reading Comprehension

The data from the behavioral aspect were intended to find out the students' tendency toward the use of Edmodo as supplementary for face-to-face reading comprehension class.

Table 6 Questionnaires for Behavioral Aspect

No	Questionnaires
13.	Learning reading comprehension using online activities increased my motivation in reading more English text.
14.	Learning reading comprehension using online activities did not increase my motivation in reading more English text.
15.	The use of Edmodo increased my motivation in learning English
16.	The use of Edmodo did not increase my motivation in learning English

Table 7 The Calculation of Students' Behavioral Aspect

Behavioral aspect of students' attitude toward the implementation of Edmodo in improving their reading comprehension competence	**No**	**Characteristic of Item**	**Students' Responses**					**Mean of the Score**
			SD	**D**	**U**	**A**	**SA**	
	13.	Positive	0	0	10	14	6	3.86
		Percentage	0%	0%	33.3%	46.6%	20%	
		Score	1	2	3	4	5	
	14.	Negative	3	19	8	0	0	
		Percentage	10%	63.3%	26.6%	0%	0%	3.83
		Score	5	4	3	2	1	
	15.	Positive	0	0	5	13	12	
		Percentage	0%	0%	16.6%	43.3%	40%	4.23
		Score	1	2	3	4	5	
	16.	Negative	6	16	8	0	0	
		Percentage	20%	53.3%	26.6%	0%	0%	3.93
		Score	5	4	3	2	1	
Mean								**3.96**

From the above data, it seemed obvious that the students showed positive behavior toward the implementation of Edmodo in teaching reading comprehension since the mean score of this aspect is 3.96 is higher than the neutral score 3.00.

Overall Computation of the Students' Attitude

The data from questionnaire demonstrate that the students show positive attitude toward the implementation of blended learning using Edmodo in teaching reading comprehension, as it can be seen from the overall computation of the students' attitude in the Table 8.

Table 8 Overall Computation of Students' Attitude

No	Aspect	Mean
1.	Cognitive	3.95
2.	Affective	3.84
3.	Behavioral	3.96
4.	Total	3.91

As it can be seen in the table 28, the total mean of the students' attitude toward the implementation of blended learning using Edmodo in teaching reading comprehension is 3.91 and it is still higher than the neutral score 3.00. Further, it can be concluded that the students show positive attitude to the implementation of blended learning using Edmodo.

5. Conclusion

The result from the implementation and attitude data clearly explain that the use of Edmodo (Virtual Learning Environment) is successfully enhancing the students' interest and motivation in learning reading comprehension. In the present study, students in the experimental group gained lots of benefits by participating in the use of technology in learning reading. The implementation of blended learning using Edmodo gave opportunities for exposure to, and interaction with a variety of learning materials, which were considered interesting and fun. Students in the experimental group indicated that their learning were more positive than those in traditional classroom. The overall result showed that they enjoyed their learning more than students in the traditional face-to-face class (control group). Those factors may contribute to their significant increase on their reading comprehension test of the experimental group. As indicated by the result of the students' test, the increase of the students score of experiment group is 2.19 (pretest mean=5.01 and posttest mean=7.20) and the result of the t-test computation (independent sample test) exhibited a significant difference between the experimental group who was treated using face-to-face class and Edmodo (Virtual Online Class) and the control group who was treated using conventional face-to-face method in which the the tobt was higher than tcrit (6.425 > 2.000) and the effect size was r =.80049658.

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Analyzing Linguistic and Cultural Barriers to English-Thai Translation of Sarcasm in *The Big Bang Theory*

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ABSTRACT

There has been a growing body of studies of humor translation, particularly focusing on the strategies in translating humor in particular. As a result, studies on linguistic and cultural barriers to English-Thai translations of humor, especially sarcasm, are still scarce. Hence, this study sought to shed some light on linguistic and cultural barriers to English-Thai translation of sarcasm in *The Big Bang Theory*. Out of twenty-three total episodes in the third season of *The Big Bang Theory*, thirteen were selected to be a sample. Based on a definition of sarcasm, the context and non-verbal expressions as a guideline, sarcastic utterances were initially identified and later validated by a native American speaker who is a cultural expert. Subsequently, linguistic and cultural barriers impeding the translation of sarcasm in Thai subtitles, compared to the English ones, were analyzed on the basis of Wong and Shen's (1999) and Campanini's (2000) theories on factors influencing translation. The study revealed that linguistic barriers to the translation of sarcasm were syntactic, lexical and semantic, whereas cultural barriers were based on intercultural barriers, namely culture-specific expressions and allusions.

Keyword: Humor Translation, Linguistic and Cultural Barriers, Sarcasm, *The Big Bang Theory*

1. Introduction

In this current era, cross-cultural communication has come in play for individuals' lives; they sometimes need to interact with others of different cultural backgrounds for various purposes, e.g. doing business transactions, socializing or sharing ideas on any issues. In this sense, linguistic and cultural competence is inevitably the key to the communication in question (Phimtan, 2011). If individuals possess a body of cultural and linguistic knowledge, there will not be an obstacle to such communication. However, not all are equipped with such knowledge, so a barrier to cross-cultural communication exists. As a result, translation has become a means to help those who are not linguistically and culturally competent to join such communication in any community.

Translation studies have mainly dealt with printed material of any kind for many years, e.g. magazines, newspapers, novels and literary works. Thanks to cutting-edge technology and the Internet, audiovisual material has become increasingly extensive (Remael, 2010). With its availability and significance, translation studies have in turn shifted attention to touch upon these media. The emerging field in translation studies involving audiovisual material is known as Audiovisual Translation (AVT). Despite its existence since 1950s, the field has only been given attention recently (Diaz Cintas, 2009). In these past years, there have been an evolving number of studies in the field (Alvarenga, Araujo & Franco, 2002; Diaz Cintas, 2009; Majcenovič Kline, 2011). With its broad terms and constant developments in the arena, AVT has turned itself into an interdisciplinary field. Given that the term "audiovisual" can cover a variety of audiovisual material, such a variety leads to divisions within the field itself into several subfields, namely media translation, multimedia translation, multimodal translation and screen translation (Chiaro, 2009).

Among the subfields, one of the emerging domains with which scholars have started to deal is screen translation. The driving force of these increasing interests could lie in its advantage at shifting cultures through the screen (O'Connel, 2007). Just as with AVT, screen translation here seems to involve an array of material which is broadcast, for example television series, TV shows and motion pictures (O'Connel, 2007). In Thailand, many scholars have conducted studies on screen translation, in particular focusing on translation of scripts in motion pictures and television series from English to Thai (Muangyai, 2003; Theerawikran, 2006; Petchsuwan, 2007; Bunsorn, 2010; Yusamran, 2010; Thongwan, 2012). Thus, it can be assumed that screen translation is growing in Thailand.

In recent years, many scholars have embarked upon exploring a more challenging and complicated issue in screen translation – humor translation. Humor translation is a challenging area because it can show how a translator is capable of reconstructing comical effects of the source text (ST) and utterances in the target text (TT) (Diaz Cintas, 2003 cited in Veiga, 2009). Consequently, there has been a growth of humor translation studies in recent years (Armat, Armat & Googol, 2012; Viriyanansiri, 2009; Muangkote, 2010; Phimtan, 2011). Most of the studies only yielded some insights into the translation of several kinds of humor, e.g. double entrendes, puns and bathroom humor. This has led to the need for more attention paid to very specific types of humor which have not thoroughly been investigated.

One of the humor types needing more focus is sarcasm. According to Tsur, Davidov and Rappoport (2010), sarcasm can be complex since as a member of the irony family (Lindquist, 1996), it is ambiguous. Sarcasm has two meanings, lying between a superficial and connotative meaning. With its intricate nature, translation of sarcasm may slightly differ from other types of humor translation. Humor translation only aims to recapture humorous effects; translation of sarcasm, on the other hand, intends to retrieve not only such effects but also the connotations of sarcasm and the associated sarcastic tones. Moreover, translation of sarcasm is likely to focus on rebuilding ST sarcasm in TT which goes along with the visuals and a speaker's gestures. Therefore, translating sarcasm is no easy task, for it is a question of uncovering the connotations in ST by taking account of the visuals and a speaker's facial expression or body language and of conveying them in TT which should be in sync with the visuals and non-verbal expressions.

In addition to connotations and visuals, linguistic and cultural phenomena cannot be neglected. As claimed by Wimolchalao (1996), translation between English and Thai requires an understanding of linguistic and cultural phenomena. So does translation of sarcasm. Hence, these linguistic and cultural factors can become barriers when a translator ignores or fails to recognize them. In Thailand, only a few studies were carried out on aspects causing problems in humor translation, including Tungtang's (2002) and Phimtan's (2011). Tungtang's study suggested that translation problems could be caused by linguistic factors, namely ST syntax and semantic interpretation. It also showed that cultural factors could influence the translation, including linguistic, social and material culture. Meanwhile, Phimtan's study on strategies and factors influencing humor translation illustrated that there were four linguistic factors, including phonological, lexical, syntactic and semantic, while cultural factors were universal sense of humor, culture-specific expressions, ethical constraints, jargon and period style.

However, those prior studies did not yield adequate findings on the linguistic and cultural factors which could impede translation of sarcasm on screen. There has been a dearth in studies on linguistic and cultural barriers to translation of sarcasm. Therefore, the present study aims to address the linguistic and cultural barriers to translating sarcasm in *The Big Bang Theory* between English and Thai.

2. Methodology

2.1 Samples

The samples in the present study were *The Big Bang Theory*, an American sitcom produced by Warner Bros. Television and Chuck Lorre Productions. The selection lay in its popularity in both foreign countries and Thailand. It has emerged as the most outstanding series, judging from its viewership of 23.4 million, aged 18-49, higher than other comedy series, such as *The Crazy Ones*, *Modern Family and The Millers* (Bibel, 2013; Raymond, 2014). It is also loaded with a variety of humorous instances, as evident in Zhu-hui and Miao's study (2012). Among those instances, sarcasm is present in the series and so goes hand in hand with the focus of this study.

Out of 8 seasons, the third season of *The Big Bang Theory* was chosen to be the sample of the study because this particular season had the highest ratings, compared to the other seasons, evident in the ratings shown in seriesmonitor.com (2014). The first thirteen episodes of the season were focused on in the present study.

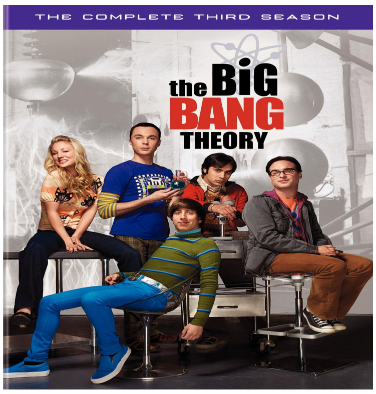

Figure 1 The cover of the third season of *The Big Bang Theory*
(Retrieved from bigbangtheory.wikia.com)

In Thailand, the copyright of the DVDs of *The Big Bang Theory* Season 3 is held by Catalyst Alliance Company Limited. The company granted this study permission to use them as samples for conducting research. Nevertheless, the study had no data on any translators of this particular season because that was deemed confidential information.

2.2 Data collection

The data of the present study were collected from *The Big Bang Theory*. The dialogues with sarcastic English remarks in the episodes were initially identified using the definition of sarcasm as a guideline drawn from Long and Graesser (1988 in Martin, 2007), Lindquist (1996) and Seaward (2012). Sarcasm can be labeled as the utterances of which superficial meaning is the opposite of the speakers' intention, which are aimed at insulting or mocking individuals. In identifying sarcasm, the context, the visuals, the speaker's gestures and tone were also taken into account to interpret the speaker's true intention because they also act as sarcastic cues. The identified sarcasm was later validated by a native American speaker who is a cultural expert.

2.3 Data analysis

Having collected the sarcastic instances in the series, the study further determined the linguistic and cultural barriers to the rendering of meaning and intention of ST sarcasm.

The analysis was mainly based on the underpinning theoretical framework of linguistic and cultural factors influencing translation proposed by Wong and Shen (1999). Under linguistic factors, textual factors relating to the interlingual distinctions of structure and connection in the entire text were not taken into account, for the study focused only on the sentence level. Apart from that, allusions and stereotypes mentioned by Campanini (2000) as cultural constraints were also added to the intercultural factors proposed by Wong and Shen. Overall, the linguistic factors include phonological, lexical and syntactic. The cultural ones are intercultural and intracultural; the intercultural factors consist of culture-specific expressions, aesthetic differences, political interference, ethical influence, allusions and stereotypes, while the intracultural ones are strategic-orientation and period style.

3. Findings

The present study showed that both linguistic and cultural phenomena served as barriers to translating sarcastic utterances in *The Big Bang Theory* between English and Thai. In this section, the ST dialogues show how either of the aforementioned phenomena presented the difficulty in the translation, given along with their TT and BT (back-translation).

1. Linguistic barriers

The findings demonstrated that the heavy reliance on ST linguistic phenomena in translation could lead a translator to be unable to recapture the effects of ST sarcasm. Specifically, out of three aspects as proposed by Wong and Shen (1999), syntactic and lexical factors emerged to disrupt the reproduction of the ST effects; in addition, semantic factors also surfaced as one of the barriers.

1.1 *Syntactic barriers*

In English-Thai translation of sarcasm in *The Big Bang Theory*, syntactic factors were sometimes present as a pitfall in rendering the effects of ST sarcasm into TT. Attempting to preserve the ST syntax and treating it as a written language, not spoken, translating sarcasm could result in obscurity and a loss of ST effects as in the following cases:
The first example is from one of the scenes in the 5th episode; in this scene, Penny, Leonard and Howard are driving to pick up Bernadette, whom Penny is fixing up with Howard. During the drive, Penny tells Howard, "I told her you have an unhealthy attachment to your mother", which she tells him later is a joke. Then, Leonard gives Penny the comment as follows.

<u>Example 1</u>

Leonard: Another <u>delightful surprise</u> for her.

TT: อีกหนึ่ง<u>เรื่องแปลกใจ</u>สำหรับหล่อน

BT: Another <u>surprise</u> for her.

(S03, E05)

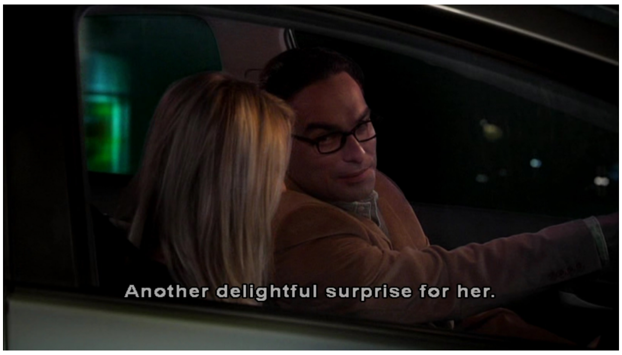

Figure 2 Leonard is speaking to Penny in response to a joke about Howard's attachment to his mother (From Lorre & Prady, 2009)

Leonard's utterances do not really mean 'delightful surprise' but sarcastically imply that this is a depressing matter for Bernadette when she finds out. Such utterances are intended to tease and mock Howard, who has been living with his mother. The syntactic factors posed linguistic barriers here because the utterances were reproduced in TT on a basis of an ST structural element; TT syntactic norms were not adopted. In addition, the word 'delightful' was omitted from ST, which in fact should be rendered together with 'surprise'. The whole utterances were translated in TT "อีกหนึ่งเรื่องแปลกใจสำหรับหล่อน", of which the meaning was incomprehensible and humorous effects in ST were lost. To retrieve the effects, the utterances in ST could have been rendered by translating 'delightful surprise' as "ทึ่ง" (amazed) and adjusting to the TT spoken norms as in "เธอคงจะทึ่งแน่ๆ" (BT: She would definitely be amazed) or as "ตะลึง" (stunned) as in "เธอต้องตะลึงแน่ๆ" (BT: She would be stunned for sure).

The second example is one of the scenes in the 8th episode, where Penny injures herself by slipping in the bathtub. Having her shoulder dislocated, she asks Sheldon to drive her to a hospital. Never driving an actual car except a simulated one, he drives at a really low speed. As a result, Penny asks him to increase the vehicular speed, yet he explains that this pace of speed is sufficient. Then Penny utters a sarcastic comment on his driving.

<u>Example 2</u>
Penny: Oh, god. <u>I'm gonna lose the arm</u>.
TT: พระเจ้า <u>ฉันเสียแขนไปแน่</u>
BT: Oh, god. <u>I'll lose my arm definitely</u>.

(S03, E08)

Figure 3 Penny is being sarcastic to Sheldon to criticize his driving speed (From Lorre & Prady, 2009)

Penny's given remarks do not really mean her imminent loss of the arm but are sarcastically used to reproach Sheldon for his driving too slowly. It seemed that a translator was able to grasp the connotative meaning in the utterances. Despite the fact that the translated utterances were understandable, the syntactic aspects disrupted the retrieval of the ST effects, for the whole utterances were translated as written, not spoken, language "ฉันเสียแขนไปแน่", which was not in sync with the visual and TT norms. Doing so in turn caused a loss of the character's frustration in the remarks and the humorous effects of the ST sarcasm. To preserve those effects, the ST utterances could have been adjusted to the spoken language of TT and added with the word "พิการ" (disabled) as in "แขนฉันพิการแน่ๆ" (BT: My arm will be disabled for sure) or "ฉันต้องพิการชัวร์" (BT: I'm going to become disabled).

1.2 *Lexical barriers*

Syntactic factors aside, lexical factors were found as another linguistic barrier to recapture the ST humorous effects of the sarcastic utterances between English and Thai. Translating them without recognizing the semantic range of lexical items caused a loss of intended effects. The present study showed one aspect of semantic range – inclusion.

In Example 3, the dialogue is the scene in episode 9 in which Howard is servicing himself in a bathtub with the presence of imaginary *Battle Galactica* star Katee Sackhoff. In the scene, he begins conversing with her by saying "So nice you could join me this evening", to which she responds with the sarcastic utterance below.

Example 3

Katee: Always nice to be part of your masturbatory fantasy.

TT: ยินดีที่อยู่ในจิตนาการช่วยตัวเองของคุณ

BT: Pleased to be in your masturbatory fantasy.

(S03, E09)

Katee's utterances do not mean her enjoyment of being in his fantasy; they are intended to reproach and insult him for his self-pleasure, which she finds unpleasurable. The underlined lexical item 'nice' here simply means 'to be enjoyable'. It caused the lexical barriers because a translator might not have been aware of the inclusion of the meaning 'nice' in TT. In particular, its meaning in English 'pleasant, enjoyable' includes that of different TT lexemes such as "ยินดี" (to be pleased) and "สนุก" (to be enjoyable/pleasant). Without recognizing its multiple meanings, 'nice' was translated into "ยินดี" (to be pleased), which altered the meaning and missed the significance of enjoyment intended in ST. Therefore, the TT lexeme 'สนุก' or its slang equivalents should have been used. To retain the intended effects, the item could have been translated with the modern Thai slang "ฟิน" (derived from 'finale', meaning 'very enjoyable') equivalent to "สนุก", as in "ได้ช่วยเธอตอนเธอเล่นนกเขามันฟินมาก" (BT: Helping you when feeding the pigeons is so entertaining/ a finale); the slang "เล่นนกเขา" or "feed the pigeons" means 'to give somebody sexual pleasure'.

1.3 *Semantic barriers*

Semantic aspects were also shown as linguistic factors impeding the translation of the effects of ST sarcasm into Thai as well. It was found that being unable to grasp the special connotations in the ST sarcasm in translation could degrade its original effects although the superficial meaning was preserved.

The dialogue in Example 4 is the opening scene of Episode 8, where Leonard, Howard and Raj are camping, while Sheldon is at home writing his articles. With Sheldon's absence, Leonard says it is unfortunate that Sheldon could not join them, followed by Raj's remarks exemplified below.

<u>Example 4</u>

Raj: It's <u>not the same</u> without him.

TT: มัน<u>ไม่เหมือนเดิม</u>เมื่อไม่มีเขา

BT: It's <u>not the same</u> when he is not present.

(S03, E08)

As can be seen, the given utterances are meant to show the pleasure of camping and sarcastically expressed to be a joke. That is, the underlined phrase suggests that camping without Sheldon is really enjoyable because if he had been there, he would have robbed the fun from them. However, the semantic barriers occurred where the special significance in the ST sarcasm was not perceived. With such unawareness, the phrase 'not the same' was rendered as "มันไม่เหมือนเดิม" (BT: not the same); regardless of the fact that the surface meaning remained intact, the connotative meaning and the effects of ST were lost. In order to reproduce them, the phrase could have been recaptured with "ไม่ครึกครื้น" (not joyful) as in "ขาดเชลดอนไม่ครึกครื้นเลย" (BT: Missing Sheldon is not joyful). Alternatively, "ไม่สนุก" (not fun) could be used to render the phrase as in "ไม่หนุกเลยเชลดอนไม่มา" (BT: It's not fun without him); "หนุก" /nuk/ is a product of sound reduction from "สนุก" /sanuk/ which is usually found in spoken language, so it could be used to render the spoken voice.

2. Cultural barriers

The findings showed that neglect or non-recognition of ST cultural phenomena could pose cultural barriers to rebuilding the effects of ST sarcasm and connotative meaning. In particular, the study found two intercultural factors impeding the translation of sarcasm, namely culture-specific expressions and allusions.

2.1 *Culture-specific expressions*

Culture-specific expressions posed the intercultural barriers for a translator to render the meaning as well as the effects of the ST sarcasm. Having them translated literally without recognizing their cultural connotations could end up distorting the meaning and effects.

In the next example, the dialogue is from one of the EP13 scenes where Sheldon is having a discussion with Leonard about the "mobster sauce" – a menu item misspelled from lobster sauce. In the earlier scenes, Sheldon disagrees with his friends' idea of the typographical error of such a menu item and mentions that the deceased mobsters are ingredients of the sauce. In this scene, he is retracting such an idea and agrees that the mobster sauce is a result of the typographical error.

<u>Example 5</u>

Leonard: What if they were mobsters who <u>slept with the fishes</u>?

TT: แล้วถ้าเป็นม็อบที่<u>นอนกับปลาล่ะ</u>

BT: What if it is a mob who <u>slept with the fish</u>?

(S03, E13)

Figure 4 Leonard is speaking to make fun of Sheldon's idea on the deceased mobsters in the sauce (From Lorre & Prady, 2009)

Leonard's question does not indicate his belief in the idea that the ingredients of the sauce are the killed mobsters; he is being sarcastic to make a joke about Sheldon's prior opinion, which he finds non-sensible. The underlined culture-specific expression became an intercultural barrier when it was translated literally because of failing to grasp the cultural connotations. In American culture, "sleep with the fishes" has a connotative meaning as "being killed and thrown into the river". Without identifying the connotations, the idiomatic expression 'sleep with the fishes' was translated literally "นอนกับปลา" (BT: sleep with a fish), creating a different meaning than intended in ST and resulting in a loss of connotations and effects. As a matter of fact, "ถูกถ่วงน้ำตาย" (to be drowned) is a Thai expression to produce the same meaning of the American counterpart. To retrieve the connotative meaning and effects, the utterances could have been rendered as in "แล้วถ้าทำจากพวกนักเลงที่ถูกถ่วงน้ำตายละ" (BT: What if it is made from the gangsters who were drowned?).

2.2 *Allusion*

In addition to specific expressions in each culture, allusions were other intercultural barriers surfacing in the English-Thai translation of sarcasm. In the translation, ignoring or failing to recognize the allusions in the utterances would cause distortion of the meaning, along with the effects, of the utterances.

The following example is a scene where Leonard, Howard and Raj are heading to Texas to apologize to Sheldon for their deception. In Texas, Raj who has an Indian background asks where the tumbleweeds and bars are because he imagines seeing Texas as in the Old West from the movies. Howard then makes a sarcastic statement to answer such a question.

Example 6

Howard: This neighborhood is more Texas Chainsaw Massacre.

TT: ย่านนี้ดูเหมือนสังหารหมู่เท็กซัสมากกว่า

BT: This area looks like Texas massacre.

(S03, E01)

Howard's response is based on the reference to the horror movie titled Texas Chainsaw Massacre screened in 1974 and 2003, which revolves around psychotic killers hunting five teenagers. Its plot portrays the creepiness of Texas, which Howard does not really mean. He only uses sarcasm to frighten and manipulate Raj. The comical allusion posed the intercultural problems when a translator was unable to grasp the reference and resorted to translating 'Texas Chainsaw Massacre' literally as in "สังหารหมู่เท็กซัส" (BT: Texas massacre), thus causing a loss in the connotations and effects of the ST sarcasm. The translation missed the significance of scary intended in ST. Even if this movie's Thai name "สิงหาสับ" (BT: Chopping August) had been adopted, it would not have made any difference because some audience members might not be familiar with this classic movie. To recreate the connotations and effects, the utterances could have been translated with the addition of the lexical item "ชวนขนหัวลุก" (hair-raising) and the substitution of the referenced movie with its generic term "หนังสยองขวัญ" (horror movie) as in "มัน<u>ชวนขนหัวลุก</u>เหมือน<u>หนังสยองขวัญ</u>มากกว่านะ" (BT: It's <u>hair-raising</u> like <u>the horror movie</u>).

In the next example, the dialogue takes place in the scene where Howard and Raj enter Leonard and Sheldon's apartment dressed in gothic fashion – black clothing, hair-styling and dark make-up. Having seen how they are dressed, Penny instantly asks them the question below.

<u>Example 7</u>
Penny: Oh, man, did <u>the KISS Army repeal 'don't ask, don't tell'</u>?
TT: อย่าบอกนะว่า<u>กองทัพคิสถอนตัว อย่าถามอย่าบอกด้วย</u>
BT: Don't say that <u>the KISS army quit. Don't ask, Don't tell.</u>
(S03, E03)

Figure 5 Penny's sarcastic question to insult and reproach their dress
(From Lorre & Prady, 2009)

Her question relies on the allusions to the fans of the American hard rock band KISS and of the United States policy "Don't ask, Don't tell". The former referent is made because Howard and Raj's dress is comparable to that of the KISS members, one of whom has been thought to be homosexual; it suggests that both of them are viewed homosexuals even if they are not. Meanwhile, the policy refers to the prohibition of those with either homosexual or bi-sexual identities from revealing their sexual identities while serving in the military services. Thus, Penny's question is whether Howard and Raj have finally come out of the closet, but in fact she knows they are not homosexuals. The sarcasm is meant to insult and complain about their dressing manner. The allusions became intercultural barriers when the translator could not understand the references and resorted to translating "KISS Army" and "Don't ask, Don't tell" literally as "กองทัพคิส" (BT: Kiss army) and "อย่าถาม อย่าบอกด้วย" (BT: Don't ask, don't tell) respectively, thus causing obscurity and a loss of the sarcastic effects. The translation of those phrases produced a different meaning which was not intended in ST and missed the implication of their homosexual appearance. To recapture the connotative meaning and effects, the modern Thai slang "แกรนด์โอเพนนิ่ง" (grand opening means 'come out of the closet' in a Thai sense) could have been adopted to render the connotation, while the band reference could have been omitted as in "ให้ตายสิเธอ <u>แกรนด์โอเพนนิ่ง</u>ซะที" (BT: Damn, you guys finally <u>grand-opened</u>/ came out of the closet).

All in all, there were both linguistic and cultural factors serving as barriers to the translation of sarcasm, including syntactic, lexical and semantic factors under linguistic aspects as well as culture-specific expressions and allusions under cultural ones. In each given example of the barriers, some translation strategies were applied to tackle those barriers, namely paraphrasing, cultural substitution/filtering and lexical addition. There is, however, no guarantee that the strategies exemplified in those cases are applicable to all cases; other cases facing the same barriers (as did this study) might need other strategies, depending on the context and connotations behind the utterances. Therefore, understanding the context and connotations could help a translator to choose suitable translation methods for overcoming those barriers and recapturing the intended sarcasm; otherwise, the translation could end up altering the meaning given by the original writers and thereby missing the significance.

4. Discussion and Conclusion

The findings on linguistic and cultural factors which could be barriers in this study are in line with those from prior studies. Similar to Tungtang's (2002) and Phimtan's studies (2011), syntactic and semantic aspects were the main factors affecting translation; using ST syntax and misinterpreting utterances led to opaqueness, semantic distortion and a loss of comical effects. The fact that allusions under intercultural factors were also found corresponds to Tungtang's findings; in her study, they were labeled as mockery of individuals or the media, categorized under social culture. It impeded the translation when such references were reduced to literal translation, which missed the humorous effects. The findings are also consonant with Phimtan's in that culture-specific expressions came from intercultural factors which could affect the translation; rendering them literally could jeopardize a loss of meaning and effects.

Despite such similarities, the findings of this study are not consistent with the aforementioned studies. Contrary to both studies, inclusion under lexical factors was found in this study; the reason might lie in the fact that the humorous instances in their samples did not contain any ST lexemes that might include multiple words of TT. Also, the study found allusions, whereas Phimtan's study (2011) did not; the possible explanation might be the rare use of allusions as humor in Phimtan's sample, *50 First Dates*.

As discussed, the overall findings indicate that the problems in translation of sarcasm can arise from 2 cases. The first case is where a translator can grasp the connotative meaning of sarcasm but cannot reconstruct the intended meaning as well as the effects, for he or she tends to heavily rely on ST and treat it as a written language. Doing so can lead to an unnatural translation which does not match the visuals, either. The translator is also struggling with lexical choices – wording. The other case is where a translator cannot recognize the connotations of sarcasm. As a result, he or she ends up rendering the literal meaning without the intended effect.

Above all, this study yields some insights into the linguistic and cultural barriers, if unaware or ignored, to the translation of sarcasm. It could raise a translator's attention when translating sarcasm on screen. Specifically, it could remind a translator, whether in dubbing or subtitling, to render the ST sarcasm in TT which should go with the visuals and the speaker's gesture. However, further studies are still needed for the translation of sarcasm in question. Future research should include a larger sample, so it can yield more reliable results. It might also focus on more than one television series or movie because doing so might show other factors which have not yet been found.

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3 ICLLCE 2015 42 Farahidatul Akmar Binti Awaludin

Are we Ready for Mobile Learning?: Validation Of Utaut Model

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ABSTRACT

Mobile technology is among the many commonly used technology for education and learning. It also both conversational technology and constructivist learning tool. Its interactive, collaborative and user-friendly features have transformed mobile technology into an effective tool for enhancing case-based teaching methods in the asynchronous nature of the online environment. This paper focuses on the investigation into the Diploma Applied Science students' acceptance level towards the incorporation of mobile learning (mLearning) in their formal English Language course. This study investigated the student populace's acceptance of the mobile technology through the Unified Theory of Acceptance and Use of Technology (UTAUT) framework. The survey questionnaires was designed based on UTAUT model to seek elaborative findings and was conducted on 100 Applied Science students of a Malaysian public university who were undergoing an English Language course. The findings indicated that the overall result on all the key constructs (based on UTAUT model) concluded that the students highly accepted mLearning as an intervention in facilitating their learning needs and they intended to use it. These findings justified the incorporation of mLearning as learning support to the students' language learning needs to improve their language competence and for the successful implementation of a learning solution.

Keywords : Mobile learning, (mlearning), Mobile Technology, Unified Theory of Acceptance and Use of Technology, (UTAUT), students acceptance

Introduction

Advances in mobile technologies have enabled educators to send instructional messages in flexible ways. With new technologies, including mobile computers, Pocket PCs, Apple iPhones, Android phones, and tablets, instructors and students can communicate through voice and image as well as text. Using mobile devices for educational purposes is becoming a common expectation of learners (Lan & Huang, 2012). For instance, Valk, Rashid, and Elder (2010) demonstrated how mobile phone-facilitated learning can give students in developing countries increased access to educational materials and services, particularly in rural and remote regions. In some previous studies on small displays (e.g., Chen et al., 2003; Maniar, Bennett, Hand, & Allan, 2008), small screen size was found to create cognitive disadvantages related to students' attention and visual perception (Kim & Kim, 2012). However, students have also reported wanting to have more options to make learning tools more convenient so they can study when and where they want to. Typically, the use of personal devices affords students' ownership of learning, which may Daesang Kim, Daniel Rueckert, Dong-Joong Kim, and Daeryong Seo lead to positive language learning experiences (Kukulska-Hulme, 2009).

However, the success of new technology introductions cannot be achieved if the students do not accept and use the technology. Technology acceptance is an active area of research where several models and theories have been proposed to understand the drivers of technology adoption. One of the most prominent models is the Unified Theory of Acceptance and Use of Technology (UTAUT).

Literature Review

UTAUT has been tested in several cultures and organizational contexts. Research on cross cultural validation of UTAUT includes a study on employees' acceptance and use of computers in Saudi (Al-Gahtani, Hubona, & Wang, 2007), Educational technology acceptance in Turkey (Göğüş, & Nistor, 2012), MP3 player and Internet banking in Korea (Im, Hong, & Kang, 2011), among others. Mixed support for the original UTAUT theory was found when UTAUT was applied in other cultural contexts which led some researchers to argue that UTAUT should be extended to include cultural constructs alongside the current constructs. Besides being tested in several cultures, UTAUT has also been tested in several organizational contexts, including health care organizations (e.g., Venkatesh, Sykes, & Zhang, 2011; Ifinedo, 2012), business organizations (e.g., Anderson & Schwager, 2004), government organizations (e.g., Zhan, Wang, & Xia, 2011), and Educational institutions (e.g., Birsch & Irvine 2009). There has been some research suggesting adding context specific constructs to UTAUT. For example, Vekatesh et al's (2012) paper on consumer acceptance and use of information technology suggests adding three constructs to UTAUT: hedonic motivation, price value, and habit, for the context of consumer technology use. Similarly, Sun, Bhattacherjee, and Ma (2009) suggested adding IT's perceived work compatibility to "fit the context of organizational work". However, there are still many contexts where the need for additional constructs in UTAUT has to be explored. This research focuses on students' acceptance and use of technology in their academic institutions in an attempt to compare the results with the original UTAUT findings and explore whether context specific constructs should be added to UTAUT, specifically, constructs related to students and the academic environment. Literature on technology in education have studied the effect of faculty and peer encouragement (Martins & Kellermanns, 2004), availability of technology (Chung, 2002), TOE (technological, organizational and environmental) factors (Mills, 2008), educational compatibility (Chen, 2011), among others on the acceptance, diffusion, use, or effectiveness of technology in higher-education institutions. These educational context specific constructs are not measured in the original UTAUT, which raises a question of whether UTAUT alone can be effectively used in a higher-education context to predict students' acceptance and use of technology.

Previous studies using UTAUT as a model to evaluate the user acceptance and use of technology in an educational institution, specifically higher-education institutions, have several purposes and methodological differences leading to different conclusions about the applicability of UTAUT in higher-education institutions. Of the studies that survey students in higher-education institutions, some studies test technologies that are not related to the academic environment. For example, Al- Awadhi and Morris (2008) surveyed university students about e-government services and reported that the findings are "consistent to some extent" (p. 9) with other similar studies, but indicating that using a sample of students might have caused some of the contradictions in results. Lin, Chan and Jin (2004) surveyed university students about instant messaging using a modified version of UTAUT. She reported that not all the results were consistent with the originating UTAUT study because the study was in a different environment. Although these studies use students as participants, they do not answer the question of whether the original UTAUT model is applicable in an educational setting. This research study is focused on technologies used by the students in courses for academic purposes.

The Second observation from the literature review related to the use of UTAUT in an educational environment is that some studies, survey students on technologies that are not newly introduced to them. For example, a study on educational technology acceptance using UTAUT (Gogus & Nistor, 2012) studied “the computer as a learning tool, with specific references to office software, information search on the internet, communication and interaction between internet users” (p. 398) which also includes email, discussion forums and chat. Another study by Marchewka, Liu and Kostiwa (2007) studied “students’ perceptions of using Blackboard®” (p. 103) when the students were already familiar with that technology and had been using it prior to the study. The authors reported that “the study did not find strong support for the UTAUT model” (p. 103). Despite the interesting findings and questions these studies provide, they do not follow the same methodology as the original UTAUT study with regards to the timing of the survey.

Research that studies a technology familiar to the students, contrary to the original UTAUT study, are not longitudinal studies that evaluate user acceptance over time; rather, they capture the users’ perception at one point only, well after the users’ acceptance or rejection decision. The original UTAUT study focuses on user acceptance of technologies that are newly introduced to capture the user’s first perception and how that perception changes with increased experience of using the technology. Consistent with the original UTAUT model, this study is examining new technologies that are introduced to the students and measures their first impression about it at the time of the training, and how their perception and adoption decision change over time.

Model of Acceptance as a Theoretical Framework

In their review of the eight prominent IT acceptance and motivation models, the authors of UTAUT found seven constructs to be significant direct determinants of acceptance and use of technology in one or more of the individual models. However, they found that three of these constructs (self-efficacy, anxiety, and attitude) do not have any direct effect on intention to use the technology, therefore, these constructs were dropped from UTAUT while the other four (performance expectancy, effort expectancy, social influence, and facilitating conditions) were kept. This study measures the seven original constructs to compare their influence on acceptance with the findings of UTAUT. Table 1 shows the definition of each of the aforementioned constructs as reported in the originating UTAUT study (Venkatesh et al., 2003).

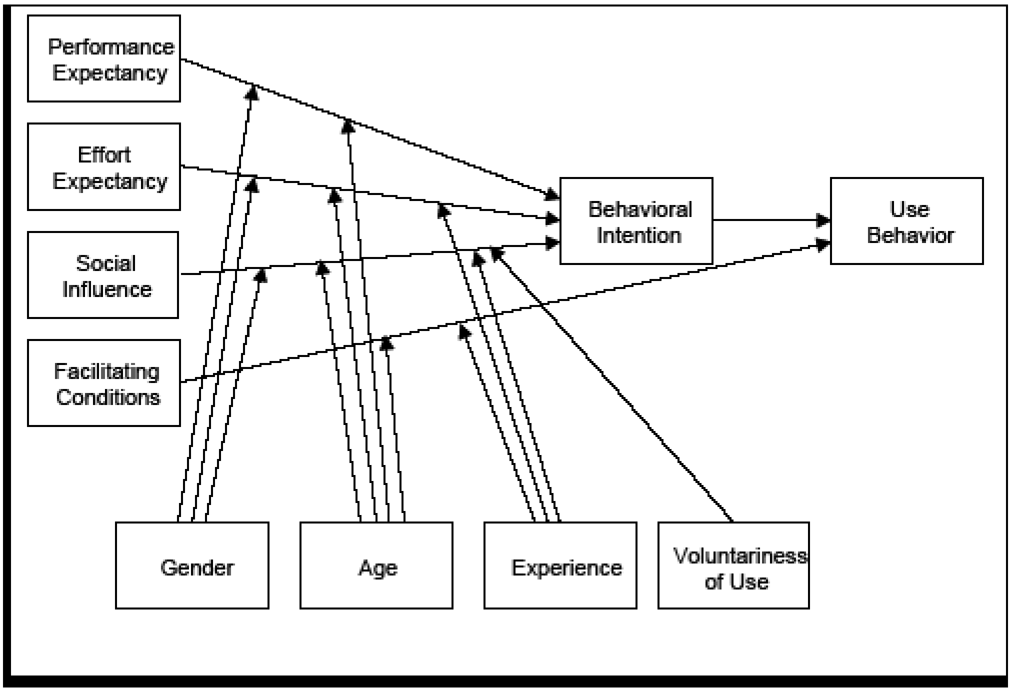

Figure 1: UTAUT Model

Performance Expectancy (PE). The degree to which an individual believes that using the system will help him or her to attain gains in job performance.

Effort Expectancy (EE). The degree of ease associated with the use of the system.

Social Influence (SI). The degree to which an individual perceives that important others believe he or she should use the new system.

Facilitating Conditions (FC). The degree to which an individual believes that an organizational and technical infrastructure exists to support use of the system.

Behavioural Intention (BI). The person's subjective probability that he or she will perform the behavior in question

UTAUT- Unified Theory of Acceptance and Use of Technology

Research Question

To what extend the Diploma Applied Science students' acceptance level towards the incorporation of mobile learning (mLearning) in their formal English Language course.

Methodology

This study was conducted at University Technology MARA, Tapah, Perak as a pilot study. One hundred questionnaires were administered and collected, containing 23 UTAUT survey questions and 9 demographic statements totaling 32 questions. The study shows that, 36% were male and 64% were female. The expectations are that the survey will provide evidence of the acceptance and use of mobile learning by the university students. The respondents are the Diploma Applied Science students. The survey tool presented modified questions based on UTAUT model.

In order to respond to the research question, the UTAUT model was used. The UTAUT model theorizes that four constructs have a significant determination on user acceptance of IT innovations (David, 1986; Venkatesh et al., 2003) as seen in Figure 1. By using SPSS version 19, the following results were derived:

Table 1(a)
Reliability Case Processing Summary

Cases	N	%
Valid	100	100.0
Excluded[a]	0	.0
Total	100	100.0

a. Listwise deletion based on all variables in the procedure.

Table 1(b)
Reliability Statistics

Cronbach's Alpha	N of Items
.786	23

Table 1(a) contains the measures of scale reliabilities for the constructs. Generally reliability numbers greater than 0.6 are considered acceptable in technology acceptance literature. (David, 1986; Zhang, Li, & Sun, 2006). As summarized in the Table 1(b), a reliability analysis was conducted, for the 23 items using Cronbach's Alpha. The UTAUT constructs appears to have a good degree of reliability of above .70.

Results and Discussions Descriptive Analysis

A Descriptive statistical analysis described in this section in order to provide a broad understanding of the students' view of mobile learning acceptance and use for teaching and learning. Participants were asked to rate their level of agreement with each statement or Question with appropriate responses on a five item Likert scale. Where (1) is "Strongly Disagree", (2) is "Disagree" (3) is "Neither Agree nor Disagree", (4) is "Agree", and (5) is "Strongly Agree".

Table 1
Performance Expectancy

(N= 100)

	Strongly Disagree	**Disagree**	**Neither Agree or Disagree**	**Agree**	**Strongly Agree**
Performance Expectancy	**1**	**2**	**3**	**4**	**5**
Q1 (PE1) I would find mobile learning useful in my learning.	0.0% (0)	0.0% (0)	10% (10)	49% (49)	42% (42)
Q2 (PE2) Using mobile learning enables me to accomplish learning	0.0% (0)	0.0% (0)	3% (3)	73% (73)	24% (24)

activities more quickly.					
Q3 (PE3) Using mobile learning increases my learning productivity.	0.0% (0)	0.0% (0)	21% (21)	50% 50)	30% (30)
Q4 (PE4) If I use mobile learning, I will increase my chances of getting a better grade.	0.0% (0)	0.3% (3)	18% (18)	48% (48)	30% (30)

Performance expectancy had a mean response of 4.32 and standard deviation of.665 for (PE1). The construct was significantly correlated with Behavioral Intention (BI) at the 0.05 level (2tailed). Responses to performance expectancy questions (Q1-Q4) are related to the extent an individual believes mobile technology helps them to accomplish their learning activities. The overall results of these series of questions associated to the perceived usefulness of mobile technology to the university students were positive. This implies that learning using mobile technology makes the task more easily accomplished, thereby making them more productive. The result of the survey shows that 86.5% agree. Hence this determines the level of expected adoption of mobile technology by the respondents. Among the four UTAUT constructs, performance expectancy exerted the strongest effect. Therefore, Performance expectancy is the most influential factor for the acceptance and use of mobile technology by the respondents. Based on questions Q1, Q2, and Q3, it showed that nobody disagree with the usefulness of mobile technology, thus the disagree rate is 0%. Hence, responses to Q4 have 78% agreeing and believing that using mobile technology in their studies would increase their chance of getting good grades.

Table 2
Effort Expectancy

(N= 100)

Effort Expectancy	1	2	3	4	5
Q5 (EE1) My interaction with mobile learning would be clear and understandable.	0.0% (0)	0.0% (0)	20% (20)	70% (70)	10% (10)
Q6 (EE2) It would be easy for me to become skillful at using mobile learning.	0.0% (0)	0.0% (0)	4% (4)	86% (86)	10% (10)
Q7 (EE3) I would find mobile learning easy to use.	0.0% (0)	0.0% (0)	28% (28)	66% (66)	6% (6)
Q8 (EE4) Learning to operate mobile learning is easy for me.	0.0% (0)	0.0% (0)	11% (11)	84% (84)	5% (5)

Effort expectancy construct had a mean response of 3.87 and standard deviation of .562. EE was significantly correlated with BI at the 0.01 level (2-tailed). Responses to effort expectancy questions (Q5-Q8) are related to how easy an individual believes the mobile technology is to use. Overall results for this series of questions were perceived as being positive with individual ability to easily use and understand the mobile technology, which are always user friendly. The result shows that, 84.3% agreed that they could use mobile technology. EE has the highest correlation with BI, all the constructs were significantly correlated with BI but the strongest correlation was Q6 (EE2), which states that : 'It would be easy for me to become skillful at using mobile learning.'

Table 3
Social Influences

(N= 100)

Social Influences	**1**	**2**	**3**	**4**	**5**
Q9 (SI1) People who influence my behavior will think that I should use mobile learning.	0.0% (0)	3% (3)	83% 83)	6% (6)	8% (8)
Q10 (SI2) People who are important to me will think that I should use mobile learning.	0.0% (0)	3% (3)	55% (55)	41% (41)	1% (1)
Q11 (SI3) The lecturers' have been helpful in the use of mobile learning.	0.0% (0)	4% (4)	10% 10)	65% (65)	21% (21)
Q12 (SI4) In general, my institution has supported the use of mobile learning.	0.0% (0)	2 % (2)	12% (12)	64% (64)	22% (22)

Social Influence had a mean of 3.03 and a standard deviation of .300. This construct was significantly correlated with BI with a correlation coefficient of .096. Responses to social influence questions (Q9-Q12) are related to whether or not important others' influence an individual's intention to use mobile technology. Overall results for this series of questions were perceived as being slightly positive with regard to personal and institutional support, and other's influence on their mobile technology use. Correspondingly, 57% agreed with these sentiments and 3% disagreeing with 40% neither agreeing nor disagreeing. In general, academicians would support the use of technology for teaching and learning. Q11 (SI3) had an over whelming positive response with 86%of the respondents "agree" or "strongly agree".

Table 4
Facilitating Conditions

(N= 100)

Facilitating Conditions	1	2	3	4	5
Q13 (FC1) I have the resources necessary to use mobile learning	0.0% (0)	8% (3)	12% (83)	80% (80)	0% (0)
Q14(FC2) I have the knowledge necessary to use mobile learning	0.0% (0)	0.0% (0)	8% (8)	90% (90)	2% (2)
Q15(FC3) The technology did not match the mobile technology I operate	0.0% (0)	80% (80)	16% (16)	4% (4)	0.0% (0)
Q16(FC4) A specific person or group is available for assistance with mobile learning difficulties.	8% (8)	5% (5)	35% (35)	52% (52)	0.0% (0)
Q17 (FC5) I could finish the work of mobile learning ... when nobody is available to assist.	0.0% (0)	8% (8)	92% (92)	0.0% (0)	0.0% (0)
Q18(FC6) I could complete the job or task using the mobile technology …if I could call someone for help if I got stuck	0.0% (0)	0.0% (0)	14% (14)	58% (58)	28% (28)
Q19 (FC7) I can finish the work with mobile technology if I have enough time.	0.0% (0)	0.0% (0)	9% (9)	56% (56)	35% (35)
Q20 (FC8) I could complete the job or task using the ICT ...if I had just built-in help facility for assistance	0.0% (0)	0.0% (0)	34% (34)	60% (60)	6% (6)

Facilitating Condition had a mean of 3.75 and standard deviation of .592. FC was significantly correlated with BI at the 0.05 level (2-tailed). Responses to facilitating condition questions (Q13-Q20) asks if individual's have the personal knowledge and institutional resources available to use mobile learning. Overall results for this series of questions were perceived as being slightly positive with respondents stating that they possess the knowledge to use mobile learning and that their institution's have a support structure available to users, should they need assistance. There was one exception regarding the negative wording of Q15 that will require reverse scoring for this item to get a true indication of the responses. As a result 58.9% agree with these sentiments and 13.5% disagree while 27.5% neither agreeing nor disagreeing. Q17(FC5) had a negative result, probably the question need to be reframe to be clearly understood.

Table 5
Behavioral Intention

(N= 100)

Behavioral Intention	1	2	3	4	5
Q21 (BI1) I intend to use mobile learning in the next 12 months.	0.0% (0)	0.0% (0)	67% (67)	33% (33)	0.0% (0)
Q22(BI2) I predict I would use mobile learning in the next 12 months.	0.0% (0)	3% (3)	56% (56)	41% (41)	0.0% (0)
Q23(BI3) I plan to use mobile learning in the next 12 months.	0.0% (0)	0.0% (0)	58% (58)	42% (42)	0.0% (0)

Behavioral Intention had a mean of 3.31 and standard deviation of .465. Responses for behavioral intention questions (Q21-Q23), is aligned with the theoretical relationship between several technology acceptance and use models incorporating intention to use a given technology with the actual usage of that technology. Thus, if a person's intention is to use mobile learning, it is theorized that they will likely do so as intention is a good predictor of usage. The overall results for this series of questions were perceived as being negatively responded to, as 38.7% agreed that they intend to use ICT within the next 12 months and only 1% stated that they did not intend to use ICT with 60.3% neither agreeing nor disagreeing that they intended to use ICT. The prominent fact in this group is that the disagreeing rate is extremely very low that is 1% and that of “neither agree nor disagree is very high which is 60.3%. When we consider the responses on Behavioral Intention for all the three items, less than half of the participants responded “agree” or “strongly agree” to the statement, thus we have 33%, 41% and 42% respectively for Q21, Q22, and Q23. These results indicate that the majority of the participants are not quite confident of their intention to use mobile technology. Therefore, 60.3% of participants responding to “neither agreeing nor disagreeing” that they intended to use mobile technology in their learning.

Conclusion

A number of studies have shown that mobile learning has the ability to reshape the quality of teaching and learning in Higher Education Institutions if accepted and used by the students. A pilot study was conducted at University Technology MARA, Tapah to verify the research question of the study. It was discovered that among the four UTAUT constructs, performance expectancy exerted the strongest effect. Therefore, Performance expectancy is the most influential factor for the acceptance and use of mobile technology by the respondents. Recommendations were made that, all academicians of the should undertake mandatory training and retraining on mobile learning courses. As to provide them with practical and functional knowledge of computer, internet and associated areas of mobile technology for improved effectiveness and efficiency. The government should develop ICT policies and practices that would support lecturers in their academic work and students in their learning. Mobile technology tools should be made more accessible to both academic staff and students.

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3 ICLICE 2015 45 Ahmad Abdullahi Ibrahim

Bagdadi Method and Tahfiz Students' Intrinsic Motivation toward Reading Qur'an: A Case Study of Sekola Dar-Al Muhibbeen Kuala Lumpur

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ABSTRACT

This study aims to explore the impact of the adoption of Bagdadi method on tahfiz students' intrinsic motivation and their ability to master Qur'an recitation. To achieve the aim, the researcher purposively selected and interviewed a number of tahfiz teachers and students from Sekola Dar-Al Muhibbeen, Kuala Lumpur to examine how learning by Bagdadi method influence students' intrinsic motivation. Besides that, non participant observations were conducted to ensure the trustworthiness of the data. The data were collected, transcribed, coded and separated, and then analyzed using inductive analysis model. The findings show that the use of Bagdadi intrinsically motivates tahfiz students to learn reading Qur'an; enable them to read Qur'an within one month especially those with good psychomotor skills and students perceive learning with Bagdadi is easy and funny as it gives them happiness and enjoyment in the classroom. Finally, this research helps tahfiz teachers in boosting up their interest to use Bagdadi in their teaching.

Keywords: Bagdadi Method, intrinsic motivation, tahfiz students.

INTRODUCTION

Learning and reading Qur'an is not only rewarded through reciting in front of a teacher. The word Qur'an reflects "recitation" of which Grahar (1987) in Tirri (2010) refers as per formative and instructive sense. Thus the recitation of Qur'an encompasses not only an act of reading but also is a worship that results aesthetic enjoyment. In the modern technology era, instructional technology (IT) can be used to assert in reading Qur'an for the impaired learners using Braille, Digital Qur'an and other devices for the flexibility of learning Qur'an. Bagdadi is one of the recent methods used by teachers to teach tahfiz students how to read Qur'an. Tahfiz students are referred to a group of students who have the goal to memorize the whole Qur'an by the use of Bagdadi method as the initial stage of learning to read and recognize the phrase and verses of Qur'an faster. The method involves the use of a dry wooden stick for knocking on tables while pronouncing each of the Qur'an or Arabic alphabets (like ا ب ت ث) or words (like ذهب, كتاب). The knocking should correspond students' pronunciations of the Qur'anic letters and words.

Before the advent of Bagdadi method, Iqra'a and Muqaddam method are used for teaching tahfiz students. The methods are traditional in nature which is more in behaviorist instructional strategies in which teacher control almost all learning activities in other words, teacher catered method. However, among the disadvantages of the method is lack of students' interest and motivation in learning (Smaldino & Lowther, 2007). Thus, Bagdadi Methods is seen as an alternative to those methods.

Many studies were conducted on the impact of the use of technology in teaching Qur'an on students learning satisfaction and motivation. For instance, a research was conducted on learning of Qur'an (Ta'allum Al-Qur'an) in multimedia by Alias (2005). The researcher investigated on students' satisfaction in their learning through the multimedia. Moreover, other previous studies in learning Qur'an were formed on using graphical user interface for virtually improved users (Razaly, 2010); and interactive multimedia learning of Al-Qur'an (Nor Feaza, 2006). Another researcher focuses on objectivism teaching theory in teaching tajweed (Abdu Hameed, 2010). However, there is still lacking on the research on the use of low cost instructional materials like the use stick as in Bagdadi Method on tahfiz students' motivation and on their ability to read Qur'an at ease.

Motivation and interest play important roles in students' learning. The assumption that: Instructional Technology (IT) increases students' motivation is seen in many arguments for why IT should be used in schools. It is common to say that students are more motivated when they learn by using IT. They found the lesson more pleasant, more attractive and more motivating to study with technological tools than with traditional means (Paul, 2002). Therefore, it is important for teachers to consider instructional materials in order to sustain motivation in learning.

On the other hand, there are researchers that indicate the influence of motivation on students' achievement sand learning especially intrinsic motivation. For instance, Seafullah, (2012) pointed out that students with intrinsic motivation keep in reading materials more deeply, achieve a higher grade, and show more persistence in learning. Moreover, Passey, and Rogers (2004) claimed that intrinsic motivation predicts positive effects on students' achievements.

Thus, when tahfiz students become intrinsically motivated in their learning on how to read and memorize Qur'an, without doubt they will achieve their optimum goal of memorizing the Holy Qur'an within a short period.

Research questions

1- How does learning with Bagdadi intrinsically motivate tahfiz students to read Qur'an?
2- For how long do tahfiz students use Bagdadi to enable them to read Qur'an?
3- What are the attitudes of tahfiz teachers and students toward the use of Bagdadi Method

Research Method And Data Collection

This qualitative research explored the tahfiz students' motivation in their learning with Bagdadi and instructional strategies followed by tahfiz teachers in teaching their students. The methodology affords the opportunity to experience people involved in the study and gain more understanding of the school (Hatch, 2002). A qualitative approach is appropriate in a study that requires a detailed understanding, or the situation needs exposition (Yin, 2009). According to Cresswell (2007), qualitative researchers, study activities in their natural settings and describe the experience using participants, perspectives. Case study was an appropriate choice by the researcher; it provides a detail perspective of the participants, and their experiences in the involvement of the schools. Case study paradigm allows for the in-depth exploration and provides opportunity to gather information about school activities in natural settings. The case study gains clear perspective through interviews and observations of both tahfiz teachers' and students' activities in Dar al-Muhibbeen school.

Participants of The Study

The participants of this study consisted of 15 tahfiz students, and 5 teachers. The participants were purposive selected based on their ability to provide adequate information required by the researcher. According to Fraenkel and Wallen (2006) qualitative researchers mostly engage themselves into purposive sampling as they feel it yield the best understanding of what they are studying. Creswell (2012) reported that: purposive sampling is the best to assist the researcher to discover, gain insight, and have an in depth understanding of the school through the perspective of the participant.

The criteria of participant selection included the purpose of the study, and the precision of the study. The strategy of students' selection was based on the consensus with the teachers, because they are more aware of the students' strengths and weaknesses. Moreover, students' selection was diverse in demographic information, which was consisted of age, gender, and class. On the other hand, the selection of the teachers was particularly based on those teach the subject.

Research Instruments

The research is a qualitative research; there are several instruments of data collection in qualitative research method; such as interview, observation, text analysis and documentary analysis. Janesick (2004) stated that the collection of data must be thorough, relevant, and triangulated to produce sufficient evidence on the issue explored. Hatch (2002) also reported that researcher should endeavor to obtain data that will answer their research question. Therefore, observation and interview were the techniques used to triangulate data collection for the present study.

Observation

Observation is defined as the process by which facts became data (Johnson, & Christensen, 2012). They are also in the opinion that observational research is the systematic process of recording the behavioral patterns of people, objects, and occurrences without questioning or communicating with them. Observation can lead to deeper understanding than interviews alone, because it provides knowledge of the context in which events occur, and may enable the researcher to see things that participant themselves are not aware of, or that they are unwilling to discuss (Cohen, Manion,, & Morrison, 2011).

Therefore, the researcher conducted two nonparticipant observations in different classes with different teachers. According to Freankel and Wallen (2005) there are two types of research observation: participant and nonparticipant observation. The first one is an observation of some social event, that proceed and follow it and explanation of its meaning comes by the participant and spectators before, during and after its occurrence. While the latter, deals with the nonparticipation of the researcher in the event to be observed (Cohen, Manion, & Morrison, 2011).

The nonparticipant observations conducted by the researcher were based on Skinner and Belmont (1993) theory of intrinsic motivation and Gagne's nine events of instructions. Namely, the researcher observed students' intrinsic motivation based on their interest, enjoyment and effort to learn when they learn by Bagdadi method, and the teachers' teaching strategies based on the nine events, to see how they applied such events in the classroom.

The researcher quietly sat at the back of the classroom to observe students' activities in the class without involving himself in the activities. The main objective of this observation was to observe students' intrinsic motivation based on Skinner and Belmont (1993) and to observe teachers' strategies of teaching either the teachers follow Gagne's nine events of instructions or not.

The researcher negotiated with teachers about the schedules of the observation. Moreover, he informed the students what he would do before the observation took place. The researcher observed each classroom for a whole class period (30 minutes) to capture the whole learning activities at the class. The researcher was assisted by another friend. Both of us quietly left the classroom after each observation. The medium of instruction of teaching students was Malay, and the researcher does not understand Malay. Thus, the researcher was helped by his colleague who explained him what was going in the classroom.

Observation is one of the qualitative research instruments when it "(1) serves a formulated research purpose, (2) is planned deliberately, (3) is recorded systematically, and (4) is subjected to checks and controls on validity and reliability" (Cohen, Manion, & Morrison, 2011).

Interview

Another technique used by the researcher to collect data in this study was interview, which is probably the most common form of data collection in qualitative studies in education and it relies on human experience (Lichman, 2008).The most common form of interview is the person to person encounter in which one person elicits information from another. Group or collective formats can also be used to obtain data, but group interview need to account for group processes, a topic beyond the scope of this discussion (Cresswell, 2012). However, both person to person and group interview can be defined as a conversation but a "*conversation with a purpose*" (Cohen, Manion,, & Morrison, 2011)The main purpose of an interview is to obtain a special kind of information. The researcher wants to find out what is "in and on someone else's mind" (Patton, 1990).

Therefore, the researcher interviewed two teachers and five students independently for this study with the interview protocol as mentioned by Litchman (2009). The purpose of the interview was to ascertain participants' thoughts, attitudes and experiences on the Bagdadi method of teaching. The researcher developed semi structured interview questions based on the theoretical framework of intrinsic motivation and instructional strategies.

The interview questions for research question one were developed based on intrinsic motivation theory by Skinner and Belmont (1993). This was to examine tahfz students' interest, enjoyment, and persistence in learning. The interview questions for research question four were based on Gagne's nine events of instructions. Whereas the interview question for research question two and five were not based on theory. Instead the responses merely used to explore the usage of Bagdadi among tahfiz students as well as the problems the teachers face while using Bagdadi, followed by offering possible solutions to the problems. Semi structured interview were used to get response from the participants of the study.

The semi structured interview questions were different for teachers and students due to the appropriate use of language. The researcher interviewed teachers at the head master's office during school break depending on the convenience of the teachers. One of the teachers was interviewed in Arabic language while the other one was interviewed in English language.

The interview for the teachers lasted approximately 25 minutes. However, the researcher interviewed students at the headmaster's office on the following day. The students were interviewed in Malay. The researcher asked the students in English and the researcher's Malay colleague was translating the questions to Malay, thus, the students can understand the questions. Then the students responded in Malay at the same time the researcher's colleague again was translating students' responses to English to the researcher. The interview lasted approximately 8 minutes for each student. However, the interview was recorded in Audio Recorder namely MP4.

The first part of the interview was about demographic information of tahfiz teachers which includes age, gender, teaching experience, marital status and teacher's position in the school. On the other hand, demographic information for students was based on age, gender and class level.

According to Cresswell (2007), interview is the best technique to use when conducting intensive case studies of a few selected individuals. The decision to use interviewing as a primary mode of data collection should be based on the best way to get it. Dexter (1970) summarized when to use interviewing. Interviewing is the preferred tactic of data collection when it will get better data.

Findings And Discussion

Learning with Bagdadi Intrinsically Motivate Tahfiz Students to Learn Reading Qur'an

The finding of this research revealed that using Bagdadi in teaching tahfiz students to read Qur'an intrinsically motivate them to learn. This is because Bagdadi method has some features such as the use of sticks, play time and group activities that make students enjoyed, interested and to make more effort in learning compared to other traditional methods such Iqra'a and Muqaddam methods. One of the respondents said:

> "Yes I used to be very interested anxious to learn by Bagdadi especially when we were divided into groups, each group was asked to do something, each group became very committed to accomplish such task before the other group. This raised our interest to learn more"
> "What makes me happy and fun when learning with Bagdadi is play times and it gives me chance to interact with my friend during the lesson"

Another student says

> ...play times, such as knocking with stick on a small plat of wood, sometime the harmless beat on my mates' back instead of using stick makes me enjoy my learning

Furthermore, responses from tahfiz teachers also support the students' responses that the use of Bagdadi method in teaching intrinsically motivates students. One of the teachers says:

> I think Bagdadi method motivate the students, because, firstly, the system itself is an easy system. I mean just students need to read Qur'an, and a set of stick to make a sound according to letters they pronounce. Secondly, the method is innovative, in the sense that no one has done this before. So, it is new to students and it is easy. Thus the students get it fast. The third reason is that the method is systematic, and it has a structure. For example, you learn the Arabic letter first then move to HARAKAT up to certain technicalities of Tajweed like Madd and so on

This might indicate the benefit of Bagdadi in teaching tahfiz students. From this finding it revealed that Bagdadi integrated three different pedagogical method of teaching (drill and practice, cooperative learning and games). Each of the pedagogies is related one theory of the three learning theories; behaviorism and cognitivist respectively. **Drill and Practice:** is the act of rehearsing a behavior over and over, or engaging students in an activity again and again for the purpose of improving or mastering it, as people use to say "practice makes perfect" (Newby et al, 1996). According to Smaldino (1996) drill and practice method can be defined as behaviorist ranged technique in which students are given the same materials repeatedly until they master it. By referring this definition to the application of Bagdadi, the researcher found that tahfiz students practice the knock of sticks several times in order to master its cooperation to their sound of Qur'an words. For instance tahfiz students use one knock of stick for pronouncing letter like "ب,س, ل" two knocks for words like ,رب," "با, قو three knocks for the words like "جاء, بسم, نصر" and so forth. Students at the first stage of practice used to make mistake but gradually they perfect it.

In drill and practice as well as Bagdadi, learners are led through a series of practice exercises designed to increase fluency in a new skill or to refresh an existing one. To be effective drill and practice exercise include corrective feedback to correct errors that learners might make along the way.

Cooperative Learning: is a grouping strategy in which students work to gather to benefit from each other's learning potentials (Killen, 2009). In reference to Bagdadi,tahfiz teachers used to divide the students into groups of three to four students for each group. Students in each group were re-practicing what they have learned and helping each other in form of group. This finding supports the claim that students learn from each other when they as a project in a team (Arends, 2001).This consume a lot of time, also teacher needs to be very careful, if not, the students will do something else rather than the work assigned to them by the teacher.

Based on the discussion it can be concluded that learning with Bagdadi as an IT intrinsically motivates tahfiz student to learn. This finding supports the finding of Cox (1997) on his own effective classroom pedagogy using IT in primary school. The responses from students in the research include: the use of IT increases students' commitment to the learning task and enhances their interest, sense of achievements in learning, and their self-esteem. Moreover, Bagdadi promote students-students interaction (cooperative learning) and teachers-students interaction. This also supports a report made by Barron and Orwing (1997) that introducing instructional Technology (IT) into the learning environment make learning more students-centered, it encourage cooperative learning, and increases teachers-students interactions.

Length of Time Taking by Tahfiz Students to Read Qur'an ThroughBagdadi Method

The finding of this study clearly revealed the advantage of the use of Bagdadi is that it enables tahfiz students to learn how to read Qur'an within one month, especially for students who have good motor skills ability. This is because the school offers the subject every school day. One of the students stated

"I have learnt how to read Qur'an with Bagdadi method within a month."

However, some students whose motor skills ability is weak it takes them two months before they learn how to read Qur'an through Bagdadi. One of those students says:

> "I learned how to read Qur'an by Bagdadi in two months" then the researcher asked the students "why it took more time unlike your mates?" the student replied that " I cannot easily use sticks and pronounce words at the same timey, so it takes me longer time before I mastered".

This indicates Bagdadi is more appropriate to kinesthetic learners though auditory and visual learners can also learn effectively by Bagdadi. Holzberge, (1994) believed that using IT in teaching allows learners with different learning style to assimilate and apply knowledge. Kinesthetic learners do best when they learn by movement and touching. Thus, Bagdadi partially is about students' movement when learning to read Qur'an. This shows the accuracy of Bagdadi with tahfiz students whose age between 7 to 10 years, as mentioned by teaching by movement is more preferable for grade 4 to 8 students.

Tahfiz Teachers' and Students' Perception toward Bagdadi

The data also revealed that both tahfiz teachers and students have positive perception on Bagdadi. Tahfiz students perceive that learning by Bagdadi makes learning easy and funny, and it gives them happiness and enjoyment in the classroom.For this reason the students do not feel tired to learn. Regarding this one of the students said: *"Bagdadi is easy to me"*Another one stated that: *"Bagdadi makes me happy in the class"*

On the other hand, few students have negative attitudes toward using Bagdadi in the classroom. Their perception is that Bagdadi is very difficult to operate, as one of the students reported that: *"It is very difficult to use"*. This is due to the poor motor skills of the students.

Tahfiz teachers' perception on Bagdadi is that: Bagdadi is an interesting and it helps them to achieve their instructional objectives easily. Moreover, they also perceived that Bagdadi helps them to gain students' and maintain students' attention throughput the lesson.

> Bagdadi method is an easier way of teaching young tahfiz students how to read Qur'an in an effective way. Because it is suitable for their level of learning which needs plays and innovative activities, for example we are in the era of technology development young students are exposed with many technological tools for their enjoyment. Therefore, if we do not use tactical method (like Bagdadi) in teaching.

This result can be attributed to benefit of Bagdadi in both tahfiz teachers' and students perception.

Conclusion and Recommendation for Further Research

Using Bagdadi method in teaching tahfiz students to read Qur'an intrinsically motivate them to learn. This is because Bagdadi method has some features such as use of sticks, play time and group activities that make students to be enjoyed, interested and to make more effort in learning. Unlike other traditional methods such Iqra'a and Muqaddam method, which negatively affect students' motivation to learn due to their stagnation and lack of innovativeness. One of the advantages of Bagdadi is that it enables tahfiz students to read Qur'an within one month, especially for students who have good motor skills.

The data also revealed that both tahfiz teachers and students have positive perception on Bagdadi. Tahfiz students perceive that learning by Bagdadi is easy and funny, and it gives them happiness and enjoyment in the classroom. Tahfiz teachers' perception on Bagdadi is that: Bagdadi is an interesting and easier way of enabling students to read Qur'an. They also perceived that Bagdadi helps them to gain students' attention and to achieve their teaching objectives attractively.

Despite the advantages of Bagdadi revealed by the data, yet there are some obstacles militating against the use of Bagdadi. Therefore, there is need for further research to findout the challenges faced by both tahfiz teachers and students when using bagdadi in teaching and learning respectively.

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Community of Inquiry' Method and ESL Learners' Speaking skill

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ABSTRACT

The research explored the effects of 'Community of Inquiry' (COI) method on the elementary school students' speaking skill. The participants comprised of twenty five ESL learners of beginner and pre-intermediate level at a private school in Kuala Lumpur. The sample included four male and three female students in grade five. Qualitative research method was used to investigate learners' use of spoken English during the COI discussions. Seven sessions, lasting one hour each were video-taped and analyzed using content analysis, focusing upon Facione's (2006) six critical thinking skills, namely: interpretation, analysis, explanation, evaluation, inference and self-regulation. The findings showed that through cooperation and imitation, five of the six critical thinking skills were practiced by students with the exception of 'self-regulation'. Moreover, specific grammar and vocabulary items were prevalent in learners' speaking. For example: the First Conditional was used to offer solutions and alternatives; Present Simple was employed when defining concepts or stating facts; and Past Simple was used when students narrated their experiences to explain or support ideas and opinions. It is clear that COI provides valuable opportunities for students to express themselves and practice their listening and speaking skills. As such, it represents a good method for introduction into mainstream Malaysian public schools, especially ESL.

Key words: Community of Inquiry, ESL, Speaking skills

Introduction

In Malaysia, English is considered a Second language (ESL) as it is used widely alongside the Malay language in official matters, such as law, education, government, business and the media. English is also a pre-requisite for entry into Malaysian universities being one of the main languages of instruction for higher education. At various points of time, Malaysia has employed measures to promote English language in its educational settings towards attaining developed-nation status. One of these efforts includes the 1996 Education Act that further reaffirmed the role of English. Another more recent policy entitled

'*Memertabatkan Bahasa Melayu Memperkukuhkan Bahasa Inggeris'* (*MBMMB*I) sought to strengthen Malaysians mastery of English language so that they could study and explore various fields to compete globally (Yamat, Fisher and Rich, 2014). A reflection of the importance given to English by the Malaysian Ministry Education is its statement that, "In keeping with the National Education Policy, English is taught as a second language in all government-assisted schools in the country at both the primary and secondary levels of schooling" (KPM, 1995, p. 1 as cited by Yamat, Fisher and Rich, 2014). However, Nunan (2003) maintains that studies looking at the impact of English on language policies in Asian countries shows a deterioration of standards of English among Malaysians which could hinder the national aspiration to become a developed nation by 2020. This decrease in Malaysian students' English language proficiency calls for an investigation into the possibility of finding new methods and strategies for teaching that promote fluency and confidence among students, particularly in the productive skills of speaking and listening.

A new approach

The literature is rich with methods and approaches that reflect the changes that have taken place over the years in TESL teaching due to changes in the theories about second language learning and language acquisition. Familiar names such as: 'Grammar Translation Method', 'Audio-lingual Method', 'Direct Method', Content-based Instruction and more recently 'Communicative Language Teaching' and 'Task-based-learning' represent these developments in theory and practice of TESL. The latter approaches show the trend towards 'constructivism' and 'learner-centeredness' that was missing from earlier, more traditional methods. In line with these changes, the researchers sought to find a different approach that offers ESL cognitive engagement by means of social-constructivism a. To this end, a pedagogy called 'Community of Inquiry' (COI) was employed by the researchers who recognized its potential to promote the active participation and critical thinking skills using stories and philosophical discussions, as will be seen. However, COI has so far only been used or studied with first language learners and so the challenge was to implement the approach with second language learners.

Social-Constructivism

The theoretical framework that underpins this study is largely derived from the Vygotskian social constructivism theory. Vygotsky conceived learning as a culturally embedded and socially meditated process in which discourse plays a primary role in the creation and acquisition of shared meaning making (Murphy et al., 2009, p.741). According to constructivism, 'individuals create or construct their own understandings or knowledge through the interaction of what they already know and believe and the ideas, events and activities with which they came into contact' (Richardson, 1997, cited in Abdal Haqq, 1998, p.2).

In a constructivist learning environment, according to Murphy et al. (2009), children develop reading skills and abilities through authentic participation in a literacy-rich environment and are apprenticed into the literate community by more knowledgeable others (e.g., parents, teachers, or more capable peers). Learning activities in constructivist settings are characterized by active engagement, inquiry, problem solving and collaboration. 'Rather than a dispenser of knowledge, the teacher is a guide, facilitator and co-explorer who encourages learners to question, challenge and formulate their own ideas, opinions and conclusions' (Abdal Haqq, 1998, p.2).

Community of Inquiry and Language Learning

Community of inquiry is a social constructivist method that aims to engage the participants, both teacher and students in collaborating with each other in discussion to grow in understanding of the world around them, forming a community of inquiry. The COI model has been shown to be very effective at engaging students in learning and exploring ideas, improving critical thinking skills, affective skills and collaborative skills (Pardales and Girod, 2006). A study by Millett and Tapper (2011) discussed collaborative philosophical inquiry and concluded that collaborative philosophical inquiry has a marked positive effects on schooling and thinking skills; and schooling, socialization and values of students. The paper suggests that available empirical evidence is strong enough to warrant implementing collaborative philosophical inquiry as part of a long-term policy.

In a study involving COI and second language learning, Abdul Shakour Preece (2013) employed COI with 'thinking stories' to engage intermediate level, ESL learners at a tertiary institution in Kuala Lumpur, Malaysia. The findings revealed that COI has great potential for improving listening, speaking, reading and writing skills in a holistic way; however the study concluded that more information is needed about the kinds of language that is used by second language learners who are exposed to COI.

Research has shown the advantages of COI for ESL, such as: 1) intrinsic motivation for students; 2) genuine interaction through 'inquiry dialogue'; 3) learners-centeredness and social-constructivism; and 4) holistic practice of all four language skills. There is therefore a need to explore further the effects of COI on ESL learners' speaking skill and to identify exactly what kind of language is being produced in terms of grammar, vocabulary and critical thinking skills.

The study sought to answer the following three research questions:

1) Which are the main critical thinking skills used by ESL learners when speaking in a community of inquiry?

2) What are the effects of COI critical thinking skills on ESL learners' spoken grammar?
3) What are the effects of COI critical thinking skills on ESL learners' spoken vocabulary?

Research Method

Research Design

The present study adopted a case study design which is form a qualitative research method involving in-depth, contextual analysis of a situation or setting to gain information usually about a small group of participants; seeking to increase understanding about particular issue or problem, with reduced generalizability Patton (1990); Sekaran & Bougie (2010); Leedy & Ormrod (2005), Qualitative method often addresses questions about people's ways of interacting, organizing or relating in order to answer the why and how of human behavior, opinion, about experiences or information that is difficult to obtain through more quantitatively-oriented methods of data collection.

Setting

The research was conducted in a private Malaysian, primary school in Gombak that adopts the Malaysian national curriculum and public examination system. Most of the teachers, staff and students are Malaysian.

Participants

A purposeful sampling procedure is used in qualitative research to gain accurate, information-rich, in-depth data about case studies (Patton, 1990). In this study, the sample consisted of twenty five Grade 5, elementary school pupils who were studying ESL on a regular school time-table. All the pupils were Malay.

Data collection

Data collection took the form of audio and video recordings for each COI session. The sessions lasted for one hour and there was a total of seven sessions, spread over seven weeks. The same participants were maintained for the entire duration of the program.

Data Analysis

Facione's (2013) critical thinking skills were used to outline good thinking that is opposite to irrational and illogical thinking. The six categories are: interpretation, analysis, evaluation, inference, explanation and self-regulation and were used as a basis for organizing and analyzing the data of the study i.e. the researchers identified which critical thinking skills were being used by learners in the COI discussions, and then looked for patterns or themes in the language used, in terms of vocabulary and grammar

Findings and Discussion

The analysis of the data from the recordings of the COI sessions revealed which critical thinking skills students were using and the language associated with these.

Critical Thinking Skills

The findings showed that five of the main critical thinking skills ware used by students in their speaking during discussions, with students being able to interpret concepts, analyze issues, evaluate ideas, explain concepts and infer from statements. A summary of the main critical thinking skills along with their relevant sub-skills can be seen in Table 1 below.

Table 1

Critical Thinking Skills And Sub-Skills

Critical Thinking Skills	Sub-skills
1-Interpretation	a-Categorize
	b-Clarify meanings
2-Analysis	c-Examine ideas, reasons and expressions
	d-Identify arguments, assumptions and beliefs
3-Explanation	e-Present arguments, ideas and explanation
4-Evaluation	f-Compare against area
5-Inference	g-Drawing conclusions

Table 2

Common Vocabulary & Language Functions in COI Discussions

Key Vocabulary	Functions	Story topics
I think	(1) Expressing opinion,	
For example, like	(2) Providing examples.	Mira and God
Because, that's why	(3) Reasoning,	Kimmie
Maybe	(4) Expressing likelihood or doubt	The Five Senses
I mean	(5) Providing more explanation	Three poor boys
Actually	(6) Expressing emphasis	Picky princess
If	(7) Conditional statement	The fairest teacher
I guess	(8) Expressing possibility	The good harvest

Table 2 shows the most commonly used vocabulary and functions across the sessions with students using certain words to: express opinions, give examples, call others attention to reason or to express possibility, condition or lay emphasis. Examples of these expressions are: *I think, like, because, for example, imagine, actually, if and I guess*.

Critical thinking skills and spoken language

According to the analysis of the data, students in COI used various kinds of words to express ideas during discussions. It was found that students engaged in critical thinking skills to analyze, explain, express, argue, evaluate and judge each others' opinions (See Table 3 below).

It was also found that students made use of various kinds of grammatical structures to perform the critical thinking skills, such as: *present tense, past tense, conditional, adverbials, adjectives, prepositions and exclamations.* These show that students were attempting to clarify and provide explanations and meaning to what they were saying i.e. they were interpreting, explaining, analyzing assumptions, and evaluating statements made by one another during the COI discussions about topics like: friendship, fairness, lying, God's creation and the five senses. For example:

> Money **is** nothing worth than heaven **because**, money you can get, **I mean** you can buy something with money, I know like gems or something **like** that, but heaven you can't buy, you can't get everything. S1, (DU 101)

> **I think** both of them work hard **because** the teacher needs to handle the students and also teach them, **as**, it's hard because some people understand and some people doesn't. S7, (DU, 37)

> **Actually**, the goal of life **is** to live a good life, do good and hopefully inshallah we **shall** go to heaven. S1 (DU, 123)

Table 3

Critical Thinking Sub-skills & Grammatical Structures

Critical thinking skills and sub-skills		Grammatical Structures used
	a) Categorizing	Adjectives, present tense, prepositions (a, only, always, also, that).
1) <u>Interpretation</u>	b) Clarifying	1st conditional, reasoning terms (because), exampling term (like, for example).

2) <u>Analysis</u>	c) Reasoning and Arguing	Present tense, first conditional, prepositions, reasoning terms, key terms of expressing opinion and providing examples (E.g I think, because)
	d) Assuming	Present tense,1^{st} conditional (maybe, I guess)
3) <u>Evaluation</u>	e) Comparing against criteria	Present tense, past tense, key terms of expressing opinion.
4) <u>Inference</u>	f) Drawing conclusions	Present tense, adjectives, superlative term (best), 1^{st} conditional, reasoning term
	g) Explaining	Present tense, 1^{st} conditional, adjectives
5) <u>Explanation</u>	h) Arguing	Present tense,1^{st} conditional, reasoning terms, adjectives, prepositions

Critical Thinking Skills And Sub-Skills

The following excerpts from students speech were transcribed verbatim and used to demonstrate examples of language used to express the critical thinking skills and sub-skills in Table 3 above:

1) Interpretation.

a) Categorizing: There were no apparent examples of categorization during the seven COI sessions.

b) Clarifying:

Umm **because** Kimi **said** something that is not true so **also** her grandmother feelings was hurt S2 (DU, 106)

The above statement is regarded as interpretation because of the question asked by the teacher: "*do you think those lies are the same?*" the initial response of the student was "*No.*" The then teacher asked again, "*then tell us why they are not the same*" and the student provided the above response. The response by the student denotes that she understands and comprehends the story and gives meaning to the grandmother feelings. As a result, the statement 'clarifies' her understanding of the event. We can deduce that the student has understood the situation by providing meaning to what happened. This shows evidence of deduction which Facione (2015) calls interpretation,*"..the ability to comprehend and express the meaning or significance of a wide variety of experiences, events, and situation"* (p.5).

Moreover, the words and phrases in bold exemplify grammar usage e.g. "***because***" which connotes an adverbial clause of reason used to clarify the meaning of an event, while the past tense verb ***"said"*** refers to an event that has taken place in the past.

> It is **like if** you do something wrong, you **do think** that it is something wrong S1 (DU, 67)

This statement also connotes interpretation which can be understood from the question asked: "***how did that make you feel? Thinking Allah is watching you? Feeling good or bad? does not feel bad"?***

The student's response, "***50 percent, 50 percent***", led the teacher to ask another question, "***what do you mean?***" The student's statement was an interpretation of his statement "50 percent, 50 percent", stating that if you know something is wrong, that is the first 50 percent, and if you do something bad that is the second 50 percent.

We notice below that a question commencing with "***how"*** or "***What"*** seeks more explanation, while the word "***like"*** gives more detail to the interpretation of an event by providing a simile. If it is used to express a condition or general fact then the present tense form is used.

> **Like if** life **was** easy and everything **will** be slowly forgotten, we will slowly forget about God **for example** we **can** slowly **forget** to pray" **S 1(DU 247):**

The question asked by the teacher: ***Do you think the test... does the test teach you something***? This question is asking about the lessons one can learn from the tests of Allah through the temptations that befall us. The student thereafter provides a clear interpretation of a statement already made which centered about the tests befalling human beings and the lessons that can be learnt from them. This student interpreted that if our lives are too easy, without difficulty, then man may gradually forget God. In this way, the student is trying to support the main idea made previously. It is therefore an example of interpretation because it shows the speaker can distinguish between a main idea and a subordinate idea, and provides a subordinate idea as an interpretation of a main idea made previously. For interpretations, the language used by the student was conditional in the form of "**if". Interpretation** also makes use of words such as ***"like"*** *and* ***"for example",*** in order to make the statement clearer.

2) Analysis

c) Arguing:

> **I think** best sense is the eyes **because if** we can't **see** we can know what is in front of us and what are the back of us. **S3(DU 217):**

The question that caused the above response was: ***"Which do you think is the best sense?"*** This made the student express her personal opinion and her reason for saying it. We can deduce from this that she is expressing an argument which is a critical thinking sub-skills of the main skill of 'analysis'. This is because the student expressed her opinion, then provided her reason for maintaining this position. 'Analysis', according to Facione (2015), is used to identify the intended and actual inferential relationship between statements, concepts and questions intended to express belief, judgment, opinion and reasons. We can also deduce that the brief analysis made by the student is a form of argument, as one main feature of argument is when someone makes a claim and states various reasons for making such a claim (Facione, 2015). The language used by the student to perform this function was, "**I think**", before stating her opinion. She used the conjunction "***because***" to express her reason, while the other words used are in the present tense form.

> The teacher asked the following question, "Okay let's say for example so if you did bad in my class I punish you the same way everyone does is that being fair?" to which one student responded, "Yes."

Then the teacher further asked, "*Okay Alia why do you say yes?*" which prompted the following response:

> **I think** it **is** fair **because if** our friend is **being** naughty like shouting or playing and we just ignore him so we should be punished" **S6 (DU,80)**

This statement equally denotes an argument, as explained earlier, where a student made a point then followed it with a supporting idea. Equally words such as "I think" express a personal opinion, denoting a reason for an opinion. When the subordinate idea is a condition, then the present tense is used.

3) Evaluation

There were no apparent examples of evaluation during the seven COI sessions.

4) Inference

f) Drawing Conclusions:

> We pray for God **because** we want heaven and **if** we got heaven we got everything**.** **S1 (DU, 136)**

The above excerpt was in response to the question asked by the teacher: "***Why must we pray to Him (Meaning God)***?" The response not only answers the question but also provides the end benefit derived from prayer. This means that the student drew a conclusion from the statements made. In essence, inference is made at the end of a statement. In this case the student infers a conclusion. Facione (2015) states that inference is the ability to identify and secure elements needed to draw reasonable conclusions from statements, data and evidences.

The student concludes with the statement, ***"we got everything".*** Here the word ***"if"*** is used to *infer* a conclusion i.e. "***if"*** denotes the first conditional as an inferential statement, whereas "**because"** is used to express a reason. Unfortunately, the student uses the wrong tense for the first conditional using "**got**" instead of **"will get".**

> **If** Kimi heard that granny **is** sad, it took a long time, **so** we must wait for the right moment to tell the truth. **S 2(DU 139)**

The statement above is another inferential statement. We know this by the question asked by the teacher beforehand: *"Why do you still think that she should lie in the beginning?"* The student not only explained why, but also concluded that people need to learn when to tell the truth and when not. As this is a conclusion, it is therefore another example of inference.

We notice once again that a conditional clause with "if" characterizes the drawing of an inference. Equally the word "**so**" seems to precede the end result or the conclusion of an issue.

5) Explanation

The following statement was in response to the question asked by teacher, "Do you think money cannot give you heaven, but heaven can give you money?"

> **Because** we know how people **always** say that, goal of life **is** to become **good**, to become an isolate and to go to heaven. Now but some people mistaken this goal of life for money, to get a home and how they **will mistaken** something **that** we **can** get in heaven" **S1 (DU,114)**

This response culminates in an argument about heaven and money, where the student first expresses her opinion that "money is better than heaven", then the teacher asks for further explanation, resulting in the student's explanation and conclusion. Facione (2015), holds that explanation is the ability to present the result of one's reasoning in a clear and coherent way. Thus, the student's clear elaboration of her previously held opinion is an example of explanation. Generally statement that provide detailed explanation or further information tend to use the words ***"because"*** *and* ***"that"***, while the tense used in such explanations is generally present tense.

The teacher asked the class: *Which do you think is the best sense*? One student answered:

> **I think** best sense **is** the eyes **because** if we can't **see** we can't know what **is** in front of us and what **the back of us are**. With eyes we see ourselves, we see person that want to do bad for us we can run for them. With eyes we read book we write. **S3 (DU,217):**

The student states his main point which is: *"the best sense is the eyes."* and then presents his reason for saying that to make himself clear. As before, this represents explanation and the vocabulary used to explain his personal opinion is: "***I think***", while ***"because"*** is used to express the reason for his opinion. Again, the tense used is present tense which is being used to gain understanding of facts.

Conclusion

Pillay (2005) points out that English language is a tool for gaining knowledge, especially in the field of science and technology. Yet, competency and fluency among Malaysian students remains a subject of concern among educators, parents, and stakeholders despite the priority given to English language in the educational system in Malaysia. This study therefore focuses on the introduction of a new method for ESL known as community of inquiry to provide a lively, learner-centered environment where learners are free to express their opinions about a range of philosophical topics in whole class discussions.

The findings of the research show that four out of the six critical thinking skills outlined by Facione (2013) were employed by ESL learners who were engaging in COI. Moreover, the use of critical thinking skills gave rise to meaningful listening and speaking by means of interpreting concepts, analyzing issues, evaluating ideas, explaining concepts and inferring from statements. The COI stories and discussions also provided an input and output of specific vocabulary and grammar related to the critical thinking skills, as seen above.

It is therefore interesting to note that Thadphoothon (2005), asserts that critical thinking is an important part of communicative language learning, while Rezaei et al. (2011) support the idea that critical thinking fosters language learning. In the light of this, it is hoped that continued imitation, cooperation and discussions engendered by COI, will enrich ESL learners' spoken vocabulary and grammar until they become more proficient speakers of English. If this is the case, COI should be introduced into mainstream government schools to allow our children to benefit from this new approach.

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3 ICLLCE 2015 53 Lokman Hafiz Bin Asary

Integrating Readers Theatre to Reinforce Reading Comprehension on Selected Short Stories among Low-Performing Students in A Rural School

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ABSTRACT

One of the most significant purposes of reading is inarguably comprehension. Most researches have shown that reading fluency and reading comprehension goes hand in hand. One mostly suggested way to investigate this relationship is through repeated readings. Research has also shown that English language learners learn to read in much the same way as native English speakers (Egmand B, 2009). This study investigates the relationship between readers' theatre exercises and students' reading comprehension. This research therefore examined whether the ESL students have positive experiences on the integration of Reader's Theatre in the classroom's teaching and learning activity. This study specifically focuses on Form One ESL students from a rural secondary school in Kedah. Students are given a developmental reading assessment followed by five sessions of Readers' Theatre exercises. The same assessment is given to the students following readers' theatre instruction to determine gains made. Findings indicates that Readers Theatre practice integrated in classroom learning impacts respondents in a positive way and reinforces students' reading comprehension on selected short story as well as motivates them to read. This study also reveals that most of the participants share the same view that such a practice is much favoured to be integrated in the learning event.

Keyword: ESL Learners, Reader's Theatre, Reading Comprehension, Short Story,

INTRODUCTION

Most of the students grapple and struggle to read literature texts. As a result, their understanding of the prescribed literature texts, generally the short stories are a primary let-down. Since Readers Theatre has a reasonably gleaming reputation for helping students to become better readers which in a way will enhance their reading comprehension, it would be interesting to investigate what kind of impact these exercises have on the students with poor reading skills and limited comprehension on literature text . Unfortunately, Readers' Theatre is rarely thought as an alternative approach evidently in Malaysia because of the restricted exposure. Most of the local teachers are also hesitant to try out new method in classroom teaching and learning as opposed to the conventional methods of teaching. This negative attitude generally stems from a fear of failing and refusal to be different than the others. For this very reason, I am mostly intrigued to find out how Reader's Theatre can benefit teachers in Malaysia.

Objective

The general objective of this programme is to enhance students' reading fluency, reading comprehension and make them aware of their roles as a reader. Through this programme, the teacher hopes to:

- ✓ Investigate the effects of the integration of Readers Theatre in classroom teaching and learning process among the rural less proficient students.
- ✓ Investigate if the finding gained from the experimental research can improve these students' reading skills.
- ✓ Allow the students to specifically benefit from having opportunities for repeated reading and modelling of fluent reading.
- ✓ Identify the possibility of using Readers' Theatre to Form 1 students in rural area where students are mostly low proficient English users.
- ✓ Counter the difficulties encountered by the students particularly in comprehending literature text.

Literature Review

The literature reported several techniques to be effective in improving fluency including the reading and rereading of text a number of times until a certain criterion is reached. Several writers have suggested one effective approach of increasing fluency through repeated reading is using Reader's Theater (Rasinski, 2002).

Coger and White (1982) suggest that both readers and theater are crucial elements in this art form. "Readers Theater is a shared happening between performers and audience as each has a part in the transaction". This means that both performer and audience have significant role in determining a good Readers Theatre. Most Reader Theatre is created "from simple fairy tales, short stories and fables" (Worthy and Prater, 2002). Apart from that, the instructors can also use and incorporate non-fiction and informational texts as valuable sources for the preparation of the scripts in Readers Theatre instruction (Martinez, 1998)
Readers Theatre is defined "as a type of repeated reading that can engage and motivate students to participate." (Millian Rinehart). Readers Theatre involves the "presentation of a short drama or interpretive reading that has been selected and rehearsed without the emphasis on memorizing lines by lines or paying attention on preparing heavy props" (Martines, et.al, 1998). Rinehart further suggests that Readers Theatre is good mainly because "it provides interpretive activities in which children practise and perform for others a scripted reading".
(Kelleher, 1997), on the other hands, defines Readers Theatre as the "oral interpretation of literature presented by readers who bring forth the full expression of the literature through their oral reading". Here we can see that Readers Theatre is highly valued and acknowledged that it is given such a big role.

Readers Theater is a form of story-telling which is regarded as therapeutical to the readers. This is because the stories told by readers help students with their feeling. "When a child is helped to think about his troubled feelings through story, it can prevent these feelings from building up into an awful mess inside" (Margot Sunderland (2005). In other words, readers' theatre help student pour their uneasy feelings out by getting involved closely as the characters in the performance of readers theatre. They use their facial expression, appropriate intonation and gestures to feel the characters they carry.

Apart from that, the readers also make an effective response when they tell a story as much as what they are expected to do in performing readers' theatre. It is widely perceived that the language the students used in carrying out readers theatre is not the natural language they use what more for the ESL learners. But nonetheless, the words of literature used in performing literature help students to improve language learning. "Learners especially children normally have limited vocabulary index and they have so many unknown words to describe hundreds of feelings" (Margot Sunderland, 2005). Therefore, with the help and guidance from the teacher who incorporates Readers Theater in classroom teaching, they learn to associate a lot of feelings with correct choice of words. This in a way will help learners to improve and widen their vocabulary index.

Methodology

Research Design

Readers Theatre is a form of story-telling which is regarded as therapeutic to the readers. This is because the stories told by readers help students with their feeling. "When a child is helped to think about his troubled feelings through story, it can prevent these feelings from building up into an awful mess inside" (Sunderland, M., 2005).

This programme takes place at one of the rural schools in Malaysia, located in one of the FELDAs. The school's performance particularly English is generally unsatisfying. This has prompted me into looking at the possible reasons as to why it has succumbed to such a scenario. Not only does the school fail to meet the expectation, but it also gains no high-flying achievement in English related competition such as English Drama Competition, Choral Speaking, English Parliamentary Debate and others. To simply give in to the fact that other schools have better students is simply not quite right. Therefore, I have chosen this school to see if the practice of Readers' Theatre would pave a way for even a little significant change on the students' understanding of the selected literature texts.

The research design involves a pre and post comprehension test and oral reading fluency to investigate the participants' reading comprehension before and after a five-session Readers Theatre instruction carried out in a secondary English class setting besides delving deeper in investigating their motivation towards reading. Following this research design, there were three stages involved for this very study. First, all participants were administered a pre-test on reading comprehension. Subsequently, in the second phase, all participants had to undergo a five sessions Readers Theatre instruction which were guided by the researcher teacher. Finally, after the five-session instruction period is completed, the next stage included the post-test on reading text comprehension. These phases are described in detail in the following sections.

Instrument

Oral reading fluency for pre-test & post-test. For the pre-test, oral reading is done to evaluate the students reading fluency by getting the score of their reading accuracy. Before this is done, it is really crucial to pick up just the right text for the participating students to carry out the oral test. According to the literature, texts had to be chosen with the goal of the assessment in mind (Daly, et.al 2005). For this present study, the texts for the oral reading test were adopted from Form 1 literature text book and the story "One is One and All Alone" was selected from the list of short stories available to assess the participants' oral reading fluency as well as their reading comprehension.

Considering that most of the participants in the class were all intermediate English learners and portrays limited English reading proficiency or word recognition, the dialogues taken from the short story are simplified. The oral reading test is then set. In order to compare the students' performance on oral reading fluency before and after the instruction, participants are instructed to do the exact same test on oral reading fluency after the five sessions of Readers Theatre instruction.

Pre and Post Reading Comprehension Test. In order to study the impact of Readers Theatre instruction on students' reading comprehension, comprehension test is administered to both experiment and control group. It is done to see if there is any significant difference in the pattern of students' achievement in the test before and after the instruction of Reader Theatre. In the mean time, the other group, the control group is given no clinical intervention and they would be the control subjects for this study. The questions are set for the low level proficiency students since they are from this category of the group. Two tests are administered, one before the instruction and the latter after the five sessions instruction of Readers Theatre in classroom learning and teaching event.

Questionnaires. A questionnaire was administered as another useful research instrument for this study. The questionnaire in this study was designed primarily based on the questionnaire set by Guthrie and Wigfield (1997), which included three elements of motivation for reading. They are reading curiosity, importance of English as well as reading involvement. According to the literature, the aspects of intrinsic motivation are more likely to "encourage students to be active in reading" (Guthrie, Bennett & McGough, 1994). In Guthrie and Wigfield's study, these aspects are self-efficacy beliefs, intrinsic motivation and social aspects of motivation. The aspect of intrinsic motivation is investigated in this study because it has a close relation with the Readers Theatre instruction. Intrinsic motivation means that "individuals are motivated to choose or to do things for their own sake" (Wigfield & Guthrie, 1997). Readers Theater instruction, it is often argued, makes reading "fun, enjoyable and encourages students to become engaged in the process of reading. Regarding the social aspects of motivation, this motivation assumes reading as a social activity" (Wigfield, 1997). Readers Theater instruction requires students to work together in groups during reading activities.

Considering the participants' limited English proficiency, this questionnaire dealing with motivation for reading was written in both Bahasa Malaysia and English (Appendix 2 and Appendix 3). In addition, the response items were modified to simple "Yes" and "No" responses for these young learners. To compare students' motivation for reading before and after the study, students are asked to complete the same questionnaire after the conclusion of the Readers Theater instruction. However, a section was added in the latter questionnaires. This additional section talked about the participants' perception on the instruction of Readers Theater in the classroom. This section is not included in the pre questionnaires because the students had no experiences pertaining to Readers Theatre instruction. Thus, this particular construct is intended to seek the participants' insight on their perception of Readers Theatre after the five-session instruction.

Treatment & Procedures

Reading aloud and choral reading. In the first session, there are two steps conducted. First, script is read aloud to model how to read fluently with appropriate voice interpretation, such as pronunciation, intonation and pauses. This can encourage the participants' willingness to read on their own. After modelling, participants are asked to practice Readers Theatre in groups. When practicing reading together in groups, all students can listen to teacher who models how to read the scripts.

Choral Reading and Repeated Reading. In the second session, students remain in their Readers Theater groups and read their scripts together with other group members. Choral reading and repeated reading are used to provide support for those less fluent students from their peers. During choral reading, students alternate between various roles and practise different lines. Repeated reading provides students with sufficient practice to read scripts fluently.

Rehearsal. In the third session, all group members started to rehearse for a performance, using repeated reading practice. It was also during this period of time that students were encouraged to discuss the delivery of their performance of their script in front of an audience. Each group could practice greeting or ending sentences like "Good morning, everyone. We're group 1. Today, we are going to present the first scene in the story of 'One is one and all alone'" Groups were allowed to make some simple props if necessary during this period of time.

Performance. The last session allows students to perform the script in front of the class. It is the time when each group presents their performance. Before the performance, students are allowed to have a short rehearsal to practice. After the performance, the whole class would have a short discussion.

Data collection. The research looks through all analyzable instruments returned consisting of 39 sets of pre and post test of comprehension questions and 20 sets of questionnaires distributed among the participating students who take part in the five-sessions Readers' theatre instruction.

Data are collected from the participating students involving 20 students who took part in this five-session reader's theatre instruction. In the mean time, the comprehension questions are distributed to both control and experiment group to see if there is any difference in term of students' performance between the control group and the experiment group at the end of the procedure. Thus, 39 set of answered test both from the pre test and post test were collected to analyse the impact of Readers Theatre instruction to the experiment group.

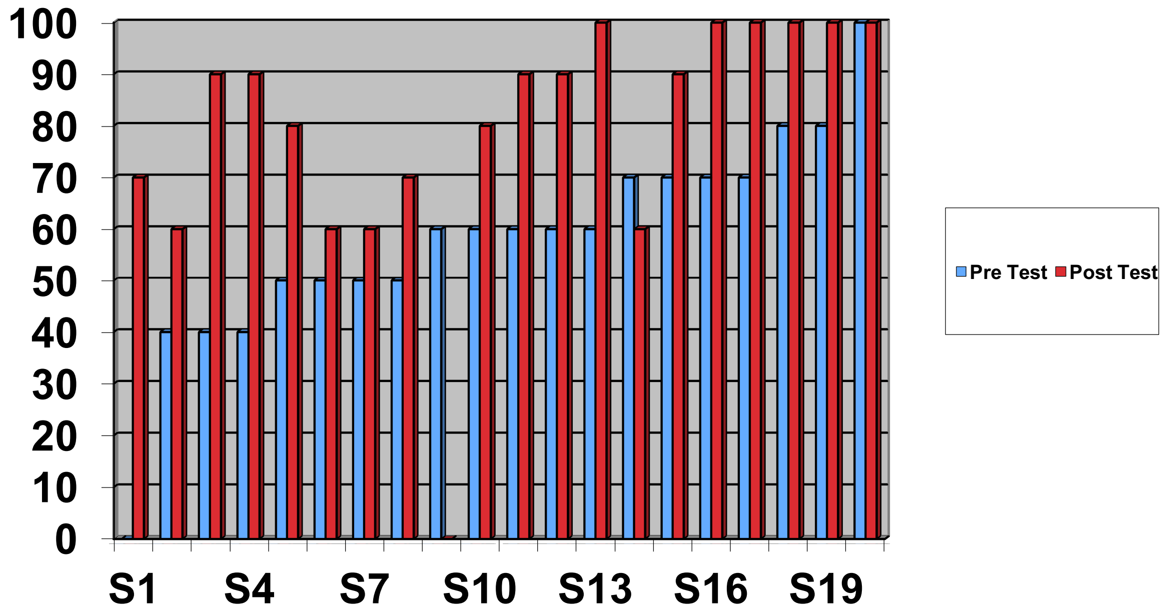
Data analysis & reporting procedures. In an attempt to study the impact of Readers' theatre instruction on students' performance in academic, the researcher set out a reading comprehension test to each student consisting of both experiment and control groups. The tests are administered at the same time and each student gets the same pre test question.
Each responded instrument in which it seeks for the answers to all the questions is calculated to investigate the effectiveness of this method. Data were analyzed by using descriptive analysis. To make it more presentable and clearer, tables and graphs are prepared.

Discussion & Result

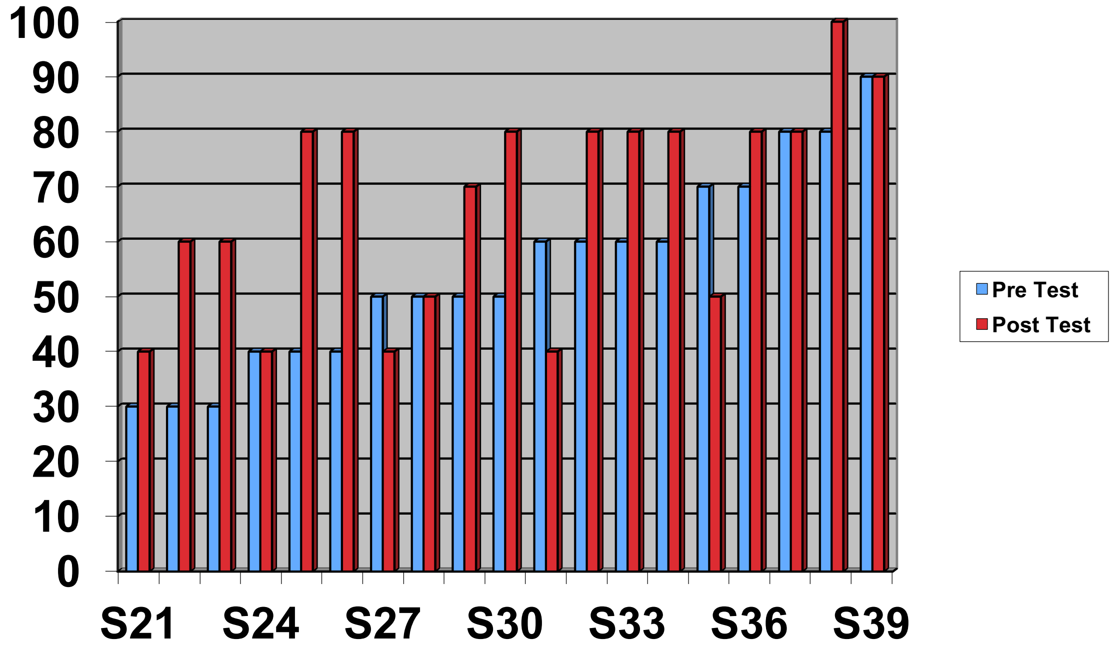
Comprehension Test

In this particular study, almost all participants from the experiment group improve and score better for the pre test as opposed to the other control group. Low-ability students improve the most after the Readers Theater instruction and one of them manages to score as high as 70% although he fails with 0 mark in the pre test.
More remarkably, results showed that six of them managed to strike a perfect score. This has widened the gap between those students who participated in the instruction and those who remained in the control group. The overall picture of the students' performance is shown in Graph 5.2 and Graph 5.3 above.

However, the results are slightly different for the second group that acts as a control group. Even though quite a number of students chalks up improvement for the post test; there are still few students who fail to do so to join the rest of the class members. They either score worse or show no improvement. From all 19 students from this group, 2 students flop in the second test and three more did not show any improvement at all, a total of five who failed to show improved mark for the second test. Only one student scores a perfect mark. This pretty much contradicts from the experiment group because none of them score below than 60% for the pre test.



Graph 5.2 Marks obtained (in 100%) by Each Students in Pre- and Post-test from the experiment group.



Graph 5.3: Marks obtained by Each Students in Pre-Test and Post-test from the control group.

Motivation for Reading.

The first aspect to be analyzed from the returned questionnaire is reading curiosity (Numbers 1, 2, and 3) followed by the importance of reading (Numbers 4, 5 and 6) and reading involvement (Numbers 7, 8,and 9) in Table 4.6.

No	Item	Students who answered 'Yes'	
	Reading Curiosity	Pre	Post
1	I like reading English materials at school	15	16
2	I like to read English story books.	13	15
3	By learning to read English, I hope I will be able to read English story books	10	13
	Importance of Reading		
4	Learning to read in English is important because it will be helpful for me to learn other subjects in schools.	17	20
5	Learning to read in English is important because it will broaden my view.	15	18
6	Learning to read in English is important because it will make me a more knowledgeable person	13	18
	Reading Involvement		
7	I tend to get deeply engaged in English reading activities at school.	15	17
8	It is fun to read in English	15	19
9	I get engaged in reading interesting stories even if they are written in	7	9

Generally, as can be seen from the table above, all items show positive increment suggesting that most of the students are opening up to the idea of integrating Reader's Theatre in language lesson.

In summary, the instruction of the Readers Theatre has improved participants' reading fluency, reading comprehension and perception.

Conclusion

This approach has the potential to be used by other school or any educator who feels that it may benefit their students. As it runs on a low budget, it is affordable by many parties to carry it out. However results may differ and it is the role of the educator to change certain elements in the programme according to the needs of their own respective classroom. As for this study, positive impact of these exercises can be seen on the students with poor reading skills and limited comprehension on literature text. In other countries, readers' theatre is widely believed to be capable of increasing students' reading fluency, which will in turn improve students' overall reading comprehension (Tyler, 2000). Educators and researchers are also positive that 'Readers' theatre can motivate children to read the same material repeatedly to increase fluency' (Vacca, et al, 2003) just like what the participants for this study show.

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3 ICLLCE 2015 54 Sharare Elhami

A Survey on Application of Quotations: A Stylistic Study of the Travelogues of Sir John Chardin

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ABSTRACT

One of the cultural contributions of France to Iran in Safavid dynasty was writing the book of travel. Sir John Chardin'sthe book of travel is the most reliable books of travel in this period. This book is not only a vast and valuable resource of historical and geographical information, its style of writing is so notable that the book has subsistedand read till now. It can also be a great outline for book of travel writers. One of the most important stylistic features in this book is frequent use of quotations and references that are used in various ways. The frequent use of quotations is considered as a Chardin'spersonal or stylistic method of writing. This paper aims at classifying and interpreting the content and rhetoric of the text. To do so, the first volume of the book was selected for this study. Since the stylistic features of an author is recurrently repeated in his text, the other volumes of the book would have the same stylistic feature for sure and the results and findings can be generalized to other volumes of this book. In almost all parts of the book, Chardin has used quotations deliberately to document and authenticate of information, events and observations. This study proves that Chardin's deliberate use of quotation and references is a mean to introduce the characters and narrators of the quotes, provide a reliable sources of his account, reflect the general opinion of people, to name a few. This paper has tried to analyze and study the content and structure of Chardin's book of travel to determine the methods and techniques of stating his account.
Keyword: Chardin's book of travel, Stylistic features, Quotation, Documentation.

Introduction

Jean Chardin, also known as Sir John Chardin, was born in 1643 in Paris and journeyed to Asia for the purchase of jewels. Visiting Middle East, he has been living in Iran for twelve years in two different periods. Mohammad Moin in his cultural section of his encyclopedia, wrote: "Chardin, the French traveler, traveled to Iran twice between 1664 to1677 and stayed in Iran in two six year period. He wrote ten-volume book The Travels of Sir John Chardin- Journey to the East India and Iran- containing worthy and generally trusted account regarding Safavid dynasty" (Moin, 2000: 859). His travel to Iran was in theSafavidera during the Shah Abbas II kingdom when he was endowed with thepeerage "The Merchant ". Also, his stay in Iran was partly during Shah Soleiman's realm. Chardin'straveled to Iran two times resulted in writing a valuable book which is one of the reliable sources of Persian studies in Safavid dynasty. His account was published inten-volumes which he comments on it as follows:

The first three volumes of my trip chronicle consist of events, daily notes and my observations from Paris to Isfahan.The fourth volume and three other volumes are general explanations and accounts of Iran… The next five volumes devoted to describing the general situation in Iran (Volume IV), Iranian free science and technology (V), the structure of government and political affairs, military and civil systems (VI), religion (VII) and finally, describing Iran's capital, Isfahan (VIII). (Derrik Vander Chris, 216).

Chardin's work contains not only useful information regarding culture and history of Iran in the Safavid era, but also the style of composing can be studied. Accordingly,the majority ofthe book of travel writers followed his style of writing. One of the most significant features of Chardin travels is frequent employing the quotations and citations of other people's speech which is the main cause ofthis study. This study is aimed at investigating quotations in Chardin'sThe Travels of Sir John Chardin.

Review of the Related Literature

Chardin’s book of the travel has been translated into various languages several times. Also, it has been translated into Persian various times. The most complete translation belongs to Mohammad Abbasi that was published in (1956) by Amir Kabir publication. Another translator named Iqbal Yaghmaeitranslated and published five volumes of Chardin's work in (1996) at Tus Publications. A part of the book belonging to describing Isfahan city has been translated by Hussein Arizi which has been reviewed and rewritten by MortezaTaimuir. Negah Publication published this translation in (2000). Some parts of the book which was later selected and commented by Fraier Ronald translated by Hussein Haziran and Hassan Assadi in (2005) and published by Farzan Publications.

Although Chardin'sthe book of travel has been the subject of various studies and researches, most of the studies have been investigating the geographical, historical and cultural values of the work. A survey done by Ajorloo and Hamed Mohammad Pour entitled "Familiarity with the ancient culture of Iran from the viewpoint of French great traveler" classified the musical instruments in Chardin'sthe book of travel. "Palaces of the Safavid period in Isfahan mentioned in Chardinthe book of travel" is a title for another survey, similar to the previous one, by Attieh Sadat Saberi.A book by Jean Rose Shibani titled "Travel of Europeans to Iran", translated by Seyed Zia-O-din Dehshiri is another example of geographical, cultural and historical study of Chardin'sthe book of travel. None of these works andstudieshave gone through studying the structure and style of Chardin's book. Furthermore, a few studies have been conducted on methods of documenting the accounts by quotations. The only related paper found in this field of investigation is a study by Abbas Horie titled "citation analysis: a review on the collection of data and information."

Discussion

Quoting is one of the common methods of documenting the speeches and sayings which are frequently seen in scientific and methodical texts. Horie believes that "quoting incorporates the most significant and creative part of a scientific text. The lack of quoting in a text would fail considering it as scientific script" (Horie, 1993). Chardin'sthe book of travel comprises the frequent use of quotations and anecdotes. Studying these quotations reveals that they have been used intentionally and the author has quoted others deliberately. Quoting others can be motivated by several factors.Davarpanah, in an article titled " Status of citations in scientific activities: authors' incentive to cite and quote fromother works " has classified citation and quotation in fifteen categories as follows:

Respecting the pioneers
Accrediting the related works and respecting colleagues
Identify the methods, tools and so on
Preparing literature review
Revisingand organizing the works of other authors
Consolidating the studies of the author

Reviewing the previous works and studies
Proving the claims
Awareness of future publications and those works that are ready to print
Hint to the unpublished works or those works which are not distributed in mass (mentioning theresources remained hidden or unseen)
Verification of the authenticity or validity of the data and facts
The recognition of original workscontaining original and first hand thought and ideas
Identification of the innovativeand novel works containing a novel term or idea
Refusing some other ideas
Prioritizing the claims of others (discussing and questioning the previous statements and claims (Davarpanah,2005)

Almost all of the above factors can be found in Chardin's work which is aimed to be investigated and studied in this paper. Quotes expressed and documented in the first volume of Chardin's travel book consist of the following contributors:

Researchers in general
Researchers by mentioning names
Historians in general
Historians by mentioning names
Geographers in general
Geographers by mentioning names
Astronomers
Books
People of Persia or Iran (people in general)
Moses the prophet
Gabers (Zoroastrians)
The ancient Armenians

Comment and Explanation on Raconteurs and Narrators of the Events

Among the most considerable advantages of Chardin's work, informing the reader from various fields and subjects is at the top of the all. He has tried to offer such explanations and descriptions about narratorsthat the reader can discern them. This is among the most valuable characteristics of his works,giving it a scientific value and credit. A good example of this is describing the Zoroastrians who are being introduced in brief and their ideas and believes are presented. Gabrs are the descendants of Zoroastrians who respect the fire effusively. They believe that the fire temple was in an area that is two days away from Shamakhi (24)

He describes the people in a special way that his words can be trusted by the reader. He indemnifies that the narrator knows what he says and his account can be trusted amply. The following example is a good illustration:

> Eratosthenes, the famous geographer of the ancient time wrote that Niece was in the Medes regions (52).

Sometimes, his explanations are nothing but mentioning the old and new names of somewhere indicating multiplicity of the meanings and it can help consolidate the verdict and documenting the narrator's views

> According to the new scholars …. is the same mountain that was named Evernt or Baronet by Poliet, Diodore and Ptolemy (27).

Or

> …. an old geographer named it Troy instead of Tory, so distorting of one or two letters resulted in change; although, his idea is rejected (34).

The brevity in his description and style of writing that are employed deliberately revises the travel book from a scientific text to a literary one. The following example shows how Chardin has used a rhetorical method for introducing characters of his book in which he mentions specific details and descriptions after presenting general idea. This technique, known as redundancy, is common in his book. Shamisa defines this rhetorical style in this way: "After noting a general idea, evidence or examples are presented to elucidate the story and to retain it in the mind of the reader. In this case, concepts similar to likesuch and such as... are appreciated before expressing the additional explanation."

The following verse by Sadii is a good example to show the way poet and authors use this technique:

Obedient of his order are all people and stuffs Adam and chicken, archie and flies Sadii (Shamisa2000:218). Introducing Ptolemy, Chardin writes: "a group of authors and essayists and translator of Ptolemy's works believes that it was located in Persia while others consider its place somewhere in Armenia (55). As it is clear, Ptolemy is special name comes after the general names of authors and essayists. Moreover, the term translator comes in the form of anappositive clause which clarifies the vagueness and ambiguity of the sentence.I think the idea of Mole, translator and interpreter of Ptolemy's work, is a more reasonable theory (55).

Comments on Narrator's Opinions

One of the stylistic features of Chardin's work is to comment on narrator's opinions indicating to refuse or support their ideas. He sometimes briefly expresses the cause of belief or incredulity of their narration in a sentence. For instance, he quotes from astronomers and additionally adds that their speech has no reason, but arousing the attention of the King (Shah).

> Astronomers, to draw attention of the King, said that creating such a calendar needsnoteworthy feature of another kind (20).

In such cases, as above, it is obviously clear that some narrator's claim is not reliable. Chardin also writes about astronomers' citation in brief:

> Astronomers said this is the result of divine providence that the king (Sultan)has his coronation ceremony in the first day of the New Year, according to the ancient calendar. Thus, they could convince or force people to follow an ancient tradition of their country, which is a relic of ancient customs (20).

One of the applicationsof the transitive verb force is to convenience someone to do something or impose an idea to someone.

Chardin usually comments on the quotations or citations which are hard to believe and refuse it to avoid expressing something illogical or irrational. A good example of this is quoting from Zoroastrians about holy fire. He uses appositive clauseto insert his opinion about the subject when he says: "that is more similar to fun and humor."

> They [Zoroastrians] attribute another consecrated feature for their holy fire, which is more similar to fun and humor. They believe that if someone digs a hole in the ground of the fire temple and puts a big pot full of water in the hole. The water in the pot boils by holy fire and foodstuffs inside the pot will be cooked (24).

The significant and subtle element in Chardin's sentence syntax is to use the term "their holy fire". He wants to elaborate on the idea that the fire is holy only for Zoroastrians and it has nothing to do with the idea of the author. Chardin usually provides his readers with affirmativeor refusal interpretations of accounts or narrations in general. He comments on the narrations, quotations or accounts if they find them illogical or if he thinks that the reader would attribute the idea to the author. For example, in his reference to Moses the prophet says:

> Moses says: Sami's sons whose one of them was Assyrian left there after Nimrod seized what has left over from their father's as an inheritance (24).

He affirms Moses'account and states that:

Accordingly, Assyrian was named so because he left …." (24). It is clear that Chardin has followed his own stylistic technique to uphold anaccount by brief statements of his own. Chardin uses another method when there are various narrations or quotations about identical issue or subject. Thus, he quotes different narrations, but finally prefers one of them and his preference is a sign of confirmation:

> Thus, one can believe what historian stated in their books about Median region. They say that is a place for rearing large herds of original horses. They have stated that Median rulers had herds comprises of fifty thousand horses… (52).

Evaluating the authors and scholar's opinion is another model of interpreting the narration in Chardin's book. This model is a comparative one which compares different narrations in order to select the most logical and reasonable impression. A collection of authors and scholars like Ptolemy and translator of his works believe that it is located in Assyria and others believe that it is placed in Armenia…. The most notable of scholars in this collection are Nicherer, Sedren, Ayton …. On the other hand, Marco Polo from Venice believes that this city is located in Parta. Although, Karcondiel has another idea….in my book, ideas of Mule, translator and interpreter of Ptolemy's works, Annai, Artilus, Gelntis, Dolavaleh, Doatelasel … are more acceptable than other ideas (55).

Explanatory or critical sentences by which Chardin affirms the narrations and accounts reveal that he has aimed to use brevity as a stylistic method to express his idea in a brief but comprehensive account:

> As The book of Genesis chapter 11 states the same reality (24). Although Chardinhas been very cautious and careful in composing the book and he has always respected narrator's ideas, he sometimes rejects some of the ideas outspokenly:
>
> Leolavious, Zhevo and Ayton believe that Tabriz is the same city of Troy. An old geographer named it Troy instead of Tory, so, distorting of one or two letters resulted in change; although, his idea is not satisfactory at all (34). As it is clear from the above example, to reject an ideais another method of evaluating anaccount used by Chardin to verdict his statements:
>
> Since I would like to express almost all ideas and I try to avoid forgetting any opening, I refer to Armenian scholars' views. They state that Tabriz is one of the oldest cities of Asia…. (40).

Factors Lead to Expressing Quotations

Studying Chardin's book, it was revealed that in some parts of the book devoted to stating some special issues, quoting and referring to others statements is more frequent because of some reasons. First, Chardin prefers to avoid explaining about subjects and issues that he has little knowledge himself. Thus, he prefers to quote others and express their ideas. In the following example the reader is informed about Median and Kalustiantime:

> Iranian indicated that these stones remained from wars fought between Median and Kalustian (52). When the information belongs to the ancient time, the narrators' ideas are expressed in passive voice and also in common and general rather than in details, for example: People of Iran say that,some believe, they state that, or in general belief …….. Chardin quotes a lot and refers to the views of other people when talking about geographical subjects. Of course, almost all the views and quotes are taken from geographers, historians and authors whose ideas and texts can be considered as a reliable document:

> Strien has divided this land into two small and big areas stated in chapter 11 of his book; although, Ptolemy and other prominent geographers did not determine any division for this region (25).

The most frequently used quotations and citations belong to the names of special locations, among them geographical subjects has the most frequency. The narrator's nameusuallyis not stated because the sentences are in passive form but sometimes his name is evidently stated.

A. Quote in a Passive Form

> Some believe that Tabriz is the city which is mentioned in Asdera- Aktema or Amata book (55).
>
> Ancient authors believe that Kalde or country of Oriawas called the region of fire (25).

B. Quote in an Active Form

> Tikser and Olearious and some other scholars believe that Tabriz is the same city that Ptolemy called Gabris in his fifth book …… (34). Chardin tries to be careful and respectful in restating the religious beliefs and national creeds of the Iranian people and usually uses the quotes and avoids personal opinions. He usually relies on what he has heard. Armenians believe that it is the court of KhosrowParviz [Iranian King before the Arab invasion] where hekept the real cross of Jesus Christ and other holy possessions of Christ appropriated in a war fought at Jerusalem (31).
>
> Iranian believes that Ali, the son in law of Mohammad Islam prophet, is the most handsome man ever been in the world and ……" (30).

The Rhetorical and Literary Values of the Book the Travel

An academic or scientific text needs to be documented to be reliable and it should be written based on logical and reasonable basis. Chardin's book doesn’t contain lots of imageries and oratories but Rhetoric of speech has enriched it as a valuable text. Chardin is master of his speech and uses his words and diction inventively. Using redundancies and brevity in his text shows that he is a master of his text and language. He uses brevity as a technique in writing quotations and explaining them. For instance, in the following sentence he uses "the prophet" after "Noah" that is a short and brief description of the term and saves language and words to explain more:

> According to the ancient Armenian anecdotes, Noah, the prophet, has been buried in Marand city and the name of the city indicates a place for entombing in Armenian language (27).

There is another rhetorical technique in the above example called "Elucidate the ambiguity". Chardin usually uses this technique when stating the appellations. Taftazani describes this technique as follows: "that is when a term is used in two different states, first ambiguous and next clear and vivid. Elucidate the ambiguity help the reader to understand both sides of the idea simultaneously, once imprecise and then detailed and accurate. Undoubtedly, two timesunderstanding is better than one" (Taftazani, 2008:493).

In general, it is obvious that in almost all quotations and citations, as well as interpretations, there is an explanation by Chardin himself, in the other words, he expresses his own argumentative viewpoint. Elucidating the ambiguity aims at clearing the vagueness. The following quotation is the best example to prove this:

> Thus, one can say that Assuyrian named because either he refused to follow the creed of fire worshipers, or he was thrown out of Kalde….. . (24).

Another instance of redundancy in quotations and interpretations is “complaint”. According to Homaie objection is defined as follows:“ that is an explanation inside the verse in the form of additional explanation or redundancy." (Homaie, 1375: 231).

Chardin often uses “objection” to affirm or reject a quotation or statement:

> Since I would like to express almost all ideas and I try to avoid forgetting any opinion, I refer to Armenian scholars' views. They state that Tabriz is one of the oldest cities of Asia….(40).

Another technique used to clarify the ambiguity is to use synonyms that are used frequently to affirming and enlightening narrators’ ideas, as well as his own expressions. In this way, he proves that he is able to use the wide range of vocabularies:

> Median region is a place for rearing large herds of the original horses… (52)

Another type of redundancy technique in Chardin’s style of writing is to mention general information after specific names. The following sentence is a good illustration:

> Ptolemy and other prominent geographers did not determine any division for this region" (25).

There are some other instances of using the brevity technique in Chardin’s book; though, using quotation and indirect speech is to avoid more explanation. Moreover, there is another rhetorical technique named derivation or semi-derivation used frequently in quotations and narrations related to the geographical names of locations. The following extracts are instances of the above rhetoric:

> According to some of authors Sufis are ancient Median Sufis, while others believe that Sufis are derived from Sufi…. (27)
>
> Some believe that Tabriz is the city which is mentioned in Asdera- Aktema or Amata book (55)

Conclusion

There are a lot of quotations and citations in Chardin’sthe book of travel. The frequent use of quotations indicates that he has deliberately used quoting as a stylistic technique. Since the book is rich with lots of geographical, historical, political and cultural information, it can be called a scientific text and it needs recurrent references to narrations of other people, as well as quotations. As quotations seem insufficient to convey the information, Chardin not only quotes others directly, but also interpret them. Interpreting quotations and narrations elevates the value of the text. He also uses logic and common sense to affirm or reject the claims and quotations; although, in some cases, especially when mentioning religious and national credos and believes, he prefers to avoid interpreting the account and leaves the interpretation to the reader.

Moreover, Chardin usually introduces the narrator’s name or the person whom he quotes from. This would help the readers to understand quotations better. The most frequent quotations are those that belong to the ancient geographical names and subjects,especially those related to the connotation of names. Also, he quotes a lot when denoting national and religious principles. It is difficult to name Chardin’sbook a literary work because it lacks fantasy, imagery and figurative language. Though, it has a scientific language written based on logical and sensible thoughts and judgments. There are a lot of subtle rhetorical techniques in this text ranging from brevity to redundancy.

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3 ICLICE 2015 56 Siti Mariam binti Mohammad Iliyas

To Say Or Not To Say: Message Abandonment As Communication Strategy In Group Discussion

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ABSTRACT
The idea of communication strategies involves the systematic, automated action taken by a speaker when he is dealing with difficulties to convey his meaning when speaking. It is not always verbal, and by simply abandoning the message, it also counted as a strategy in communication. This study looks into the usage of message abandonment as communication strategy among language learners in group discussion. This study is a qualitative representative case study, and the basis of this study is the taxonomy of communication strategy proposed by Dörnyei (1995). Details and descriptions on the usage of message abandonment during group discussion which involved both high and low proficiency learners are reported in this study. The findings indicate that both high and low proficiency learners apply this communication strategy in their spoken discourse. Furthermore, it is also revealed that there are differences in terms of the reason of the usage of such strategy.

Keywords: Message Abandonment, Communication Strategies, Group Discussion

Introduction
This study investigates the use of reduction strategies, specifically message abandonment during group discussion among Malaysian language learners. The patterns as well as the possible explanations of such usage are notable to be known in improving the teaching and learning of language in the ESL classroom.

Background of the study
Language learning in educational institution is made available through the language subjects and courses for the students. The purpose of the courses and subjects is generally to improve students' level of proficiency as well improving the language usage in communication. As usage of language is concerned, the students are typically being assessed with various kinds of assessments, varying from all the related skills in language namely listening, reading, writing as well as speaking to check whether or not they are able to master certain set of skills taught to them. As for speaking, other than for basic communication, the students are also exposed to various context of speaking, and one of the major parts is preparing them for professional communication. For such purposes, speaking assessments and tests were administered in various ways such as presentation, role play, group discussion, meeting and interviews.

Regardless of the way communication takes place, breakdowns or problems are bound to happen, especially when it comes to impromptu task, or the ones which require brief preparation. Speakers will naturally face some difficulties in conveying their messages, and it leads them to do something to deal with problem and try to make themselves understandable. It involves their awareness of the occurrence of such breakdowns, and certain steps that they take to take care of it in order to ensure the effectiveness of the communication process. This is when communication strategies will take place, as the strategies are stemmed from two important aspects, namely '*problem-orientedness*' and '*consciousness*' (Canale & Swain, 1980; Faerch & kaper, 1983).

Concerning the importance of communication strategies in the teaching of language, specifically English as second language, this study is projected towards finding out the usage of message abandonment as well as the possible explanations towards its usage among the speakers, specifically English language students in speaking task. For this study, the task is group discussion and it involves both high and low proficiency learners. The findings of this study will perhaps be able to provide the language practitioners with the insights for the usage of message abandonment as communication strategies hence become the basis of modification that can be done to further improve the teaching and learning of English in educational institutions.

Statement of the Problem

Communication takes place in practically various context and settings, and the mastery of language, specifically spoken discourse is much needed in order to ensure the effectiveness of the process. In the context of the teaching and learning of English as the second language in Malaysia, problems among learners in mastering the language has become one of the main reasons of the low level of achievements in language proficiency. One of the ways to deal with communication breakdowns is to leave the message unfinished because the speaker has limited vocabulary, and it is referred to as message abandonment. It is categorized under avoidance or reduction strategies, and it is listed in several taxonomies of communication strategies (Dörnyei, 1995; Tarone, 1977); Faerch & Kasper, 1983b); Willems, 1987; Dörnyei & Scott, 1995a, 1995b.

Avoidance or reduction strategies are usually more prominent among low proficiency learners as they have low level of mastery of the language (Dobao, 2002), and message abandonment is one of the strategies listed in this type of strategy. This particular usage of strategy is explained to be the result of limited command of the target language among the low proficiency learners which cause the inability to develop alternative means to convey their originally intended (Siti Mariam Mohammad Iliyas, 2013). However, since problems occur to all learners in speaking regardless of their level of proficiency, the usage of message abandonment can possibly happen among the high proficiency learners as well. Plus, there might be some explanations on why the speakers of different proficiency level resort to this strategy. Very little is known regarding this matter and previous studies have not really covered on this aspect. Better understanding of this issue can lead to better practice regarding communication strategies, as well as on how language educators can deal with the problems especially in speaking component in the teaching and learning activities as a part of language course or subject.

Purpose of the study

The main purpose of the study is to find out the usage of message abandonment as communication strategies by the learners in group discussion. The findings from this study illustrate the usage of the strategies between the high and low proficiency learners as well as the possible explanation on why they used the strategy. All in all, it can be the benchmark of the future approach by the educators in the context of communication strategies exposure to the learners.

Objectives of the Study

The objectives of this study are to:

1. Compare the usage of message abandonment as communication strategies between the high and low proficiency learners
2. Describe the possible reasons for the usage of message abandonment among the high and low proficiency learners

Research Questions

The research questions for this study are as follow:

1. Is there any difference in terms of the usage of message abandonment between the high and low proficiency learners?
2. What are the possible reasons for the usage of message abandonment among the high and low proficiency learners?

Significance of the study

The findings from this study will be useful in providing the extent of usage regarding message abandonment as communication strategies among the students during their speaking task. It will also present the information about the possible connection between the uses of the strategies for students of different proficiencies. Therefore, future teaching for the lesson can benefit from better understanding of why learners opt for message abandonment when communicating. This study will also benefit the educators in planning the lesson with consideration given to the way to deal with breakdowns in communication as an approach for the course. Consequently, it could be a descriptive way of gauging the current approach used by the educators, especially pertaining to speaking. In general, the findings from this study is hoped to be beneficial towards the improvement of language teaching and learning in the institution hence further elevating the quality of English education in Malaysia.

Limitation of the study

Case study approach was utilized for this study. Thus, it involved a small number of participants. Only four learners were involved in the group discussion which were observed and recorded for the purpose of this study. Two of them represent high proficiency learners while the other two represent low proficiency learners. Furthermore, the participants chosen for the study are all of the same gender. Moreover, the study also focused on one particular product-based communication strategies taxonomy, the one suggested by Dörnyei (1995), and did not include other taxonomies of communication strategies. Apart from that, the instruments used for the group discussion was originally used for the speaking assessment, and it is done in controlled situation; hence the high formality in terms of the nature of the discussion. Last but not least, the data obtained was solely based on the researcher's observation of the group discussion; therefore, it only provides a single perspective without the ones obtained from the participants themselves.

Literature Review

Communication Strategies

Various ways were used in defining communication strategies following numerous studies done on it. However, a definition which is generally working to define the term 'communication strategies' is proposed by Corder (1980; cited in Dörnyei, 1995). He defines communication strategy as '*a systematic technique employed by a speaker to express his [or* *her] meaning when faced with some difficulty*'. The definition provided is consistent with the two important concepts proposed by Canale and Swain (1980) and Faerch and Kasper (1983) regarding communication strategies, which are problem-orientedness, as well as systematic and consciousness. Conceptually, communication strategies emerge from communication breakdown that occurs as the result of L2 speakers' failure to convey their intended message because of their limited mastery of the knowledge.

The two important defining criteria for communication strategies in general are '*problem-based*' and '*consciousness*'. As for the first criteria, it occurs as the result of the clashing between the communicative intention of the speaker and the linguistic resource available. Dörnyei and Scott (1997) argue that the notion of 'problem-based' is too general and there is a need to narrow it down to the exact type of problems that arise in the communication. They proposed the following four problem; *resource deficits* which prevent the speaker from verbalizing the message, *own-performance problem* which emphasize on the realization of the speaker upon the problems in his discourse and the way he deal with it, *other-performance problem* which focus on the problems of the interlocutor in the communication, and finally *processing time pressure* which highlights on the importance of sufficient time for the speaker to process and plan the communication.

The second defining criteria; '*consciousness*' could occur in many stages during the process of communication. Some of the instances are the speaker's consciousness about the problematic occurrences, the attempts to deal with the problem, as well as the possible ways to rectify the crisis. Therefore, the three aspects of consciousness which are argued by Dörnyei and Scott (1997) to be particularly relevant in communication strategies are *consciousness as awareness of the problem*, *consciousness as intentionality*, and *consciousness as awareness of strategic language use*. In addition, another criterion is added, which is *consciousness as control*. However, Dörnyei & Scott (1997) claimed that the fourth aspect should not necessarily be a defining criterion of communication strategies. As for message abandonment, they are both generally related to these two important criteria.

Dörnyei's (1995) Taxonomy of Communication Strategies

This taxonomy is one of the most employed taxonomies of communication strategies for the related research in this field. Dörnyei's (1995) taxonomy is outlined based on the most common and important strategies which consistently appeared in the earlier taxonomies. The following figure illustrates the taxonomy and the strategies, which listed message abandonment as a part of it.

Figure 1
Dörnyei's (1995) Taxonomy of Communication Strategies

	Avoidance or Reduction Strategies
i.	Message abandonment
ii.	Topic avoidance
	Achievement or Compensatory Strategies
iii.	Circumlocution
iv.	Approximation
v.	Use of all-purpose words
vi.	Word-coinage
vii.	Use of non-linguistic means
viii.	Literal translation
ix.	Foreignizing
x.	Code switching
xi.	Appeal for help
	Stalling or Time-gaining Strategies
xii.	Use of fillers/hesitation devices

Message Abandonment as Communication Strategies

This strategy is described as *leaving message unfinished because of language difficulties* (Dörnyei, 1995). The strategy is listed in the taxonomy following the basic principles for classifying communication strategies established by Varadi (1973), Tarone (1977), and Faerch & Kasper (1983a). As message abandonment involves alteration, reduction, or complete abandonment of the intended message, it is categorized as *avoidance or reduction* strategies. The following figure illustrates the other taxonomies of communication strategies which listed message abandonment as one of the strategies.

Figure 2
Other Taxonomies with Message Abandonment as Communication Strategies

Taxonomy	Category & Subcategory
Tarone (1977)	Avoidance; *Message abandonment*
Faerch & Kasper (1983b)	Functional Reduction; *Message abandonment*
Willems (1987)	Reduction Strategies; *Message abandonment*
Dörnyei & Scott (1995a, 1995b)	Direct Strategies; Resource deficit-related strategies; *Message abandonment*

These taxonomies recognize duality in strategies usage, and message abandonment falls under the first purpose, namely to tailor one's message to one's resources by altering, reducing or completely abandoning the original content. As listed above, different categorizations were used where message abandonment is listed as one of the strategies. Corder (1981) pointed out that message abandonment could also be labelled as '*message adjustment strategies*' other than '*risk-avoidance strategies*'.

The issue of whether or not message abandonment should be regarded as communication strategies is highlighted in several studies. Regarding that, an explanation that could be related is the idea behind Dörnyei & Scott's taxonomy. The taxonomy was extended to cater the context of problem-solving strategies, and classified the strategies according to the manner of problem management. In other words, it is related to the contribution of communication strategies in resolving conflicts as well as achieving mutual understanding. Three basic categories were listed; *direct, indirect*, and *interactional*. Message abandonment falls under the second category, which is not strictly problem-solving device. As stated by Dörnyei & Scott (1997), the strategies categorized in this category do not provide meaning-related structures, but instead assisting the process of conveying the meaning indirectly by creating the conditions for mutual understanding. On top of that, they also contribute in terms of preventing breakdowns and keeping the channel open. Thus, regardless of the fact that indirect strategies are not meaning-related, the fact that they are relevant and significant towards problem management makes them a valid subcategory of communication strategies.

Methodology

Research Design

The study was implemented using the qualitative approach, and case study was chosen as the main design. The type selected for the case study is illustrative, as it attempted to describe the use of message abandonment as communication strategies usage among language learners. Furthermore, case study of illustrative type was utilized to provide in-depth example and description about the strategies used by the language learners in the communication process; in this case, group discussion. Detailed account about the exact usage of the strategies among the learners, namely message abandonment was recorded and analyzed. The analysis from the recorded data was employed to illustrate the way the language learners make use of the strategies during the group discussion; which one of the assessment in the language course.

This particular study is a representative case study, as the findings were made as generalization about the usage of message abandonment as communication strategies among language learners for the chosen institution; UiTM Johor. The chosen students for the study represent other students in terms of language proficiency; both high and low. Generalization is deemed to be appropriate as the students enroll in the same course in the institution with practically similar approaches in teaching and learning.

The scope of the study is one selected group with four students for the speaking task, which is the group discussion. The students were chosen from one of the faculties in UiTM Johor, specifically the Faculty of Information Management. Purposive sampling was done for the four learners involved in the group discussion, as the representatives of both levels of proficiency as differences regarding communication strategies used between language learners of high and low proficiency are highlighted in this study.

Research Method

For the purpose of this study, direct observation was carried out in investigating the communication strategies used by the language learners during group discussion, namely message abandonment. The researcher observed a group of students and identified the strategies that they used when they engaged in the group discussion. For the purpose of noting the data, the instrument used for the observation was the checklist of communication strategies as well as video recording of the group discussion. The checklist is adapted from Dörnyei's (1995) taxonomy of communication strategies. The recording was examined by the researcher to support the data collected from the observation.

Data Analysis Procedures

The data recorded from the observation as well as the video recording were analyzed with focus given to the fillers and hesitation devices used by each student as communication strategies for both individual presentation and group discussion. The analyses were done to cater the research questions formulated for this study. The discussions were made based on two main focuses, which are:

1. The usage of message abandonment as communication strategies between the high and low proficiency language learners in group discussion
2. The possible reasons for the usage of message abandonment among the high and low proficiency learners

The analyses were done using thematic coding, based on the framework of communication strategies taxonomy by Dörnyei (1995). The analyses were done inductively from the recorded and transcribed data, and tentative codes were later generated, specifically based on the use of message abandonment. Detailed descriptions about each student; A, B, C and D were provided, and followed by the accounts on the patterns of the usage of message abandonment as communication strategies by the students in general. Therefore, similarities regarding the strategies were highlighted among the students. The data was analyzed by quantifying qualitative data and was utilized to see the pattern and the differences of usage between the low and high proficiency students.

Participants and Setting

There were four students chosen as the participants for this study, and they are the diploma students from the Faculty of Information Management in their second semester of study in UiTM Johor. For the purpose of this study, two of the participants were chosen among the high achiever for the English course, and the other two from the low achiever. The selection was made based on their examination result for the English course from the previous semester, as well as their speaking test marks. These differences are highlighted to compare the differences of communication strategies usage between language learners of different proficiencies. The selection of the course was made based on the group discussion as the main part of speaking component. Based on the course information and syllabus, each and every student should be able to take part in a discussion, which comprises both individual presentation and discussion in the group. Therefore, the course is deemed suitable to cater the focus of the study which is communication strategies used by the students in group discussion.

Findings

As stated, message abandonment is a strategy classified under avoidance/reduction strategy in Dörnyei's (1995) taxonomy of communication strategy and it happens when the speaker initially stated his point but leave it unfinished after a while. Usually, it is associated with problems such as lack of language knowledge in terms of vocabulary to further elaborate and explain about the points. Although message abandonment is normally related to the learners with low proficiency in English, the data recorded from this study has shown that it also occurs among the high proficiency learners. Some examples of the usage of message abandonment strategy are as follow:

Table 1
Examples of 'Message Abandonment' Strategies Usage

Level of Proficiency	Example
Low	L1 : *Maybe it will take a longer time for them to… to the next uh… yeah. (L10)* L2 : *But they cannot always choosy… and think about payment, or… something… that uh… I think… uh. (L149)* L2 : *…, they can just work… any job, or… not think too much about what are jobs they must work, or… yeah. (L44)*
High	H1 : *… when using experience, we can apply it on our job… and our job. (L135)* H2 : *… there's something in your mind that business… yes,…. (L111)*

Based on the data analyzed from the speaking task, all four speakers used this strategy, regardless of their level of proficiency. Therefore, in the context of this study, message abandonment is a common strategy used and it is not uniquely associated only with the low proficiency learners. Thus, although this concurs with the findings from previous study suggesting that message abandonment is more prominent among low proficiency learners (An Mei & Nathalang, 2010; Chuanchaisit & Praphal, 2009; Ting & Lau, 2008; Yang & Gai, 2010), it proves that high proficiency learners also opt this strategy in their communication.

This finding indicates that there could possibly be various reasons behind the choice of such strategy. Naturally, the speakers resort to this strategy as they are not able to further elaborate the stated points, and simply end their point and pass the turn to other speakers. From the data, this situation happened to the learners with low proficiency, L1 and L2.

Speaker	Example	Notes
L1	• *… longer time for them to… to the next uh… yeah.*	• Leaving sentence incomplete followed by the word '*yeah*' in decreasing tone; indicates abandonment of intended message
L2	• *… about what are the jobs they must work, or… yeah.*	• Rising tone in '*or*' followed with pause indicates more ideas, but instead abandoned and ended.

Aside from that, speakers also abandoned their initial message because they possibly feel that it is better for them to start talking about other point as continuing the initial message could affect the clarity of their point in general. Thus, rather than jeopardizing the efficiency and clarity of their elaboration, the speakers abandoned the problematic point and start elaborating the main point with other explanation. It can be seen from the data that H2, the learner with high proficiency level used this strategy and immediately continued his speech using other related points.

Speaker	Example	Notes
H1	• *… we can apply it on our job… and our job.*	• Decreasing tone in repeating the phrase '*or job*' indicates abandonment of the intended message.
H2	• *…, there's something in your mind that business… yes, …*	• Purposely leaving the sentence without further elaboration, indicated by the decreasing tone in the word '*yes*', and continue talking about other point.

Discussion

Generally, the findings suggest that message abandonment is common among language learners, regardless of their level of proficiency, and learners tend to resort to this strategy for several possible reasons. Moreover, as suggested by Dörnyei and Scott (1997), rather than planning to execute the strategies to handle the difficulties, which the speakers are aware of during the communication, the devices are used most of the time without a conscious decision (p.185). Therefore, it can be concluded that the usage of this device normally occurred among learners regardless of their level of proficiency; hence became the common strategy used by the learners during the speaking task.

With regards to low proficiency learners, one possible explanation for such usage of strategy is their limited mastery of the language. They could possibly have more explanation about the points that they have explained, but the knowledge of the language, specifically the vocabulary is lacking. This is related to the extended view of '*problem-based*' by Dörnyei & Scott (1997) as the first characteristic of communication strategies, focusing on *resource deficits* and *own-performance problem*, when the speaker realize his problem and prevent him from conveying the idea.

Other than that, it is also possible that the learners are aware of the problem that he might have to deal if he continues talking about the initial message, hence abandoning it. They opted to avoid the possibility of the problem to be occurring by not choosing to endeavor the problematic path. It can be concluded from this study that the learners used this strategy most probably to avoid even worse breakdowns in their communication as well as ensuring that their initial idea would not be incomprehensible by the other interlocutors. This is in line with the notion that learners opt for avoidance strategies to avoid the risk of not being able to convey their message, as proposed by Corder (1983; cited in Chuanchaisit & Prapphal, 2009).

Another aspect worth to be noted with regard to the findings is the notion of communicative effectiveness, as suggested by Littlemore (2003). The three aspects of this conception are '*ease of comprehension*', '*stylishness of expression*', and '*proficiency*'. As for the case of message abandonment, it is generally related to the idea of being clear about the topic (*ease of comprehension*) and being proficient. For low proficiency learners, they choose to abandon the message initially because they are practically not proficient in the language itself. Thus, their choice to leave the message unfinished caused their message to be less communicatively effective. However, as for the high proficiency learners, they abandoned the message to steer clear from any possible problem that might occur as they did not feel comfortable to continue talking about it, hence elevating the aspect of ease of comprehension.

Therefore, it helps them to be more communicatively effective. All in all, message abandonment can be positively or negatively related to communicative effectiveness.

Implication

Better understanding on why learners abandon their message unfinished will be beneficial in teaching and learning. On one side, the learners will have the choice in improving their communicative effectiveness as they can choose to leave the problematic area before they jeopardize their comprehensibility in conveying intended message. Oppositely, the educators will have more ideas on why their learners opt for message abandonment in their communication, and it does not always mean that the learners have problems with their proficiency.

On top of that, numerous studies in communication strategies have found that improving learners' awareness towards the strategies as well as direct instruction in language teaching and learning are beneficial towards learners' proficiency (Maleki, 2007; Teng, 2012; Nakatani, 2005). Knowing what to do when breakdowns happen during communication will help the learners to be better language users. Yuanyuan (2011) proposed that language learners use communication strategies regardless of the fact that they are not actually aware of the concept. Better understanding of the strategies, both achievement and perhaps some avoidance or reduction strategies will assist the learners to plan even better usage of the language with the aid of the communication strategies that they can utilize. Thus, it is undeniable that the teaching and learning of language will benefit from the practices involving the usage of communication strategies.

Recommendations

Based on the present study several recommendations can be made for the future research.

1. Research can include other taxonomies with other types of reduction strategies
2. Research can have variety of task to see the task effects in the usage of communication strategies (role play, interview, object description, presentation, etc.)
3. Research can involve both gender to see the differences of strategies used by the learners in communication
4. Research can use stimulated recall interview and retrospective questionnaires to get insights from the participants

Conclusion

The present study aims to investigate the usage of message abandonment as communication strategy among Malaysian language learners. Qualitative representative case study was utilized for this study, and the basis of this study is the taxonomy of communication strategy proposed by Dörnyei (1995). Details and descriptions on the usage of message abandonment during group discussion which involved both high and low proficiency learners were reported in this study. The findings indicate that both high and low proficiency learners used message abandonment as a communication strategy in their spoken discourse. Furthermore, it is also revealed that there are several different reasons for the usage of this strategy.

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3 ICLLCE 2015 63 Nur 'Izzati Zalaluddin

"The one and only Boy that can Catwalk like Zeda Jane": Language Use Among a Group of Homosexual Individuals

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ABSTRACT

"The one and only boy that can catwalk like Zeda Jane"- Most male individuals would not know who Zeda Jane is and how to catwalk. However, the homosexuals studied in this paper are the experts. The Malaysian community refuses to understand the psyche and identity of the homosexual individuals or learn about their language usage much less take note of their interests, skills and talents and because of this, the homosexuals are estranged from the community. This paper is an outcome of a study that investigated the language use of a group of homosexual individuals (gays). The objective of this paper is to discuss the language features used by the homosexual individuals in verbal communication and to identify whether the homosexuals use feminine language features or masculine language features in verbal communication. The data is obtained from qualitative recorded conversations between two respondents. The recorded conversations were transcribed and analyzed using Discourse Analysis and Conversational Analysis as the Analytical Framework. The results reveal that the homosexual individuals studied used feminine language features more than masculine language features in their verbal interaction. This shows that the homosexuals have a unique way of communication since they use mixed language features in their conversation. This paper is of interest to academicians, students and researchers interested in feminine and masculine language in language and gender.

Keywords: Discourse Analysis, Conversation Analysis, homosexuals, feminine language, masculine language.

Introduction

Linguists, especially those in language and gender have informed us that language is gender-based, whether one is male or female, gender can be realized and identified in and through language use. In communicating, males and females use language differently in terms of syntax and semantics. However, academic studies on language use have rarely focused on the group of people known as homosexuals especially so because of tight gatekeeping amongst this group of people. Homosexuals are basically men who are attracted sexually, emotionally and/or romantically to the same sex. Externally, they are naturally male but deep inside the 'wife' or what is known as the 'bottom' has the contingent of becoming a woman (Spargo, 1999). This contingency of becoming a woman influences the homosexual in his gestures, behaviour and the way he talks. This produces a distinct kind of language which have been widely used but is rarely known or noticed by people around the world. This paper is based on the findings of a study that focused on investigating the language features used by a group of homosexuals in a Malaysian higher education institution. The study reported in this paper ignored the respondents' appearance in terms of representation of self, especially in clothing, hair style, mannerisms and so on and will focus only on how they assert their identities as homosexuals in and through their use of language specifically by focusing on the language features used when communication with each other. The objective of this paper is to discuss the language features used by the homosexual individuals in verbal communication and to identify whether the homosexuals use feminine language features or masculine language features in verbal communication.

Literature Review

Homosexuals usually refer to individuals who refuse or disrupt the cultural norms of masculine or feminine appearance or behaviour and their assumed correspondence to pre-existing biological maleness or femaleness (Spargo, 1999). According to Davis (2011), the term 'homosexual' at its most basic level, applies to someone who does not fit within society's standard of how a man or woman is supposed to look or act. Language is used to convey meanings, to communicate and more importantly to give-receive information in context while gender is recognition of the sex of an individual in representing himself or herself to the world (Christie, 2000). According to Tannen (1995), people believe that men's and women's speech styles are different. That is, if you are a woman, you are more inclined to use the 'female' pronoun form and if you are a man, you are more inclined to choose from the 'male' pronoun form (Talbot, 2010). Keith and Shuttleworth (2000) suggested that women talk more than men, talk too much, are more polite, are indecisive/hesitant, complaint and nag, ask more questions, support each other, are more cooperative, interrupt more while men swear more, do not talk about emotion, talk about sport more, talk about women and machines in the same way, insult each other frequently, are competitive in conversation, dominate conversation, speak with more authority, give more commands, speak one at a time.

Research Questions

Because homosexual individuals are often judged as "different" from others, they are ostracized and thus become estranged from the community so very little is known about their interests, skills and talents including the language they use and their language behavior. The respondents of this study expressed their uncomfortable feelings of being unaccepted by society in terms of their language and their identity. The research questions of this study are: What are the language features used by the homosexual individuals studied? Why do the homosexual individuals use different language features in their communication?

Research Methodology

This study followed a qualitative research design. Data are primarily audio-tape recorded conversations of the respondents as they communicated with each other. The taped recorded conversations were then transcribed using a transcription convention developed by Jefferson (1972).

Originally, five respondents were selected for this study but only two respondents gave their consent that data collected could be used for this study. The respondents were students and all were active participants in the cultural troop performances particularly as dancers in a higher education institution in Malaysia. Based on confidentiality and privacy of the respondents, they are identified as Acap (AP henceforth), and Pija (PJ henceforth) in this study. The researcher was able to collect data for the study as she had cultivated a friendship with the respondents two years prior to conducting the study. Before the tape recording started, the respondents were given a short questionnaire to fill in. The information gathered from the questionnaire enabled the researcher to gather information about their ethnographic backgrounds. Two audio-tape recorded conversations were used in this study.

PJ comes from a poor family. His father is a rubber tapper and his mother is a housewife. He has six siblings. His mother tongue is Malay. He has a boyfriend and at the time the study was conducted, Pija was staying with his boyfriend. He thinks that society should accept him for what he is and accept his ways of interacting by using a language that is distinct to the group he belongs to, i.e., the homosexual group because his 'straight' friends are comfortable in using it and many transgender language terms have been used widely by others.

AP comes from an average family background. His father is a technician and his mother is a clerk. His mother tongue is Malay and he feels comfortable communication in English. He did not have a boyfriend at the time the study was conducted. He is active in arts and performance and is a dancer. He has seven siblings, three boys and four girls. He thinks that society must accept people of his kind because for him, he is just trying to be what he actually is.

Theoretical Foundation

This study uses Discourse Analysis and Conversation Analysis as the analytical framework Social Identity Theory as the theoretical framework. According to Edmondson (1981), Discourse Analysis focuses on knowledge about language beyond the world, clause, phrase and sentence that is needed for successful and communication. It looks at patterns of language across texts and considers the relationship between language and the social and cultural contexts in which it is used. Discourse analysis also considered the ways that the use of language presents different views of the world and different understandings (Halliday, 2002). It examines how the use of language is influenced by relationships between participants as well as the effects the use of language has upon social identities and relations. As for Conversation Analysis, Sidnell (2009) maintains that it is an approach to the analysis of spoken discourse that looks at the way in which people manage their everyday conversational interactions. It examines how spoken discourse is organized and develops as speakers carry out these interactions. Conversation analysis has examined aspects of spoken discourse such as sequences of related utterances, preferences for particular combinations of utterances, turn taking, feedback, repair, interruptions, overlapping, openings and closings, discourse markers and response tokens (Wreth, 1981).

According to Tajfel (1974), Social Identity Theory involves three central ideas: categorization, identification and comparison. In categorization, the process involved is to categorize people to understand the social environment. In identification, this is where they will be identified with the groups they perceive themselves belonging to. Sometimes, identification involves them to think of themselves as group members and at other times they think of themselves as a unique individual. The last idea is comparison. In comparison, the homosexual individuals were interpreted as positively involved in that group or not.

Findings

Discourse Analysis on Conversations: Lexical Choice

Lexis is a term used to mean a set of words used to describe something like person or an object (Barry, 2002). Lexicon is a term that refers to the words and phrases that you actually employ to transfer meanings to others. The lexical choices you make are simply the ways that you choose to express yourself (Hogg, 1988). You may find, as an individual, that you adjust your lexical choice to match the audience. Lexical choice is a choice of words you use in your daily life or conversation. Examples of lexical choices are nouns, pronouns, verbs, adverbs, intensifiers and adjectives. However, lexical choice in this study focuses only on nouns, pronouns, intensifiers, verbs and adjectives.

Nouns

According to Burton (1984), 'noun' comes from the Latin word *nomen*, meaning 'name'. The function of a noun is to name someone or something. Barry (2002) stated that we recognize nouns by their traditional function: they name a person, place, thing or idea. When we discuss about nouns, they may either be singular (one) or plural (more than one) or common or proper nouns. However, this study focuses only on common nouns and proper nouns. Barry stated that common nouns are written with lower case letters and refer to general categories, e.g., girl, ball, book; while proper nouns begin with capital letters and designated a specific function, e.g., Mary, Fifth Avenue, Malaysia.

In this study, the nouns which are common nouns and proper nouns are divided into two parts: English and Bahasa Malaysia. The nouns listed from two recorded conversations were analyzed to decide whether they are related to males or females. English Nouns are listed in Figure 1.1 below and Bahasa Malaysia Nouns are listed in Figure 1.2.

ENGLISH NOUNS		
Boy	Christmas	Dairy
Drag	English	Gender
God	Girl	Japanese
Legendary	Leg	Mouth
Mama	News	One
Person	People	Queer
Sheota	Transgender	Truth

Figure 1.1

BAHASA MALAYSIA NOUNS	
Ayie	Mak

Figure 1.2

NOUNS RELATED TO FEMALES			
ENGLISH			**BAHASA MALAYSIA**
Boy	Christmas	Drag	Ayie
Dairy	Gender	God	
Legendary	Leg	News	

Figure 1.3

NOUNS RELATED TO MALES	
ENGLISH	**BAHASA MALAYSIA**
Girl	Mak
Leg	

Figure 1.4

As we can see, in the two conversations recorded, the respondents use more nouns that are related to females than those that are related to males. For example, the participants use nouns in terms of beauty and fashion. As most of us know, beauty and fashion are closely related to the female gender, the male respondents of this study tend to use this kind of nouns more. In conversation 1 and 2, *'drag', 'legendary'* and *'leg'* were uttered by the respondents. These kinds of nouns are usually alien to males since males are known not to be keen on beauty and fashion. Even though AP, PJ used mostly female related nouns however, they did utter some male related of nouns in their conversations. This proves that while they are presenting themselves as females, they too need to mingle around with normal males and act like normal males to survive and in order to mingle around; they need to know what normal males know or focus on.

Pronouns

According to Murphy (2004), a pronoun can replace a noun or another pronoun. You use pronouns like "he," "they," "themselves," and "you" to make your sentences less cumbersome and less repetitive. This study focuses only on personal pronouns. A personal pronoun refers to a specific person or thing and changes its form to indicate person, number, gender, and case. A subjective personal pronoun indicates that the pronoun is acting as the subject of the sentence. The subjective personal pronouns are "I," "you," "she," "he," "it," "we," "you," "they." An objective personal pronoun indicates that the pronoun is acting as an object of a verb, compound verb, preposition, or infinitive phrase. The objective personal pronouns are: "me," "you," "her," "him," "it," "us," "you," and "them."

In conversation 1, and 2, there are many personal pronouns found. As seen below in figures 1.5 and 1.6, the pronouns found are divided to those that are in English and those that are in Bahasa Malaysia.

SUBJECTIVE PERSONAL PRONOUNS			
ENGLISH		**BAHASA MALAYSIA**	
I	They	Aku	Nok
You	It	Kau	Uols
We	She	Kita	Nyah
He		Dia Orang	

Figure 1.5

OBJECTIVE PERSONAL PRONOUNS			
ENGLISH		**BAHASA MALAYSIA**	
Her	Us	Dia	Kita Orang
Him	Me	Korang	

Figure 1.6

14	PJ	: Are you se:rious? Oh my God (?)! I mean like SHE with Sheota?
18		can find another person.(ha ha ha) Oh no: mama, she kept crying.
11	AP	: You know her (?) ?
12	PJ	: Of cou:rse I know her!

Excerpt from Conversation 1

In conversation 1, lines 14, and 18, the pronouns '*she*' were used repeatedly by the respondents. The 'she' used in the conversation refers to Ayie. '*Her*' is also uttered by the respondents in the conversation. It has been used in conversation 1, lines 11, 12, and 33. Normally '*her'* is used as an objective personal pronoun for a female. However, in the context of the conversation, it is used to refer to Ayie who is categorized as a homosexual individual. PJ says that "it is compulsory to pronounce a drag using feminine objective pronoun because the drag has tried so hard to dress like a girl and this rule is only applicable when the drag is in drag and when you as the audience know the sissy boy really well". In this case, the drag and the sissy boy were given female identities and referred to as *her* and *she* respectively in conversations 1 and 2. This shows how much the respondents have the desire to be females and their use of pronouns emphasizes this desire as they all want to be 'girls' in their own eyes. The lexical items used for males are now manipulated and referred to as females in the conversation between the homosexual individuals. Each of the homosexual individuals in the group validates himself and each other as females.

Furthermore, the respondents involved in this study also use the homosexual subjective personal pronouns which are '*nok*' and '*uols*' in their conversation. 'Nok' denotes the meaning 'you' in the homosexual world. They use 'nok' with each other whenever they feel comfortable and know someone quiet well and that someone accepts them as what they are. Simply put, the usage of '*nok*' is meant for usage only within the homosexual intergroup during conversation. As for '*uols*', it is used for others who belong outside their 'family'. They are comfortable in using '*uols*' with everyone not withstanding whether others accept them as homosexual individuals or not.

Intensifiers

Intensifiers play a role as a word that emphasizes another word or phrase. In English grammar, an intensifier is a word, especially an adverb or adjective, that has little meaning in itself but is used to add force to another adjective, verb, or adverb (Murphy, 2004). Sometimes, an intensifier has little semantic content but affect the meaning of the word that it modifies clearly. In the world of conversation, women are reported to use lots of intensifiers in their conversations as they like to emphasize everything so that people will know what it means to them (Lakoff, 1973). Lakoff also identifies the use of intensifiers as part of women's/feminine language.

In this study, intensifiers are also used by the respondents in the conversations. Examples of intensifiers used in the conversations are '*so'*, 'really', '*very'*, '*too'* and '*only'*. The lexical items situated after the intensifiers in their conversations are modified by the intensifiers to be more dramatic and full of emotion. For example, in conversation 1, line 09 when PJ mentioned that Ayie is the only boy in UKM that can walk like the famous model, Zeda Jane. It really emphasizes Ayie's capability as a boy that can perform a girl's technique of walking. The example of intensifiers used in conversations 1 and 2 are as below (Figure 1.7).

INTENSIFIERS (Eng)	
Only	Really

Figure 1.7

09 AP: Well the one and only boy that can catwalk like Zeda Jane.

Excerpt from Conversation 1

Verbs

Verbs are often considered to be the lexical category that indicates the action of the sentence, but you can probably imagine some of the shortcomings of this definition (Barry, 2002). According to Burton (1984) the word (or group of words) that performs the essential 'telling' function in the predicate is called the verb. How do we find the verb in a sentence? It can be found in sentences that consist of subject and object and can be recognized by recognizing the word that denotes action or being.

In this study, verbs found in the conversations are mostly in their base forms, and represented in present tense, past tense and future tense forms. Listed in the figures below are verbs found in this study. The listed verbs were then categorized accordingly to female and male related verbs. The respondents were observed and analysed whether they use a lot of female related verbs or male related verbs.

VERBS		
English		**Bahasa Malaysia**
Being	Know	Bagitau
Break Up	Like	Carut
Catwalk	Love	Faham
Called	Make	Mati
Crying	Read	Mampus
Crushing	See	Menangis
Do	Stereotyped	Membaca
Eating	Tell	Suka
Feeling	Understand	
Find	Wearing	

Figure 1.8

In the conversations studied, the respondents used a lot of verbs to tell action or being. However, only a few of the verbs apply according to gender. According to Barry (2002), a verb may also agree with the person, gender, and/or number of some of its arguments, such as its subject, or object. If the subject or the object is referring to a female, verbs use may be categorized as feminine verbs. For example, "Mary cried when her cat died". According to the literature in gender, crying is a female thing and depending on which males usually do not cry. Therefore, the verb *'crying'* is usually used together with females or being used to refer to females more than males.

15	AP	: Ha, she is like (.) cry::ing to me you know and:: (2.5)
25		**macam**(..) FEELING, FEELING, CRUSHING, CRUSHING la (?).
33	AP	: **Ye::la (?), sebab Ayie dah** con<u>fess</u> **katanya**::

Excerpt from Conversation 1

In conversation 1, lines 9, 15, 25, and 32, verbs like '*catwalk*', '*crying*', '*feeling*', '*crushing*' and '*confess*' were used by the respondents in the conversation. As mentioned earlier, these are verbs used together with females or refer to females rather than males. Listed above are examples of verbs used by females and in the context of this study, they are used by male participants in this study. Meanwhile, verbs like '*crying*', '*feeling*', '*crushing*', '*confess*', and '*couple*' are often used by females in expressing something to others. Females are known to cry a lot and that makes sense when '*crying*' or '*menangis*' in Bahasa Malaysia is classified under feminine verbs.

06	PJ	: Like really fuc:king (.)

Excerpt from Conversation 2

In conversation 2, verb like '*fucking'* is found. Males rarely use '*indulging*' in expressing the way they taste cake but females do.

Therefore, based on conversations 1 and 2, this study found that the homosexual individuals involved in this study used more feminine verbs in conversing with each other. They also used general verbs but they used only a few masculine verbs like '*fucking*' in these conversations. 'Fucking' as most of us know is the common verb used by males in emphasizing their lust towards sex. Females rarely use this verb in this manner since it is consider unfeminine and too not appropriate to be used in polite company. Nevertheless, we can conclude that even though the respondents are expressing themselves as female, they still retain some of the male side in them.

Adjectives

According to Nordquist (2009), adjectives describe words. Adjectives are added to nouns to state what kind, what colour, which one or how many. Adjectives are said to modify nouns and are necessary to make the meanings of sentences clearer or more exact, for example: Large elephant. In the example, *large* is an adjective used to describe the elephant. Listed below are adjectives found in the conversations used by the respondents in this study. The adjectives are classified into two parts: English adjectives and Bahasa Malaysia adjectives. The adjectives listed can be further divided into feminine and masculine adjectives.

ADJECTIVES

ENGLISH			**BAHASAMALAYSIA**
Another	One	Just	Sebenar
Official	Other	Straight	
Japanese	World	Mobilty	
More			

Figure 1.9

Based on the adjectives listed above, this study found 7 adjectives that are mostly used by females. Those adjectives are '*official*', '*just*', '*straight*', and *'more'*. '*Official*' is usually uttered by females as they are more concerned about relationships or status. They are afraid of getting married at an old age and they really care about status. '*More'* on the other hand, are often used by females because they tend to need and require everything more than what they actually need. For example: more Money. Male usually ignore whether the needs they have more or exceeds their usage. Males usually use or buy only what they really need and they do not even bother whether they have extra money to be saved. As compared to females, females will usually make sure they have more than enough money to save and use in the future. Even though the frequency of feminine adjectives that are used in the conversations is more than the masculine adjectives however this study can list 1 mostly used masculine adjective that have been used by the respondents. The adjective that have been used is '*world*'. Usually, males tend to be more concerned about what is happening to and in the world, most probably the World Cup and World Wars. As a conclusion, when studying the verbal aspects of the homosexual individuals in the sentences they use, they use only a few feminine adjectives in the conversations but the feminine adjectives used exceed the masculine adjectives used.

Discourse Analysis on Conversations: Language Choice

In the world of conversations, Lakoff (1973) states that there are two different kinds of language, mainly male and female language. Usually, it is stated that females use feminine language in their conversation and males use masculine language. Below are masculine and feminine features that make up male and female language.

Masculine/Feminine Language

According to *Lakoff (1973)*women's talk has the following properties:

- Lexical <u>hedges</u> or <u>fillers</u>, e.g. you know, sort of, ...
- <u>Tag questions,</u> e.g. she is very nice, isn't she?
- <u>Rising intonation</u> on declaratives, e.g. it's really good.
- Empty <u>adjectives</u>, e.g. divine, charming, cute.
- <u>Precise</u> color terms, e.g. magenta, acqamarine.
- <u>Intensifiers</u> such as just and so.
- Hypercorrect grammar, e.g. consistent use of standard verb forms.
- <u>Superpolite forms</u>, e.g. indirect requests, euphemisms.
- <u>Avoidance of strong swear words,</u> e.g. fudge, my goodness.
- <u>Emphatic stress</u>, e.g. it was a BRILLIANT performance.

Figure 1.10

According Tannen (1990) men's talk has the following properties:

- <u>Statement</u> instead of question: "I want that blue bag."
- <u>Direct</u> to the point: "I think that's an <u>ugly</u> car".
- Men <u>curse</u> more than women.
- Men <u>interrupt</u> more than women.
- Boys:
  - Tend to play in large groups that are hierarchically structured
  - Their group has a leader
  - Status is negotiated via orders, or telling jokes/stories
  - Games have winners and losers
  - Boast about skills, size, ability
- Men do talk to their friends and the topics are: work, sports, politics, not so much about family

Figure 1.11

There are a lot of female language features that are used in this study. As Lakoff (1973) has mentioned, female language features tend to involve the following properties: lexical hedges or fillers, tag questions, rising in intonation, empty adjectives, precise colour terms, lots of intensifiers, hypercorrect grammar, super polite forms, avoidance of strong swear words, and emphatic stress. Even though lots of female language features have been used throughout the conversations audio-taped in this study however, the respondents did maintain their masculinity by using a few male language features like being direct and to the point, cursing and interrupting while other are speaking. The figures (see Figures 1.12 and 1.13) below show the analysis done on male and female language features used in the 2 conversations studied.

MALE LANGUAGE FEATURES PROPERTIES	EXAMPLE USED IN THE CONVERSATION (1&2)
Direct to the point	• Conversation 2, line 24 and line 29 "What are you eating Zety? Not enough Christmas's turkey?" "..oh my God, you called yourself a legendary?..."
Cursing	• Conversation 2, line 6 "Like really fucking."
Interrupting	• Conversation 1, only in line 30. • Conversation 2, actively interrupt each other in line 7, 8, 27, 28, 29, 30

Figure 1.12

FEMALE LANGUAGE FEATURES PROPERTIES	EXAMPLE USED IN THE CONVERSATION (1 &2)
Lexical hedges or fillers	• The use of "…you know.." in conversation 1, line 15, 25. • The use of "..you know…" in conversation 2, line 11, 22. • The use of "..something like that.." in conversation 2, line 14.
Tag questions	• Conversation 1, line 07 "You know Ayie?" • Conversation 1, line 14 "I mean like she with Sheota?"
Rising in intonation	• Conversation 1, line 1, 6, 7, 9, 11, 14, 16, 20 etc • The rising of intonation in speaking were labeled with (?) mark.
Intensifiers	• Conversation 1, line 3, 9, "..just..", "..only..", "..so.."
Avoidance of strong swear words	• Conversation 1, line 2, 3 and 14 "Oh my God!" • To avoid harsh words, respondents use the name of the God to replace swear word when they are shock with that news.
Emphatic stress	• Conversation 1, line 26 "…macam FEELING, FEELING, CRUSHING, CRUSHING la…" • Conversation 2, line 13, line 26 "IF YOU CAN READ PEOPLE…" "Ok: ok. DIRECT!"

Figure 1.13

As listed above, the respondents in this study used more female language features rather than male language features. This concludes that they are internalising and emulating the female way of speaking. They use a lot of lexical hedges and tag questions in conversing with each other which is often done by females. They also raised their intonation and use certain high pitch voices in interacting with one another. Even though they have tried very hard to emulate females however, they cannot get away from their masculine side. As a feminine male, many times they are still direct and to the point with each other like other males. Interruption is one of the most used features that helped to highlight their masculine side in this study because it has been empirically reported that men interrupt more than women.

Conversation Analysis of Conversations

Overlapping

Linguists refer to overlapping as "two voices that are simultaneous". Tannen (1994) states that overlapping is "beginning to make a sound while someone else is speaking." Whereas interruption is "an interpretative, not a descriptive act", overlapping is a way to keep conversation going without risking silence.

Conversation 1
20 PJ : actually <u>that</u> girl wants to <u>do</u> Sheota (?).
21 AP : [**Ye ke**? (2.0)]
44 PJ : ⌈She was so:: obsessed with him (,) so:: like

Figure 1.14

23 AP : **Yelah <u>nok</u>**!
24 ZT : [Oh my god!]

Figure 1.15

In this study, as can be seen in Figures 1.14 and 1.15, the overlaps observed are mostly done throughout the conversation especially between PJ and AP. Whenever one of them starts say something, the other one will overlap the interaction of the speaker at the end of the sentence. This signals the speaker that he (the one who interrupts) is well informed or knows about that topic or that current issue.

Interruption

Schegloff (1987) stated that interruption is a "violation of the turn exchange system", whereas overlapping is "a misfire in it". Leffler, Gillespie and Conaty (1982) do not make a distinction between interruptions and overlapping, they include as interruptions "all vocalisations where, while one subject was speaking, the other subject uttered at least two consecutive identifiable words or at least three syllables of a single word."

29		**<u>dia</u>**(?)**!** (.hh) **Tu yang dia menangis kat I**. (pretend crying)
30	PJ	: [**<u>Nok</u>**, **<u>nok</u>**, **<u>nok</u>**!] **Mak tak faham(?)**! **Mak** the

Figure 1.16

06	PJ	: Like really fuc:king (.)
07	ZT	: [bad bad bad]
08	PJ	: [Yes!] We love:: to make fun of other

Figure 1.17

26	ZT	: Oh: ok. DIRECT(?) !
27	PJ	: [Haa **gitu**!Yes(?), Yes(?)!]
28	AP	: [Hah! Straight forward!]

Figure 1.18

Figure 1.16 is an example of excerpt taken from conversation 1 while Figures 1.17 and 1.18 are examples of excerpts taken from conversation 2. As we can see, while PJ was talking, AP interrupted to give his opinion. Although it is a simple and basic interruption made, this situation however, shows that both respondents have masculine sides as proposed by Cowie (2000). Cowie labelled males as high-involved speakers. Males wanted their opinion to be heard every time they speak to others. High-involved speakers want to show as much enthusiastic involvement as possible. They tend to interrupt more but they do not have the intention of cutting off others. They simply feel that an opinion or objection cannot wait for the convenient moment.

In this study, it was observed that both respondents interrupted each other mostly in every line of their conversation. The respondents proved that they still have their masculine side even though they are trying very hard to be female in every which way they can.

Discussion

Social Identity Theory according to Tajfel (1974) involves three central ideas: categorization, identification and comparison. In categorization, the process involved is to categorize people to understand the social environment. This study was able to categorize the respondents studied as homosexual individuals based on the relationship of the respondents with the researcher that spanned 2 years. This study also recorded that their behaviour gravitated towards emulating the female side based on their language use. Secondly, after they have been categorized as homosexual individuals, the respondents were then identified whether they present themselves as homosexual individuals only within the group or that this was their personal identity. Based on the analysis done via discourse and conversation analysis, it can be proved that the respondents are homosexual individuals both within that group and within themselves. The respondents' social identity (in public) as homosexual individuals is due to their inclination towards being female. As have been shown in the analysis, the respondents in this study emulate being females in and through their language use but they tend also to preserve their masculinity at certain points due to the degree of their acceptance in society; while they may be outwardly showing more female qualities in the way they speak, they must also maintain a balance in showing the masculine qualities in order to be accepted in their community. The social and personal identities were interpreted based on the transcription, the analysis and the ethnographic background collected. The final idea in Tajfel's theory is comparison. Comparison takes into account whether or not the respondents are involved actively as homosexual individuals. In addition, comparison sees whether the members of the in group have the same values as the out group members. With regards to comparison, this study showed that PJ and AP were trying to compare the homosexual’s individual capability on winning Sheota’s heart basically in order to prove that Ayie, a friend of PJ and AP’s is actively presenting himself as a homosexual individual when he has feelings for a male instead of a female. This is based on conversation 1 where the respondents speak about Ayie who has a crush on Sheota where at the same time, Diba, their ‘normal’ female friend also has a crush on him (Sheota). At the end of the conversation, they conclude that Ayie and Diba should share Sheota. By doing this, they put themselves at the same level as Diba, and thus show that they are indeed being female and rightly they belong to the female group.

Tajfel (1981) also suggests that individuals interact on two levels: interpersonal and intergroup behaviour. Interpersonally, it has been shown via discourse and conversation analysis that the respondents of this study interact as males and females at the same time. This may be due to the conscious effort of balancing their language use so that they not only assert being who they are, i.e. being homosexuals through using feminine language features but also they want to be accepted by the community that still see them outwardly as males and therefore, they assert their masculinity through masculine language features. However, in intergroup interaction, they did not hide their homosexual individual identity in interacting. This is because; they feel comfortable in being within the group and sharing the same identity and values. In intergroup interactions, they put much effort in emulating females and converse towards the feminine side in order to present themselves as feminine male in the eyes of everyone in that particular group.

Conclusion

It can be said that the respondents involved in this study can be categorized and identified as homosexual individuals. It has been shown that they have their own unique language as illustrated via analysis of their conversations with each other; they use both female and male language features in conversations and have their own words such as ‘bonggah’, ‘nok’ and ‘kelas’ that cannot be understood by others unless they learn the language. This study also identified language features used by the homosexual individuals. Those language features used by the homosexual individuals in conversation have strongly represented them as female instead of male because they tend to use more feminine language features rather than male language features in conversing with one another. In other word, this study managed to highlight and identify the unique language use by the homosexual individuals in order to knowledge public on their existence in the community. Based on the Social Identity Theory, it is proved that the homosexual individuals in this study are comfortable using this kind of language due to their surroundings and the fact that they want to preserve their identity as male to be accepted by their community but also want to move towards becoming female at the same time. This study benefits academicians, students and researchers interested in feminine and masculine language in language and gender. It can be suggested that future researchers find more opportunities to study homosexual individuals in an in-depth way, specifically to investigate their unique language use and how they signal their identity in and through language. Further, researchers especially in Malaysia should carry out research on the homosexual individuals’ language use in written communication in such diverse contexts such as in social network in particular, Facebook and Twitter.

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3 ICLLCE 2015 69 Hasmina Domato Sarip

Problems Encountered In Mother-Tongue Based Teaching

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ABSTRACT

This study tried to find out the difficulties of the teachers in teaching mother tongue as a subject and as a medium of instruction as part of the K-12 curriculum. It is essential to find out the challenges on the part of the teachers in mother-tongue based teaching in the early years of the implementation of the said curriculum. And through learning these concepts, there will be given a better coping mechanism on the side of the teachers to teach such subject. The framework for this study is premised on Multilingualism, Sociolinguistics Theory and Communication Accommodation Theory. The results of the study showed that: the teachers and pupils code-switch; the teachers have their ways to cope against the challenges faced in a pluralistic classroom; and the existence of different languages in a classroom play a role in the learning process of the pupils. Moreover, the mother-tongue based education has to go more assessments and evaluation for its effective implementation. All stakeholders – teachers, pupils, parent, administrators and policy-makers should actively address the problems in the learning process of learners.

Introduction

Language is one of the most essential components in education. It plays a very important role in communication as language carries ideas, emotions, and instruction. It is through language that a teacher engages in communication with his students. Language teaching is one of the noticeable subjects most especially in the demanding change in the educational system. Language itself, moreover, possesses its own dynamics and is constantly undergoing processes of both continuity and change, impacting upon the communication modes of different societies as it evolves (UNESCO).

The management of an effective communication is one of the central tasks of teacher inside the classroom. Effective student learning depends primarily on the strong and positive management of the classroom communication in all its forms and situations. It cannot also be denied that every teacher has his own ways and strategies of teaching and making his students understand a specific lesson.

Recognizing and responding to diversity is a key principle for quality education (UNESCO, 2007).In the new educational system of the Philippines which is the K to 12, Mother Tongue Based – Multilingual Education has always been emphasized in discussing its curriculum. It is stated in the K to 12 Toolkit (2012) that the mother tongue or the child’s first language will be used as the primary medium of instruction from preschool until Grade III. Mother Tongue will also be and additional learning area from preschool to Grade III. However, there are still debates regarding the teaching of mother-tongue in a classroom when in fact the Philippines has already established the environment of Bilingual Education.

As cited by Malone (2007), the choice of the language is a recurrent challenge in the development of quality education. Speakers of mother tongues, which are not the same as the national language, are often at a considerable disadvantage in the educational system (UNESCO, 2003).There is a seemingly infinite number of variables like the affective domain which could be at stake in language learning (Brown and Heredia, 2000).

In the pursuit of the government to give quality education, considering that K to 12 is a learner-focused curriculum, it is most important to assess the teachers and educators in their process of teaching the learners -- that is giving attention to their difficulties especially in a multi-cultural classroom.

The researcher sought permission from the respondents through a letter indicating her request to conduct an interview and to distribute questionnaires. Aside from the letter, the researcher explained to the respondents about the nature of the study. The researcher checked on the most convenient time of the respondents to have the questionnaire conducted. After the distribution of the survey questionnaires, the researcher was asked to come back in the afternoon and collect the questionnaires from every Chairperson of every grade levels. The interviews were recorded using a voice-recorder. After the interview, transcription was done.

This research studied the problems and difficulties of the teachers in teaching Mother-Tongue as a subject and as a medium of instruction. This study tried to find out the current issues in the Mother Tongue based Teaching, grounding on the experience of the teachers. Hopefully, this research will help the policy makers in terms of educational system implementation in addressing the context issues present in a locality and as a reference for future studies.

Moreover, the researcher conducted this study because it is most important to consider and to find out the difficulties of the teachers in teaching mother tongue as a subject and as a medium of instruction as part of the k to 12 curriculum. It is essential to find out the challenges on the part of the teachers in mother-tongue based teaching in the early years of the implementation of the said curriculum. And through learning these concepts, there will be given a better coping mechanism on the side of the teachers to teach such subject.

Theoretical Framework

The framework for this study is premised on **Multilingualism, Sociolinguistic Theory and Communication Accommodation Theory**. Sociolinguistic Theory involves the study of the outcome of any features of society such as background on the way language is used. This theory is used in explaining the phenomenon of interest in the study.

According to Edwards (2005), understanding the dynamics of multilingualism means coming to grips with many complicated linkages between languages and virtually all other areas of social life. While it is no doubt true that every language – contact situation is unique, that uniqueness arises because of the differential weightings and combinations of elements that are, themselves, recurrent across settings – and not because of the presence of elements or factors found nowhere else. This suggests the possibility of frameworks within which many settings might be assessed and compared.

Such a framework cannot capture all the important nuances, of course, some of which are not immediately apparent. As an example, consider the immigrant – indigenous dimension. Some have argued that only Amerindian languages – which, themselves, arrived via ‘ Beringia ’ some 12,000 years ago – are indigenous to Canada. French and English, however, have 400 - year claims. While less indigenous than the ‘first nations ’ might they be considered as more indigenous than later arrivals? How long, in other words, does it take to become indigenous? This is not an idle matter, since scholarly pleas have been made for the differential treatment of indigenous and immigrant groups. There are also problems with the cohesiveness dimension: if a language is spoken sparsely over a wide area, but also possesses a concentrated center, then it could perhaps be described as cohesive or non - cohesive. Yet another difficulty arises when considering a language that is found in adjoining states; while each group can be classified as cohesive or non - cohesive, the degree of cohesion of its neighbor may also be important. Issues also arise concerning the adjoining/non - adjoining dichotomy itself.

Labov pioneered **Sociolinguistics** in the 1960s. Sociolinguistics refers to the study of the effect of any aspects of society on the way language is used. As the usage of a language varies from place to place, language usage varies among social classes (Chambers, et al., 2002). The term 'language and society' offers the broadest meaning, to include all the research areas, though it is frequently used interchangeably with sociolinguistics.

Sociolinguistic Theory explains the reasons of the respondents' in facing their challenges inside the classroom. This theory will be the ground to explain the affecting factors why these difficulties are faced by the respondents. As emphasized in this theory, there are variations in the use of the language depending on the place, social classes and other factors in the society.

This study is also anchored on the **Communication Accommodation Theory** of Giles (1973). This theory intends to analyze the discursive variations; these are the results of speech adjustments or accommodations done by the speakers according to their personal characteristics, speech style and language usage. The adjustment done in the speech aims to promote communicative efficiency between interlocutors, and to maintain positive social identity (Giles, 1973).

According to Giles, Communication Accommodation Theory explores the different ways in which people can accommodate communication, motivation for doing so, and the consequences the first component to the theory is the socio-historical context of an interaction (Gallois et al., 2005).

Before an interaction occurs between two parties, there are pre-established relations between the individuals and the groups to which they belong (Gudykunst et al., 2005). Specifically, Communicators' social belonging is made up of societal and cultural norms and values (Gallois et al., 2005).

The socio-historical context effects communicators' placement to the upcoming interface, as the larger social groups to which they are members influence how they will approach the interaction. Communication Accommodation Theory explains how the respondents accommodate and cope to their difficulties in teaching through their language use. Through this theory, this study finds out how the respondents do their adjustments in order to be effective in their field.

The study attempted to find out the teachers' difficulties in teaching Mother Tongue as a subject from Grades One to Three of Mindanao State University-Integrated Laboratory School, Marawi City, in the second semester of academic year 2014-2015.

More specifically, this research sought to answer the following questions: (1.) What are the problems/difficulties faced by the teachers in teaching Mother Tongue as a medium of instruction and as subject?; and, (2.) What are the mechanism of the teachers to cope with these difficulties? This study is a qualitative-quantitative research which investigated the teachers' difficulties in teaching mother tongue. Quantitative research for it involves collection of numerical data in order to present data. It is also qualitative because it basically collected narration from the interview to gain insights from the respondents to understand and further investigate.

Research Question 1. What are the difficulties faced by the teachers in teaching Mother Tongue as a medium of instruction?

To get the answers of this problem, the researcher strategizes a pattern for the questionnaire, wherein four domains are considered: the pupils, the teacher, the administration and policy, and the materials and facilities. These domains are believed to be the sources of problems that would affect the learning-teaching mechanism of the mother-tongue based education.

The difficulties faced by the teachers in using mother-tongue as a medium of instruction are:

Some pupils do not speak the mother-tongue of the locality. Based from the survey questionnaire, the teachers perceive that some pupils do not speak the mother-tongue of the locality. This is a challenge faced by the teachers since the mother-tongue language of the pupil are not the same. The learning of every pupil should be put into consideration. The teachers are challenged to speak more than one language in order to cater the needs of the pupils inside the classroom. The input of language in the first five years of the basic education of a child is very crucial and important in the development of the child.

It is stated in the K to 12 program that there should not be one child left. The new program also promotes a student-centered learning. However, if a particular pupil cannot speak and write using his mother-tongue language, it suggests that the pupil will be learning the mother-tongue language as a new language. Instead of enhancing the mother-tongue, the pupil is actually learning a new language. In this sense, it might affect the learning of the pupil and create confusion.

Majority of the respondents (65.21%) agree to the statement that the language of the locality is not necessarily the mother-tongue of all pupils, causing some pupils to be left behind. 17.39% strongly agree; 13.04% disagree; and 4.35% strongly disagree to the statement. Because of this, teachers have to translate and give more and exhaustive illustrations to make their pupils understand the lesson. This supports the study of Diron (2011) with the findings that teacher code switch in order to communicate and explain the lesson further to the students and that their general reason for code-switching is for the benefit of the students.

In addition, this problem is also shown from the result of statement seven in Table 2.1 which says 'The pupils sometimes need English or Filipino translations in order to understand the lesson/s or instructions/s given in mother-tongue language.' Majority of the respondents (52.17%) strongly agreed to the statement. This is an evidence that the teachers use other languages in order for them to communicate the lessons or instructions effectively to the pupils. Another evidence, is that there are 56.52% of the teachers who agreed that the pupils do not readily understand mother-tongue language's content and structure because they use other language/s at home and at school.

While learning more than one language can produce enhanced cognitive flexibility and metalinguistic awareness once children are fully bilingual (Bialystok, 2001). There can indeed be real risks to children's academic achievement if they are struggling to learn more than one language over an inadequate time period with inadequate resources and instruction.

Moreover, it can be seen here that the Bilingual Policy is taking its place in the classroom. In the Bilingual Policy, the language of instruction is in the language of the majority. In the case of these teachers, they go back to using the National language or Filipino and English.

Some pupils are not ready to learn mother-tongue language. The readiness or preparedness of the pupils to use and learn is very important since attitude towards language is essential in learning. This should be considered among pupil inside the classroom. Understanding how human beings feel, respond and believe and value is an exceedingly important aspect of a theory of second language acquisition (Brown, 1994). The attitude of the pupils in language learning is a very important factor that should be considered in a classroom. In this sense, the teachers perceive that more than half of the pupils accept that their mother tongue is a language that is important for them to learn. But there are some who are not convinced that it is not important. The results of statements three and four show in Table 2.1, there is a problem in the acceptance of the pupil of their mother-tongue based teaching. While it is very important to see if the pupils know their mother-tongue, it is also important if the pupils understand the essence of the subject or language being taught. The attitude of the pupils toward the use of mother-tongue language is essential and should be considered in the learning process inside the classroom.

The pupils employ speaking and writing skills in their day-to-day language needed to interact with other people especially in the classroom. As shown from the result, there is a percentage from the respondents that there are student who cannot speak and write using their mother-tongue language. It is stated in the K to 12 program that there should not be one child left. The new program also promotes a student-centered learning. However, if a particular pupil cannot speak and write using his mother-tongue language, it suggests that the pupil will be learning the mother-tongue language as a new language. Instead of enhancing the mother-tongue, the pupil is actually learning a new language. In this sense, it might affect the learning of the pupil and create confusion. Diangka (2008) stated in her studies that students who are linguistically deficient or disadvantage because they have different first language are particularly at risk. The second language students' self-esteem are in jeopardy if the teacher and peers fail to show respect for the first language and the culture of which it is part.

In statement two of Table 2.1, 17.40% of the respondents strongly agreed that the pupils can read and listen with comprehension the mother-tongue language; 56.52% of the respondents agreed with statement two while 26.08% disagreed that the pupils can read and listen with comprehension in the mother-tongue language. No one disagreed with the statement. The pupils who can read and listen with comprehension in mother-tongue language are in advantage when mother-tongue language is taught as a subject and used as a medium of instruction. In Cummin's (1984) definition of Basic Interpersonal Communication Skills, pupils engage these BIC skills when they are in social interaction, when they are on the playground, and talking to their classmates. The pupils' ability to read and listen using the mother-tongue language is evident in classroom when they interact with their classmate and teacher.

However, those pupils who cannot read and listen with comprehension using their mother-tongue language are in disadvantage because they need reinforcement to better understand the register of the mother-tongue language used in the classroom.

The results of the first two statements in the questionnaire show that there is a problem in the readiness or preparedness of the pupils in the use of the mother-tongue language as a medium of instruction. Language should be used as a way to strengthen the communication of the pupils and teachers for learning to take place effectively. If the language used will create instead, a gap in the classroom between the teacher and the pupils then the learning might be at risk. Such cases should not be ignored by the teacher and the implementers of the mother-tongue based teaching. The acceptance and readiness give implication on the attitude of the learner. The attitude of the learner towards a language is very important. Brown (2000) put an emphasis that attitude form one part in the largely conducted framework of broader research. Attitude plays an important role as it develops as a result from experience. Emphasis should be given on how pupils are able to understand the cognitive effects of using mother-tongue language in their learning process.

Some teachers are not ready to learn and teach mother-tongue language. Some teachers are not ready to learn and teach mother-tongue language. This is perceived a problem because teachers are the prime implementers of the mother-tongue based teaching and one should be knowledgeable or has the acceptance and readiness to teach particular subject.

There are 39.14% of the respondents who agreed that they can speak and write as well as read and listen with comprehension in their mother – tongue language; another 39.14% strongly agreed with the statement. While 17.40% disagreed with the statement, 4.32% strongly disagreed to it. However, in the interview, some teachers have pointed out that they do not perceive their knowledge in their mother-tongue language enough to teach it as a subject when they are asked if there are situation when they have to code-switch. One of the respondents has pointed out that her knowledge might not be enough to teach the pupils mother-tongue language as stated:

> "even me, I can speak only few Meranaw words. I do not think knowledge in my mother tongue is enough… I always speak in Filipino.. and I am comfortable with that…"

The attitude of the teachers towards a language plays an important role in the teaching and learning process inside the classroom. Some of the teachers lack the confidence to teach in the mother-tongue language because they do not feel that their knowledge is not enough. As teachers and facilitator of learning, this kind of situation triggers anxiety in their teaching strategies. Research on communication apprehension in the native language has shown its potentiality detrimental effects on the frequency and quality of communication (Bealty, 1988; Mcroskey, 1977, 1984).

Some teachers need more training in the mother-tongue based education. Teachers must be equipped and trained in order for them to teach effectively. Trainings are needed for them to realize their strategies and style which is appropriate inside the classroom.

This is a problem perceived by the teachers since, as shown in their profile, most of them are on their first ten years of teaching in MSU-ILS. Most of the teachers are on their twenties and this explains why they need more training because they want to learn more about the new program.

This problem shows that majority of the teachers (30.43%) agreed that they are trained and equipped to teach in mother-tongue; 17.40% strongly agreed; 26.08% disagreed and another 26.08% strongly disagreed. This result is evident that despite those who agree that they are trained and equipped to teach in mother-tongue, the distribution of the result shows that trainings are still needed for the teachers in mother-tongue based education. The shortage of suitably trained teachers is one of the listed practical problems in using mother-tongue in school by the UNESCO Experts (Pascasio, 1977).

Teachers should be given trainings for them to have a better to have a better hold of their role inside the classroom. It is very important to learn about the teachers' role. The most common role of the teachers inside the classroom are giving instructions, facilitating, setting up activities, correcting, eliciting and explaining language (Polland, 2008). From this, it can be seen how teachers should be given priority in their trainings to continually develop different strategies in teaching.

The need of the teacher for training is also implied as the lack of close supervision between the school administration and teacher also should be addressed. Most teachers (43.48%) disagreed that there is a close coordination between the school administration and the teachers in the preparation for the new program; 13.04% strongly agreed; 34.78% agreed; and 8.70% strongly disagreed. Despite the availability of the policies of implementation, there is no close coordination between the school administration and the teachers in the preparation for the new program. This is evident that the teachers need to seek their own efforts to embrace the implementation of the new program. Accordingly, these teachers want more trainings and seminars for the mother-tongue based teaching. As listed by the UNESCO experts in 1968, the shortage of the suitably trained teachers is one of the problem and limitation in using mother-tongue in school (Pascasio, 1977).

Wa-Mbaleka (2014) also enumerated two challenges in his study in regards to teachers' training. The following are (1) teachers are not trained in the local languages used for instructions where they teach, (2) primary school teacher may not have solid training on L1 or L2 learning research and theories.

In the project of UNESCO conducted in Bataan, one of the problems encountered by the implementers was the low level of commitment and lack of skills in managing teaching and learning activities.

There is a lack of vocabulary. The lack of vocabulary is a perceived problem. These challenges the teacher to think about their diction used inside the classroom. This also challenges the teacher to come up with mechanism or ways that will fill in the gap between teachers and pupils caused by the inefficiency to speak in mother-tongue language. This is evident in table 2.1. Most of the respondents (56.52%) agreed that the pupils do not readily understand mother-tongue language's content and structure because they use other language/s at home and at school while only 4.35% of the teachers strongly agreed with the statement. There are 30.43% disagreed to the statement while 8.7% strongly disagreed. Other factor such as intelligence, emotional quotient, preparedness could be the cause that pupils do not understand, other than because of the lesson I delivered in the mother-tongue language.

In sociolinguistics, according to Hornberger (2002), teachers should bear in mind the pupils based on what they already know. In other words, if pupil do not often use the mother-tongue language n their daily conversations but the second or other languages, it is bet to strengthen their learning with what is comfortable and usual for them.

Furthermore, this study shows that 52.17% of respondents strongly agreed that the pupils sometimes need English or Filipino translations in order to understand the lesson/s or interaction/s given in mother-tongue language. This means that most of the teachers strongly agreed with the statement seven and thus, they perceived it is as true with certainty. There are 30.43% of the teachers who agreed that the pupils need English or Filipino translations in order to understand the lesson/s or instruction/s given in mother-tongue language, while 17.40% disagreed. On the other hand, no one strongly disagreed to statement seven.

This shows that as a medium of instruction, mother-tongue language has a problem. It is evident in Interview 1 when Respondent 1 was asked about her challenges encountered inside the classroom

> "…it is very funny because some Meranaw pupils would understand the words in English rather than in Meranaw."

As stated in the study of Lartec, et.al. (2014), lack of vocabulary is considered to be the dearth of words to use when delivering a message or information and there is no wide range of the words or phrases used in discussing the lesson using mother tongue; therefore, it is considered as one of the problems being encountered by the teachers. Furthermore, inadequacy of the vocabulary is one of the practical limitations in the use of the mother-tongue in school listed during the meeting of the UNESCO expert in 1968 (Pascasio, 1977). This means that the language may not yet have a vocabulary enough and necessary for the essentials of the curriculum. It should also be noted that there is no exact translation from first language to second language or any other language.

There are not enough mother-tongue based teaching guidelines and references provided for the teachers. The shortage and lack of materials is one of the most obvious challenges faced by the teachers in MSU-ILS. There are not enough mother-tongue based teaching guidelines and references provided for the teachers. This is a problem with the policy and its implementation. It should have given notice that guideline and references are very important to guide and direct the teachers to help their teaching efficient and effective. Teaching guidelines are very important since these are the materials needed by the teachers for the objectives of the k to 12 curriculum.

In Table 2.3, most of the teachers (65.215%) disagreed that there are enough mother-tongue based teaching guidelines and references provided for the teachers; 8.7% agreed; 26.08% strongly disagreed; no one strongly agreed. There are not enough mother-tongue based teaching guidelines and references, by which it should be understood that these guidelines and references are important to lead the teacher to the objectives of the mother-tongue based teaching. Shortage of educational materials and need for the reading materials are of the listed practical problems in using mother-tongue in school by the UNESCO Experts (Pascasio, 1977). As long as there is a lack of political will to create and implement a policy allowing these programs, the human resource capacity, curriculum and learning resources, and popular demand for these programs will be lacking (Ball, 2010).

Furthermore, Garbes (2012) pointed out in her article published in Cultural Survival about the continuous debate in the definition of “mother-tongue”. Accordingly, mother-tongue is interpreted by some as the cultural heritage, but others as the language taught from birth, regardless of whether it is part of traditional heritage. Without a clear agreement, resistance to the new program and confusion within communities will remain (Garbes, 2012).

Research Question 2. What are the mechanisms of the teachers to cope with these difficulties?

The accounts taken from the interview of six respondents have led to the interpretation and implication of the strategies and coping mechanism of the teachers in mother-tongue based teaching. The following are:

Application of Different languages (Mother-tongue, National, and International languages). The respondents have admitted that when teaching, they tend to use more than two languages. They tend to use *Meranaw, Filipino and English*. This is to remedy the gap between those who speak the language of the locality and those who do not. Clearly, multilingualism exists inside the classroom, from teaching to the learning process that take place. This also supports the study of Lartec, et.al.(2014) that multilingual teaching helps the teacher in Baguio City. The ability of the teachers to use more than two languages is clear in the result shown in table 1.6. Majority of the teachers are able to speak more than two languages. These are the mother tongue, a regional or national language and an international language in education (Education in a Multilingual World, 2003).

Multilingualism is defined to be the act of using two or more - multiple languages, either by individual or a number of speakers in a community (Komorowska, 2011). At the individual level, bilingualism and multilingualism refer to the speaker’s competence to use two or more languages. Broader definitions of bilingualism have an advantage in that they incorporate the developmental processes of second language acquisition into the scope of studies of bilingualism (Hakuta, 1986). In the case of the teachers, they use these languages to communicate their lessons to the pupils. They make use of the language that is most comfortable for them and useful to deliver the lessons in the classroom.

Use of translation and code-switch. Translation is mostly utilized by the teacher in MSU-ILS. It is being used to cater those who have not enough vocabulary in *Meranaw*, who speak mostly in English or Filipino at home, and those who do not speak *Meranaw* at all. In the study of Lartec et.al., (2014), it was found out that mostly the teachers of pilot schools also translate English to Ilokano and vice versa, or even translate Ilocano words to *Kankanaey* in Baguio City.

In the case of the teachers in MSU-ILS, they are able to code-switch in times when they do not know the equivalent word to Meranaw language. This supports the study of Diron (2011). Diron concluded that teacher code switch in order to communicate and explain the lesson further to the students and that their general reason for code-switching is for the benefit of the students.

From the Interview 2, the respondent has admitted that she often *code-switch.* She has reiterated that *translation* is really needed to fill in the gap between the teacher and the pupils. Though translation is not reliable, it is also their way to teach lessons, and concept about mother-tongue language. The respondent has elaborated that this is because some pupils do not speak the mother-tongue of the majority of the class. They often code switch. Gumperz (1982) defined Code-switching occurs when speakers use forms from one language in an utterance that is primarily composed of another language within the switching occurs between thoughts. The teachers have to code-switch when they want to express certain parts of lessons in another language for example from Meranaw to Filipino. There are also times when the teachers code-switch because they do not know the exact translation of some words. This corroborates the study of Diron (2011) with the findings that teacher code switch in order to communicate and explain the lesson further to the students and that their general reason for code-switching is for the benefit of the students. The respondents have also expounded that they do not necessarily encourage the pupils to code switch however, code-switching cannot be neglected because it is the only way for both teachers and pupils express some parts of the lessons.

In the research of Lartec, et al., (2014) in Baguio City, it was found out that translation can be applied in every aspect of learning. Through translation, it helped the students understand more the materials that they are using. Furthermore, alphabets should be based on the pupils' mother tongue. This means that translation plays a vital role in teaching and in learning. The result of statement seven in Table 2.1 is evident other role of translation as in the study of Lartec, et.al.(2014). The teachers of MSU-ILS use mother-tongue language when they are confident to use it and have to translate words from mother-tongue to English or Filipino because some pupil better understand it that way. One of the reasons why some teachers need to translate is because some pupils do not speak the mother-tongue language of the locality at home. Some pupils are using Filipino as their language at home.

Creation of lesson plans which cater the need of the classroom and use of local materials such as Meranaw stories and songs. In the shortage of reading materials and books translated in Meranaw language. The teachers create lessons and materials from what is available in the locality like the *Meranaw stories and songs.* It was also mentioned that the teachers give assignment to the pupils. The teachers teach the Islamic values and ask the pupils to translate it at home. This corroborates the study of Lartec, et.al., (2014) that improvization of instructional materials written in mother tongue and remediation of instructions are two of the strategies of the teachers in Baguio City since Baguio City has also cases of pluralistic classrooms.

The teachers create lesson plans which will cater the need of the classroom such as being it as a pluralistic. They integrate local stories and songs. For those who teach mother-tongue as a subject, they integrate Islamic values

> *"...I ask the kids to translate Arabic lessons to Meranaw like Islamic values, pillars of Islam."*

Furthermore, Yusoph (2011) recommended the administration in her study, to send teachers to seminar and symposium so that new techniques and strategies be acquired and the applied to the students.

Improvisation of instructional materials and activity materials. Materials for reading and instructions are essential n the learning of the pupils. These help to boost the effective teaching and learning process inside the classroom. As cited by Lartec et al., (2014), these instructional materials are entertaining at the same time educational and can cater to the different senses; this is one way of motivating the class to participate during the discussion. Instructional materials are vital to teaching-learning process (Sunday & Joshua, 2010). The teachers in MSU-ILS create visual aids, illustrations and activities which are attractive to the pupils.

Closer supervision especially to the Non-speaker of the language of the majority. During lectures, the teachers would go near to the pupil who finds the mother-tongue challenging and help them to understand the lessons using translations or illustrations.

From the Interview 1**,** the respondent pointed out that they *go to the pupils who need close supervision, make her voice louder in a class of more than twenty, code-switch and translate.* These are her ways to cope with the challenge inside the classroom. In the challenge of the lack of materials, the respondent has stated that *she provides what she can and make lessons out of the stories from the locality.*

Conclusion

Based on the results of this study, the following conclusions are drawn: the teachers and pupils code-switch; the teachers have their ways to cope against the challenges faced in a pluralistic classroom; and the existence of different languages in a classroom play a role in the learning process of the pupils. Moreover, the mother-tongue based education has to go more assessments and evaluation for its effective implementation. All stakeholders – teachers, pupils, parent, administrators and policy-makers should actively address the problems in the learning process of learners.

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3 ICLLCE 2015 70 Alyanah Pantao

Roles Played by Meranao Women in the Formation of Meranao of Society; Breaking the Stereotypes

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ABSTRACT

The study aimed to identify the different roles played by Meranao women in Marawi City, how their roles are portrayed and how it is different to traditional Meranao women. The main objective was to bring into light the early position of Meranao women in Muslim society to enlighten us what are the changes happened over the years. Using cultural feminism, the study correct the impressionists adverse picture of the Meranao women as completely subservient to their men, and as giving little importance to their role in life—facts which have consequently assigned them to a secondary status in society. Among the roles identified which broke the stereotype Meranao women are the following: breadwinner, entrepreneur, educator and activist. Furthermore, the author find out that the Meranao women play an important role in political arena such a solving conflict and *ridu* (family feud), organizers of community services, activist of peace process. Majority of the roles they played showed how Meranao women now have started to reassess their rights as they realized that they have more potential that they have been allowed to use in a male dominated society. The woman now assumes new roles to liberate her and be recognized. These new roles they now assume gave them a new identity to recognize their roles in Meranao society. They author concludes that Meranao women defied many cultural norms and principles and struggled to liberate herself by breaking the stereotype of Meranao women to have a new identity in the formation of Meranao society.

Keywords: Meranao, Feminism, Stereotype

Introduction

The Meranao refers to the southern tribe who are now the people of the lake called Ranao in the Iranaon language, a predominantly Muslim region in the Philippines island of Mindanao. They are famous for their artwork, sophisticated weaving, wood and metal crafts, and their epic literature, Darangen.

Unlike their adventurous and extroverted menfolk, the Maranao women and their roles in both traditional and modern contemporary societies are relatively less known to casual or outside visitors. If their customary lifestyle is unique or quite a mystery that perhaps needs to be revealed, it is obviously due to their underexposure to the current urban ways and the lack of information about them through popular and scholarly writings.

Books and periodicals, especially women's magazines, very rarely publish feature stories about these angelic women who live along the shores of scenic Lake Lanao region, where modern education and acculturation are only recently instilling the new traits and values to the indigenous society and culture of this predominantly Muslim area.

This study aimed to identify the different roles played by a Meranao women in Marawi City, how their roles are portrayed and how is it different to traditional Meranao women. The purpose of this study is to bring into light the early position of Meranao women in Filipino Muslim society for us to have an idea how the changes happened over the years. In fairness to the significance of the Meranao women highly regarded role in the developing Meranao society, this study intends to correct the impressionists" adverse picture of the Meranao women as completely subservient to their men, and as giving little importance to their role in life—facts which have consequently assigned them to a secondary status in society.

Objectives of The Study

The study aimed to identify the different roles played by Meranao women in Marawi City at present and how it is different to traditional Meranao women. The main objective was to bring into light the early position of Meranao women in Muslim society to enlighten us what are the changes that happened over the years and how these changes contributed in the formation of the cultural identity of the Meranao women.

Research Questions

1. What are the dominant roles played by Meranao women today?
2. How do these roles differ from the stereotype of traditional Meranao women?
3. What are the implications of these differences in the cultural identity of Meranao women?

Methodology

The study is quantitative and qualitative in nature. The researcher researched and identified roles of Meranao women in the past. Roles identified were bound by cultures. Two hundred respondents were asked to answers a self-made questionnaires followed by a focus group discussion. The researcher lived with the group, thus direct immersion and observation were made. Using the theories of feminism, the researcher analyzed the data gathered.

Theoretical Framework

Cultural feminism defines woman by focusing on the fundamental female difference- by celebrating connection. Intimacy is valued and gives rise to a feminine ethic of caring. Harm, for the cultural feminist woman, is expressed as separation or isolation from the community. Equality arises when society accepts and respects the feminine differences. The cultural feminist understanding of women necessarily excludes the notion that pregnancy is harm. The core of this majority view of woman is the concept of connected. Consider the logical results of implementing the positive cultural view of feminine differences in our society. Women would be understood as different from men in essential ways that center both physiologically and psychologically on their capacity to conceiver, bear, and rear children. Women, by virtue of their human dignity, would be entitles to the same freedom and respect that men have traditionally enjoyed. Meanwhile, their differences would amount neither to inferiority nor vulnerability that might separate them from their community. A positive cultural feminist view would influence all levels of society.

Dr. Nandihi Sahu (2008) in her study on feminism said that *cultural feminism* is an approach to feminism thinking and action which claims that either by nature and/or through nurture, women have developed what society refers to as 'feminine' or 'female' characteristics.. This set of characteristics, say cultural feminists, is to be compared and contrasted with the set of 'masculine' or 'male' characteristics which men have developed, also through nature and/or nurture. Cultural feminists fault western thought for its tendency

to privilege 'male' ways of being, thinking, and doing over 'female' ones. Specifically, they argue that the traits typically associated with men- 'independence', autonomy, intellect, will, wariness, hierarchy, domination, culture, transcendence, product, asceticism, war and death,- are not better, and perhaps worse, than the traits typically associated with 'women'- 'interdependence, community, connection, sharing, emotion, body, trust, absence of hierarchy, nature, immanence, process, joy, peace and
life (Sahu, 2008).

This theory emphasizes the fundamental personalities differences between men and woman, and those women's differences are special and should be celebrated. This theory of feminism supports the notion that there are biological differences between men and women. For
example, "women are kinder and gentler than men, "leading to the mentality that if women ruled the world there would be no wars.

Cultural feminism is the theory that wants to overcome sexism by celebrating women's special qualities, women's ways, and women's experience, often believing that the 'woman's way" is the better way. According to Jane Adams, the feminist text is a radical statement on the role of women in the formation of culture and civilization. Mason attributed the development of many, if not all, the major innovations in art, language, religion, and industry to women. He documented that, in general, it was women who housed, fed, and clothed the species in early societies. Mason stressed the uniqueness of women's abilities and nature, even in the areas of public governance and speech: "Nothing is more natural than that the author of parental government, the founder of tribal kinship, the organizer of industrialism, should have much to say about that form of housekeeping called public economy." Clearly, many of Addams› ideas are traceable to this influential book which not only stressed the significance of women, but even their superiority to men. Mason's concluding paragraph amply conveyed his view:

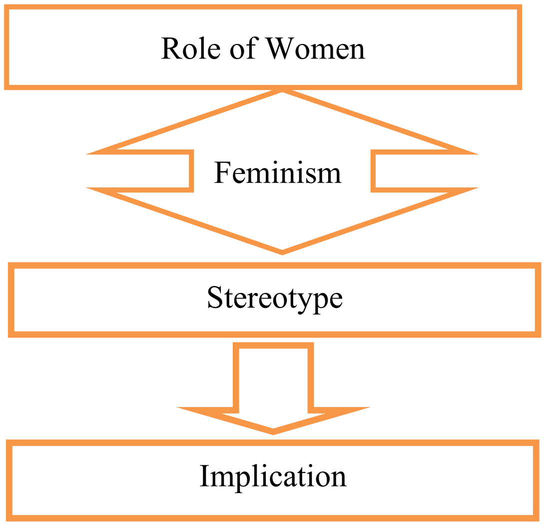
> " It is not here avowed that women may not pursue any path in life they choose, that they have no right to turn aside from old highways to wander in unbeaten tracks. But before it is decided to do that there in no harm in looking backward over the honorable achievements of the sex. All this is stored capital, accumulated experience and energy. If all mankind to come should be better born and nurtured, better instructed in morals and conduct at the start, better clothed and fed and housed all their lives, better married and encompassed and refined, the old ratios of progress would be doubled. All this beneficent labor is the birthright of women, and much of it of women alone. Past glory therein is secure, and it only remains to be seen how far the future will add to its luster in the preservation of holy ideals.

On the other hand, according to Ezra Heywood, the legal subjection of women is thought to be justified by an assumed natural dependence on man. The old claim of tyranny, "The king can do no wrong, is reasserted by that many-headed monster, the majority, which widens the circle of despotism, but retains the fact. As people were to the king, so woman is now an appendage of man, who claims to be her "head," though nature seems not to have limited heads to the exclusive possession of either sex. That there is no natural feeling of dependence, on one hand, or of superiority on the other, is evident to the most casual observer of spontaneous dealings of the sexes. In practical sense and force a girl of fourteen is often ten years older than a boy of the same age; tells him how to act and protects him from the big boys at school.

Feminism as a theory has very recently given rise to a new area in criticism, known as *Feminist literary Criticism*. The motto of this literary criticism is a search for underlying, powerful female tradition in literature. The feminist literary critics attempt to uncover and interpret women's writing from a symbolic point view and to rediscover the lost works of women in the past. They aim at interpreting the works of the male writer's from a feminist standpoint and to distinguish between the politics, style and language of the male and female writers. Feminist theory is a locale of writing which represents a critical and original contribution to current thinking. With increasing acts of physical belligerence towards women, there is an even greater need for feminist psychoanalytic theory which investigates sexual distinctiveness. Unique to feminist hypothesis is its insistence on the inextricable link between theory and practice and between the communal and private. Theory and experience have a very singular relationship within feminism encapsulated in its slogan 'the personal in political'. Certain terms in contemporary theory are used to sum up what appear to be the key experiences of women.

Among these is 'work', 'family', 'patriarchy', 'sexuality'. These concepts reflect feminism's effort reveal nucleus social processes and to find what constantly reappears in various guises in the literary of women's account. An elementary goal of feminist theory is to comprehend women's oppression in terms of reveals the magnitude of women's individual and collective experiences and their struggles. It analyses how sexual divergence is constructed within any intellectual and common word and builds accounts of experiences from these differences.

Conceptual Framework



Review Of Related Literature

Women in Islam

Islam has entrusted the obligations of the home to a woman, who is in charge of the household work and looks after the nourishing, education and training of the children. The Prophet is reported to have said, "Woman is the guardian of her husband's household and his children and she will be questioned concerning them." (Bukhari and Abu Dawud). Hence, this means that children must find their patience, care, love, and every possible advancement in their all-round education. The wife herself is responsible for the care of her home and the welfare of the family which includes the husband and children. Women have played an important part in their homes, particularly in the training of their children. Management of the household and domestic chores has been the women's responsibilities. The daily routine includes: cooking, washing dishes and utensils, cleaning the house, fetching water from the river, serving food at home, gathering firewood, washing clothes, negotiating for foodstuffs with neighbors and entertaining visitors, mainly females. For a man to do the above-mentioned activities are ridiculous, and he is laughed at by the barrio-folks, neighbors, except when his wife, for instance, is physically incapable to work due to illness or after giving birth, and there is no other woman living in the same household. Unmarried men, likewise, do no household work.

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Review of Related Studies

Many researchers studied about the Meranao culture but only few studied about Meranao women and the different roles they play in the society. In the study Maranao Women as Portrayed in Selected Maranao Folktales of Marial Elena Reyes, Norlainie Mangotara Abdulmalic amd Insirah Islao Matanog , it has shown that the biological differences between Maranao men and Maranao women are evidently shown through their gender differences as female and male. These differences were highlighted by the depiction of a Maranao woman’s capacity to conceive, bear, and rear a child whom a man is incapable of. In a Maranao society, a woman is expected to provide an heir to her husband. Moreover, through the analyzed short folktales, it was revealed that despite of the patriarchal society, Maranao women played important roles in the formation of Maranao society. They have a social leadership function inside the clan. And more so, if she is holding a female royal title. Lastly, this study showed the struggles of Maranao woman in twofold: they struggle against the discrimination foisted upon them within their own communities, and they struggle against the Muslim stereotype when they step out of the confines of their family and tribe. Nevertheless, there seems to be a change in this traditional picture of Maranao woman, going from one extreme to the other, from a woman staying consciously at home to care for her children and wearing the “hijab” to a woman who is independent from her family.

Findings

1. What are the dominant roles played by Meranao women today?

Meranao women are **providers**. They contribute in providing financial needs of her children. Nowadays, it is very evident that most women who came from different class of society preferred to work. In fact, around eighty percent of the respondents are working. This phenomenon is not just about money or survival for even those Meranao women who are well provided by their husbands chose to work because they choose not to be dependent to their husband especially when they want to buy something for themselves or provide allowance for their parents. Furthermore, they now realize the importance of having a career outside the house. Furthermore, Meranao women chose to work for practical reason. They claim that they chose to work for insurance. In a Meranao culture and Islam religion, Polygamy-marrying more than one woman is allowed. Thus, if a man chose to marry again, a Meranao woman has no right to object. Meranao women chose to work for they believe that if their husband marries again, they will not swallow their “maratabat” from asking or sometimes begging from their husband for allowance to survive. This shows that women now defies the roles assigned to her by society as dependent to male for survival. Women now can stand on their own.

Meranao women are **educated**. One hundred seventy five out of two hundred respondents finished their college degree. Forty of them graduated with masteral degree and fifteen finished their doctorate degree. This implies that more and more Meranao women are having higher education degrees. Anisha Guro emphasized “Education used to be a privilege and a risk reserved for the Meranao men. Nowadays, it is the Moro women who are more aggressive in seeking education. Meranao women still fall under the traditional courses known to them, although, the proverbial glass ceiling is being broken as women seek higher education and take courses which were not encouraged to them before." Again, this is a defiance of the roles assigned to her by the society.

The educational background of Meranao today resulted to becoming an **assertive** woman. Women in Marawi city today are assertive in choosing their future spouse. They now voiced out whom they want to marry. They may entertain suitors at home or outside of it. If the parents want someone, consent from their daughter or son is a requirement. Nowadays, Meranao women is more assertive in choosing his spouse and if parents forced her for marriage, she ran away after the wedding or refused to consummate the marriage which could result to more complicated problems like returning of dowry and family feud.

Meranao women plays an important role **buying the goods of the family**. The respondent stayed in padian (market) for five long hours and stayed in one store to observe and identify the number of men and women who went to the market. The researcher find out that there are more women who went to the market to buy fish, vegetables and others for the family. Only twenty two percent are men.

The contemporary meranao women are **enterpreneurs**. The introduction of the new system of education and the opening of new employment, opportunities have allowed the Meranao women to assume new roles within their society. You can see the Meranao women now who are entrepreneurs or business women. They can be seen in any establishments like supermarkets and malls, within or outside Marawi City. Earning for themselves is certainly not prohibited. They can pursue careers just as men can. However, as pointed out, they should always give due respect to the precepts of the sharia. For instance, even in business places, being modest and wearing hijab is permissible for some Meranao women. Specially, if the family is a member of religious groups.

A Meranao woman is an **educator**. Islam secures women's rights in education and work. The Prophet responded positively and instantly to women asking him to allocate a certain time to teach the Islam teachings regularly. Women should educate themselves so that they can contribute positively to the society through their intellect, talent, and ability. A complete educational system was introduced for barrio primary school to university, with U.S textbooks that oriented Filipinos toward a U.S. or Western way of life that seemed superior. This can be seen through the changes of the Filipino Muslim society's especially in the educational system in the whole Philippines.

Meranao women plays an important role in political arena. They are now **leaders**. According to Ex-Vice Mayor of Marawi City, Honorable Yasmin Ala Calandada, women of today are not excluded from participating in national and local political campaigns. In every election, especially in the local elections, women play an important role in the house-to-house campaign where candidates and their sympathizers visit houses to win the family's votes. It is also worth mentioning that one of the three congressional candidates in Marawi is a woman, name Honorable Faisah Dumarpa, and some of the Governmental Head of Political Institutions are also women. Thus, Meranao women, unexpectedly, have become active on politics. This shows a liberation women assigned to her as a follower and never a leader. Now, they have proven that they are capable to rule a patriarchal society.

When it comes to the way of clothing, researcher find out that wearing of malong inside and outside of the house, is not visible among women, especially among the young ones. Meranao women today are wearing hijab, abaya, or even niqab. The donning of hijab become compulsory to schools and universities in Marawi City that even Christian students in high school institutions do wear. Undeniably, some Muslims in the Philippines, allow any dress that fulfills the required modesty for a Meranao. This shows the new trend that is brought by the Western dress. For example, the elegant combinations of colors on lace dresses, blouses, jeans, or coat that made stylish and covered the "aurat". Hence, Filipino Muslims everywhere in the Philippines tried to combine a Muslim-Westernized fashion in their hijab.

Meranao women are **organizers of community activities.** Educated Meranao women have become more active in performing their civic duties by organizing community activities for old, young, professional, and illiterate ones. Like the Almujadilah Foundation Development, where it is a non-profit women organization that advocates gender justice, peace building, governance and human rights. Mostly, all the Muslim women organizations, according to Zahra Mapandi, are both governmental and non-governmental, show their solidarity and oneness in adherence to Islamic ideology of having a strong and united Ummah.

As women become community organizers, and since there are different religious groups, the women members from the said different religious groups also organize activities to promote their ideologies. For instance, the Akhawat members of the Markazos shabab organized a yearly Muslim Women Assembly that is being participated by women only. Just recently, Akhawat organized their 30th Muslim World Assembly, entitled: "Langowana Minitayao a Datu na Pangongorianan o Bilantadi a Bae" (Behind Every Great Man, There is a Great Woman), June 22-23, 2013, Marantao Marawi City. Similar to the Mastura Jama‟ah of TablīghiJama‟ah which also organized ta'alim every day at different locations in Marawi City, and involved themselves on the Tablīghi ijtima or assembly in different location in and outside the Marawi City. Lastly, the Followers of HazratZaynab (as) of Ahl al-Bayt organized Islamic seminars, but usually only the members are invited to the event.

Meranao women now play a very important role in settling a family conflict (ridu) in their community. Meranao women today play the role of **mediators** in conflict situations. "In our culture, women are deeply respected. There are many instances that negotiation cannot be handled by men especially if the domestic cases are related to gender offenses. In that case women are practically more effective than men during negotiation." (Atar, 2010). Anisha Guro claimed that women are effective as negotiators citing an example: "Women's involvement in conflict resolution is very crucial, as far as the Meranao society is concerned. Women are respected and honored and when they become leaders and get involved in conflict resolution, parties involved are more inclined to cooperate than with a male negotiator. For instance, former Governor Princess Tarhata Alonto Lucman was a better and braver negotiator who was able to resolve more and high profile conflict than her male successors."

2. How do these roles differ from the stereotype of traditional Meranao women?

The role of providing financial assistance to her family contradicts to the general stereotype of Meranao women. In general, the datu are expected to be the sole breadwinner, although this phenomenon is changing. Islam has placed some rules on the social roles of women and men. Diang noted: "Traditionally, men are the sole provider for the family but, nowadays,." Meranao women who are helping their husbands to earn more is a welcome change into that traditional practice. Gone were the times in which Meranao man is the only who provides to his family and that it is considered a "*mawag*" when Meranao women goes outside the house to work.

Being an educated Meranao woman is a strong defiance of stereotype Meranao women. The education of stereotype women was confined at home. . They were made to learn Meranao songs known as *bayok* and phrases from the darangen as well as the art of playing the musical instrument *kulintang* , and making mat or *weaving*. They were taught to read, write and memorize only chapters of Quran and songs. Meranao women before were not allowed to go to school especially those who belongs to royal family. During the arrival of western education in Marawi, royal family sent their slaves in schools instead of their children thinking that sending them to school will Christianize their children (Sumagayan, 1991).

The most important roles of Meranao women before were to take care and rear her children. These include feeding and putting them to sleep are all women's tasks. She teaches children proper behaviors, honesty and respect for parents, elders and other people. For example, as mentioned in the writing of Sumagayan, that the sense of respect, like calling persons older than oneself bapa (uncle) for older men, babo (aunt) for older women, and kaka (male or female older than one‟s self) is inculcated in the young not only by their parents, but by other women in the family. To the Filipino Muslims, according to the old ones, a misbehavior or misconduct of a child is judged by others as a reflection of his/her parents‟ personality. It is, therefore, the duty of every parent, especially mothers, to teach their daughters the value of good manners, refinement, and chastity, because a smear of her character would injure the reputation of her parents and lower the prestige of her family. To a married woman, the prestige and honor of her husband as well as her husband's relatives would be unfavorably affected if she misbehaves.

Meranao women defied the stereotype of women by defying important cultural practice by asserting their right to choose their partner in life. In the past, a Meranao woman did not have the right to choose her husband. Completely, this early and arranged marriage is a Meranao tradition that was practiced by the parents or guardians to search and choose the right man or woman for their children. According to one of the women respondents, Mrs. Saphia Sulog who was from an arranged marriage and who got married at the age of 13 years old, parents arranged the unions among themselves and often without asking the ones who are to be married. Sometimes, the couples are not prepared emotionally and intellectually for this kind of responsibility that the marriages require, and yet this does not seem to matter to the parents or guardians. This is the reason why, for other respondents, few of these arranged marriages are unsuccessful. Henceforth, these general traditional roles played by the Meranao women in the Meranao society have changed because of elements like modernization, in some ways the impact of the religious groups, for the Filipino Meranao women have been subjected to adopt these influences and changes.

The role of going to the market to buy goods for the family breaks the stereotype of Meranao women. Meranao women used to stay at home, waits for the husband to cook and prepare whatever the husband bought from the market. In Meranao culture, women need to stay at home and not allowed to go out without a *Makram* (male companion like brother or father) . The modern behavior of women like going out of the house and roaming outside the house without any *Makram* was not accepted in the past and considered a wrongful act. This restraint on the women's leaving the home for an unnecessary purpose was a manifestation of the society's high regard and protection of the women's dignity and honor and the fear that "over-exposure" outside the house may bring about psychological, social, and moral problems.

Nowadays, we see more women chose to go to the market. One reason for this observation is that Meranao men are not that patient in choosing, surveying and selecting the good quality of goods. From the observation of the researcher, Meranao men just buy whatever they see. Unlike women who will survey first before buying to make sure that she gets a good quality and cheap goods. One respondent claimed that when her husband failed to buy fresh fish, it can be the cause of their argument which could lead to quarrel. That is why the husband stopped going the market and let her do the job so that she will stop complaining.

Meranao women now assume a new role as entrepreneur and educators. Again, this is a defiance to stereotype Meranao women for in Meranao society, women were confined at home. They are not allowed to work nor have a job because it is prohibited in their religion. Clothe-weaving is the usual source of income. It is a traditional activity generally done by women of all ages or status—married, unmarried and widows . What constitutes practically women's occupation is weaving blankets or bedding, *langkit* and *malong* and this is the best productiveness among Meranao women before.

According to the old folks that the researcher interviewed, some sewer's women are the one who produce fine hand-embroidered pillowcase, handkerchiefs, women's apparel, and decorative items designed with flowers, leaves and birds. Borrowing and copying one another's design is the practice. Women who own stores embroider while attending to their stores and using as much time as possible away from their routine household duties. Like weaving, embroidery or sewing is an individual activity, and it is not an organized endeavor. Some embroidered articles, like handkerchiefs, are occasionally given free—as a gift with a person's name—to friends and relatives. Yet sometimes, their husband or father will go to the barter and will sell the embroidered stuff. Thus, making this work as their way of earning money to buy foods and things that are necessary to their families

Meranao women today broke the stereotype by joining the political arena. A vast majority of Muslim scholars believes that women cannot become heads of state. Even some of the Ulama (teacher of Islam) in the Philippines, particularly in Marawi City, believed that women should not be participative, for example, in socio-economic matters. Yet, nowadays, Meranao women have enjoyed greater participation in the affairs of the community, as compared with the women in the past.

The role of playing an important role in resolving a conflict (ridu) breaks the stereotype of Meranao women. This role used to be dominated by men. According to Sattar, men usually do all the negotiations: "In a Muslim dominated culture, women are not involved in negotiations in any conflict, be it family, community, and group conflict." Today, the presence of a Meranao women is needed a woman to addresses critical issues and brings the parties to settlement whenever there is family conflict. The traditional leaders such as Bae A Labi and other important titles in Maranao clan and community have highest credibility and integrity. "Conflicting parties cannot easily refuse the women on the mode of settlement made by women mediators", according to Satar.

3. What are the implications of these differences in the cultural identity of Meranao women?

The changes over the roles of Meranao today Within Meranao culture today, women do not consider themselves oppressed or exploited because they know their specific roles and place within the community. Women are well respected and influential in the community.

The transformation of Meranao women roles in contemporary Muslim societies, for some contradicts the teachings of Islam, and has a negative impact on it. It is a fact that cannot be denied. However, there is always another positive fact that exists side by side within the society to fulfill their Islamic responsibilities and is increasingly appreciated among Muslim men and women. We can observe here that there is a strong, unified, self-reliant, and God-fearing Meranao women who played their roles in the Filipino Muslim society. Even they are being influenced by some Western way of life, specifically on the educational system, they still maintain the value of family and their faith. Indeed, there is a mutual understanding and cooperation between the religious groups and women that helped outline the responsibilities of each, and influenced the roles of women not just in the family members but also as part of the society.

Conclusion

Meranao women today play very important roles in the formation of Meranao society. They now evolved to new roles-providers, educated, assertive, buying the goods of the family, entrepreneurs, educator, leaders, organizers and mediators. These new roles are recognized and a welcome change in the society. These new roles show the defiance of the roles assigned to them by the male dominated society. These new roles they played gave a new identity as a Meranao woman in a patriarchal society.

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