



1st International Conference
on Education & Languages for
Students and Adult Learners



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Preface

The 1st International Conference on Education & Languages for Students & Adults Learners (ELSA 2019) was held at Hotel Impiana, Ipoh, Perak, in September 17-18, 2019. This conference was organized by The Academy of Language Studies of UiTM Perak Branch. ELSA 2019 provides an excellent international forum for sharing knowledge and results of research with the themes “**Empowering Development in Education and Language Learning Towards I.R 4.0**”. The aim of the conference is to provide a platform to the global researchers and practitioners to meet and share cutting-edge development in the fields.

This proceeding is a compilation of edited papers that were presented at the ELSA 2019 conference covering a broad array of papers on the topics of education, language and adult learners which are well-balanced in contents and create an adequate discussion space for trendy topics. ELSA 2019 hosted contributions on Language, Linguistics, Language and ICT, E-learning, Translation, Education, Language Teaching, Special Education, Education and Technology, Learning Styles, Learning Disability, Learning and Teaching Strategies, Language Testing and Measurement, Testing and Measurement in Education, Adult Learners, Psychology and Counseling, Education Policy, Language Policy, Language and National Integration, Third language, Philosophy and Thinking and others relevant to the conference theme.

Papers for ELSA 2019 will be peer-reviewed and selected for publications in ESLA for non-scopus, while selected papers will be published for scopus and was journals/publications subject to recommendation by the board of reviews. The papers for this conference will also be published in eproceeding with eISBN.

We wish to convey our profound appreciativeness to all keynote speakers and invited speakers from overseas universities for accepting our invitation and for sharing their ideas during the conference. We thank the advisory board members for providing their endless support, and the organizing committee members, and colleagues for their serious commitment, perseverance and dedication to make this conference happen. We are truly thankful to all presenters, participants and committee members for their full contribution to ELSA2019.

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Education



THE BARRIERS OF MOBILE LEARNING AND BEHAVIOURAL INTENTION IN LEARNING ACTIVITIES

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ABSTRACT

The advancement of technology nowadays helps people around the globe to sort out their job efficiently and effectively including in the field of teaching and learning such as Mobile Learning (M-Learning). The use of M-Learning has gained popularity nowadays among lecturers and students as it helps to boost the communication between lecturers and students and at the same time enhance the learning activities. However, there are also barriers existed in the implementation of M-learning which makes this interaction to be studied for further investigation. For that reason, an online survey was conducted to 211 students at the Higher Education Institutions (HEIs) located in Southern and Northern region of Malaysia to gain information regarding the barriers of M-Learning and behavioural intention in learning activities. SmartPLS version 3.0 was used to analyze the data and the results indicated that perceived barriers significantly mediate the relationship between self-management of learning and M-Learning activities on behavioural intention. The use of M-Learning can be effectively implemented to improve teaching and learning activities even though barriers such as slow internet connection and other related issues about smart phone is needed for improvement. Hence, the HEIs should pay attention to the issue to ensure that M-Learning can be effectively and efficiently be implemented.

Keywords: mobile learning, mediation, barriers, smartphone

INTRODUCTION

In recent time, the advancement of technology has led to improvement in every aspects of life. Specifically, the education sector has also been affected with these technologies (Briz-Ponce, Pereira, Carvalho, Méndez and Peñalvo, 2017). One of the advancement technologies nowadays that become vital among lecturers and students is Mobile Learning or M-Learning (Sánchez, Hernández-García, Chaparro & Olmos, 2019). According to Kengwe and Bhargava (2014), M-Learning can be defined as a learning platform that used the Internet and smart mobile devices such smartphone, iPads, tablets and personal assistants (PDA's). The International Telecommunications



Unit (ITU, 2015) reported that there are more than 7000 million mobile line's users in the world. In 2011, Ambient Insight Comprehensive Report for the duration 2010-2015 highlighted that Malaysia is ranked as the 9th highest of M-Learning activities.

The purpose of M-Learning is to boost the student's performance and at the same time to maintain the vision and mission of the Higher Learning Institutions (HEIs). Lecturers are able to provide educational materials, discuss subject matters, forum, interaction and communications among students. Meanwhile students can easily access the information such as notes, multimedia, power point, syllabus, and even promoting conference, workshop and publication opportunity at anytime and anywhere. In addition, Abachi and Muhammad (2014) stated that M-Learning allow students to access to those information in a real time. And Nassoura (2012) highlighted that both students and lecturers can interact in a co-operative environment via M-Learning.

Gikas and Grant (2013) highlighted that mobile technology has become an essential part of the educational activities at the HEIs. The researcher further added, M-learning brings many opportunities and challenges to both lecturers and students. According to Emran, Elsherif and Shaalan (2016) M-learning has progressively entered the traditional teaching and learning by assimilating the mobile technology Apps which could be the "new-breath" in almost all of the classrooms direct or indirectly. The availability of application such as Whatapps, Wechat, telegram and etc in education's setting enhance the learning activities. Thus, this technology has successfully improved by extending the conventional educational platforms. It also encourages the distance learning or what is called by "out-of-class" settings (Emran, Elsherif & Shaalan, 2016).

According to Mcconatha, Praul, and Lynch (2008) M-Learning employed the uses of small computing mobile devices. In addition, Al Emran and Shaalan (2014) established that M-learning enables knowledge sharing among students and educators while cooperating with each other. The education sector nowadays has turned 360 degree because of the swift of smartphone and other mobile computing devices and internet connection (Liaw, Hatala, & Huang, 2010). A survey conducted by the Educause Center for Applied Research [ECAR], (2012) on the usage of mobile technology in the higher learning environments showed that students are presently leading the implementation of mobile technological devices into the classrooms. Additionally, 67% of the respondents reported that mobile technology is vital into their academic such as achievements and activities. It has caught the attention of many scholars all over the world to investigate the impact on students and educators as well as the development of the required infrastructure.

In order to explain the situation of the M-Learning activities, the hybridization of theory was utilized to suit for this study such as M-learning Technology Characteristics (MLTC) refer to any component, feature, function, capability, or that offers a user with technical ability to support the student's learning process. Theoretically, the MLTC originated from Task-Technology Fit model (TTF) (Goodhue and Thompson, 1995). Perceived risk is "thought of as felt uncertainty regarding possible negative consequences of using a product or service" (Featherman & Pavlou, 2003, p. 454). It was reconceptualised as Perceived Barriers in the context of this study.



Gikas and Grant (2013) highlighted that M-Learning not only becoming important in education sectors however, it also brings barriers to both lecturers and students. The barriers that have been identified are slow connection of the internet, insufficient storage of smartphone, short battery's life (Shuib, Shamshirband, Ismail, 2015), unresponsiveness touch screen (Vrana, 2015) and high upgrade cost of smartphone (Ismail, 2016). Thus, these factors may affect the behavioural intention to use M-learning to access the learning materials provided by the higher learning institution.

The barrier in the context of M-Learning was conducted by Prieto, García, Peñalvo, Peláez, and Migueláñez (2019) in the context of primary education. In addition, other scholars also embarked the study on M-Learning in various aspects including barriers (Shuib, Shamshirband, Ismail, 2015; Vrana, 2015; Ismail, 2016), as well as student's attitudes (Abachi & Muhammad, 2014). Talal (2017) found that MLTC significantly influenced student's intention to use M-Learning. The researcher further stated that the students have self-discipline and likely to be engaged in M-Learning. SML is not significantly influence behavioural intention of the student towards M-Learning (Donald, 2010). The experience of e-Learning is not significantly moderate the relationship between SML (Talal, 2017). However, the mediation roles of Perceived Barriers (PBR) is still uncertain. Prieto et al. (2019) suggested to encompass other institutions and cultural context for better generalization. Due to that, this study aims to investigate the roles of mediation effect of perceived barriers on the relationship between self-management of learning and M-learning technology characteristics on behavioural intention of M-Learning among students in the HEIs. Therefore, the hypotheses of this study are formulated. H₁ Perceived barriers mediates the relationship between self-management of learning and behavioural intention among students. Whereas H₂ Perceived barriers mediates the relationship between M-learning technology characteristics and behavioural intention among students.

METHODS

An online survey was disseminated to the students in the HEIs located in Northern and Southern of Malaysia. This survey was developed by using Google form. The sample size of this study is based on the G*Power that is accounted for 134 respondents. However, the total respondents participated is 211. The total of returned questionnaires is 211 from the postgraduate and undergraduate's students. Part A was created to gain information pertaining to the profile of the respondents whereas Part B was created to gain information regarding M -Learning by using 5 points Likert scale. The ranging of the 5-points Likert scale ranging from 1 that mapped strongly disagree and 5 mapped as strongly agree. The survey items were adopted from Donaldson (2010) and Chen, Kao, Sheu and Chiang (2002). Then, the result was analysed by using SPSS version 22 to report on respondents' profile. Then, the information about M-Learning was analysed by using SmartPLS version 3.0 Partially Least Squares –Structural Equation Modelling.

MAIN RESULTS AND DISCUSSION

Demographic Profile

After the data was obtained, then the result was analysed by using both software as aforementioned. The result of the study was tabulated in table below. Table 1 shows the demographic profile. Based on Table 1, the majority of the student participated in this e survey is 67.5% which accounted for 142 as compared to male is 32.5% which is accounted for only 69. Majority of the student is Malays 83% (175) whereas other ethnic background includes Siamese, Kenya and Nigeria which minority is 2% (4). Majority of the student is in the range age of between 17- 22 that equivalent to 80% (168). Thus, it indicates that most of the respondents are undergraduate students and followed by the age of 23-27 which accounted for 18% (38). The remaining is postgraduate students that is 4% (8). The students are from UUM 47% (99) followed by UiTM 18% (38), FIM is 21% (45) and the smallest percentage is Politeknik 14% (29). Majority of the respondents had more than 3 years of the E-Learning experienced which accounted for 33% (70) and accessed the e-learning materials more than 6 times in a day which is 52% (109). Majority of them used smartphone to pass the education materials which is 98% (208).

Table 1. Demographic Profile

Demographic	Percentage % (n=211)
Gender	
Female	67.5% (142)
Male	32.5% (69)
Ethnic	
Malay	83 % (175)
Chinese	10 % (21)
India	5% (11)
Others	2% (4)
Age	
17-22	80% (168)
23-27	18% (38)
28-32	1% (2)
33 and above	1% (3)

Education level	
Postgraduate	4 % (8)
Undergraduate	96% (203)
University/Institution	
UiTM	18% (38)
UUM	47% (99)
Politeknik	14% (29)
Food Institute of Malaysia	21% (45)
E- learning experience	
0-11 months	25% (52)
1-2 years	42% (89)
3 years and above	33% (70)
Access learning materials in a day	
Less than 5 times	48% (102)
More than 6 times	52% (109)
Used smartphone to pass education materials	
Yes	98% (208)
No	2% (3)

Measurement Model

The first part of the analysis is the assessment of the measurement model. The assessment of it includes the reliability and validity of the instruments. Thus, Table 1 presented the results. It shows that all the reflective indicators loading more 0.7 (Nunally, 1978). The result also shows that the Cronbach's alpha, (α), composite reliability (CR) and average variance extracted (AVE) values met the requirement that is above 0.7, 0.6 and 0.5 respectively (Fornell and Larcker, 1981). The two criteria's for assessing the discriminant validity are Fornell-Larcker (Fornell & Larcker, 1981) and the heterotraitmonotrait ratio of correlations, or HTMT (Hair et al., 2017). The discriminant validity is crucial because it implies that a construct is distinctive and represent the phenomena not

presented by other constructs in the model (Hair, Hult, Ringle & Sarstedt, 2017). The results indicate that all the assessments have met the criteria. The cross loading presented in Table 2 also met the criteria.

More to the point, criteria–square root of AVE higher than inter-construct correlations and HTMT under 0.90 (Gold, Maholtra & Segar, 2001), respectively as shown in Table 3.

Table 1. The result of the measurement model

Latent Variables & Indicators	Loading	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)	Convergent validity (AVE> 0.5)
Behavioural Intention		0.898	0.952	0.908	Yes
BI1	0.953				
BI2	0.953				
Perceived Barriers		0.852	0.892	0.624	Yes
PBR1	0.715				
PBR2	0.788				
PBR3	0.866				
PBR4	0.834				
PBR5	0.756				
M-Learning Technology Characteristics		0.905	0.927	0.681	Yes
MLTC1	0.770				
MTCL2	0.875				
MLTC3	0.841				
MLTC4	0.874				
MLTC5	0.761				
MLTC6	0.820				
Self-Management Learning		0.894	0.926	0.759	Yes
SML1	0.882				
SML2	0.887				
SML4	0.834				

Table 2. Cross Loading

	BI	BR	MLTC	SML
BI1	0.953	0.522	0.673	0.698
BI2	0.953	0.520	0.699	0.712
PBR1	0.581	0.715	0.595	0.498
PBR2	0.344	0.788	0.494	0.466
PBR3	0.407	0.866	0.543	0.537
PBR4	0.434	0.834	0.564	0.599
PBR5	0.359	0.756	0.488	0.593
MLTC1	0.538	0.584	0.770	0.623
MLTC2	0.666	0.591	0.875	0.702
MLTC3	0.603	0.579	0.841	0.685
MLTC4	0.569	0.566	0.874	0.667
MLTC5	0.563	0.455	0.761	0.682
MLTC6	0.620	0.587	0.820	0.702
SML1	0.586	0.556	0.661	0.882
SML2	0.628	0.495	0.694	0.887
SML4	0.612	0.651	0.675	0.834

Table 3 Fornell and Larcker (1981) and HTMT

Fornell and Larcker					HTMT			
	BI	BR	ML	SML		BI	BR	EE
BI	0.953				BI			
PBR	0.547	0.793			PBR	0.613		
MLTC	0.720	0.684	0.825		SML	0.768	0.614	
SML	0.740	0.683	0.819	0.871	ML	0.798	0.768	0.808

Structural Model Assessment

The second part of the assessment of this study is the assessment of the structural model. As shown in Table 4, the VIF value is less than 5, as recommended by Rogerson (2001) that the maximum value of VIF is 5. Therefore, it shows the collinearity assessment have met the rules of thumb. The model explains the R^2 value is 52% of perceived benefit and 29.9% of behavioural intention to use M-Learning. According to Hair, Ringle & Sarstedt (2016), The R^2 value 0.2 considered high in discipline of consumer behaviour. Table 5 shows the mediation's result. Perceived barriers mediate the relationship between MLTC and BI. The mediation effect result as shown in Table 5 explained that H_1 perceived barriers mediate the relationship between M-Learning Technologies Characteristic and behavioural intention of the students. H_2 perceived

barriers also mediate the relationship between Self-management of learning and behavioural intention of the student. Therefore, both of the hypotheses developed are significantly supported.

Table 6 shows the Stone-Geisser's test returns positive values as the Q2 values are established the fact that the PLS structural model has predictive relevance. The effect size as suggested by Hair, Ringle & Sarstedt, (2011) are 0.35 (large), 0.15 (medium) and 0.02 (weak). Table 6 shows the effect is 0.4 that is considered large as outlined by Hair et al . (2011).

Table 4 The VIF

MLTC	3.939
SML	4.149

Table 5 The mediation results

Path	β	Sample Mean (M)	Standard Deviation (STDEV)	t-Statistics	pValues
MLTC -> PBR -> BI	0.177	0.185	0.079	2.239	0.026
SML -> PBR -> BI	0.197	0.190	0.071	2.762	0.006

*p<0.05

Table 6 The result of R², f² and Q²

	R ²		f ²			Q ²
			BI	BR	BI	0.255
BI	0.299	BI			BR	0.294
PBR	0.522	PBR	0.426		MLTC	
		ML		0.056	SML	
		SML		0.065		

DISCUSSION

This study aims to investigate the roles of mediation effect of perceived barriers on the relationship between self-management of learning and M-learning technology characteristics on behavioural intention of M-Learning among students in Higher Education Institutions (HEIs). Hence, the hypotheses of this study are formulated. H₁ Perceived barriers mediates the relationship between self-management of learning and behavioural intention among students. Result revealed that, perceived barriers significantly mediates the relationship between self-management of learning and behavioural intention among students (t=2.762 < 1.96). It shows that, even though the students have high self-management of learning but due to perceived barrier, it will decrease the students'



behavioural intention to use M-learning in the future. Whereas H₂ perceived barriers mediates the relationship between M-learning technology characteristics and behavioural intention among students. Based on the result, perceived barrier has significantly mediated the relationship between M-learning technology characteristics and behavioural intention among students ($t=2.239 < 1.96$). Thus, it is highlighted that even though the M-learning technology characteristics is good, but there are barriers that affect the behavioural intention of the students to use M-Learning in the future. Even though Venkatesh et al. (2003) highlighted that, the more students have positive behavioural intentions toward mobile learning technology will be more use of mobile learning technology, however, the results of this study discovered that, due to insufficient infrastructure and support, M-Learning will not be successful.

CONCLUSION

The advancement of technology and the prevalent use of mobile phone nowadays give an impact on the education context. Besides the exploration of the behavioural intention, this study therefore, shifts to scrutinise the mediation roles of perceived barriers in M-Learning setting. The analysis contributes to the body of knowledge from a theoretical aspect. The study provides empirical evidence on the mediation roles of PBR among other variables namely MLTC and SML. Overall, the M-Learning in HEIs must be effectively and efficiently implemented in order to fulfil the mission and vision of education and at the same time benefit and overcome the barriers facing by both parties; lecturers and the students.

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Biodata

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BOOSTING CONFIDENCE IN SPOKEN ENGLISH WITH EMOTIONAL INTELLIGENCE

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ABSTRACT

Feedback from employers on industrial needs indicate that the job market requires graduates who have developed not only inner confidence but also the softer non-technical skills which include both personal and interpersonal skills such as motivation, communicative ability, empathy and team building. This study specifically explores if there is a correlation between emotional intelligence (EI) as measured by the Emotional Skills Profile (ESAP) and learners' scores in their communication skill tests. The results indicate a significant positive association between emotional intelligence and communication skills. The regression analysis shows that personal leadership, self-management and intrapersonal skills which represent the respective domains of emotional intelligence in the ESAP are significant predictors in determining variance in communication skills attainment. Furthermore, the results of the quasi-experimental study showed that the EI intervention can assist learners to overcome their oral anxiety and increase their confidence in public speaking contexts. The study provides optimistic findings on the potential benefits of such a curriculum for all students. Hence, following a similar approach within a language curriculum at tertiary level will allow learners to delve into their inner-selves and go through a journey of self-discovery progressing to emotionally intelligent behaviour. Learners who undergo such a curriculum will be able to use both their emotional and cognitive intelligences to regulate their behaviour which will benefit them not only academically but also professionally.

Keywords: emotional intelligence, communication skills, personal leadership, self-management, intrapersonal skills

INTRODUCTION

Good communication skill in English is an essential ingredient expected of graduates to secure a job after graduation. However, in the second language environment, learners struggle to master this type of competence and confidence in communication skills as they also have to deal with their own internal mechanisms like motivation, personality types and learning behaviour that affect their attitude towards second language learning. Besides, they are also affected by external factors like their socio-cultural and socio-economic backgrounds and exposure to the language itself (Young, 1991; Francis & Thomas, 2005). Oral language performance has always been a challenge for language learners, in countries where English is considered as a second or a foreign language



resulting in a weak performance among students in English speaking skills. Guo and Wang (2013) found that students' ability in spoken language is always much lower than their written skills, and although they have a good grasp of vocabulary and grammar, they cannot communicate confidently in English. A study by Ming, Ling and Jaafar (2011) found that secondary school students in Malaysia are not intrinsically motivated to learn the English language for reasons such as "self-development, communication purposes and integration into the L2 community" (p.51). This lack of intrinsic motivation to use the English language in their daily interactions impedes the development of fluency in the language (Gentner, 2016) and these learners continue to behave in the same way when they enter tertiary institutions. They are extremely anxious and unwilling to use this language for communicative purposes although they are aware of the importance of English for their future (Che Musa, Koo & Azman, 2012).

The role of emotional intelligence as a factor associated with these differences in language learning is gaining more importance in research. It is being considered alongside with other factors that affect language learning such as motivation, language aptitude, learning styles and strategies and even IQ. According to Sucaromana (2012), emotional intelligence is essential in language classrooms and other educational fields which usually involve interpersonal communication. She adds that classrooms that incorporate emotional intelligence will create positive learning environments where sharing of cultures and ideologies can take place effectively. In fact, a study conducted by Mendez López (2011) reported that when students' emotions are supported in the language classroom it can help learners to cope with their anxieties towards language learning experiences and develop a positive attitude towards themselves as language learners. Ghanshyam (2010), similarly highlights that communication is deeply rooted with emotions and feelings thus, the inclusion of EI in language learning will enhance social skills, enthusiasm, expression and bonding within the language classroom and for their future careers. This study aims to determine the correlation between the variables of emotional intelligence and communication skills and to identify the key predictors of oral communication skills attainment. It is also intended to examine if English communication skills can be enhanced through emotional intelligence instruction.

METHODS

As the research was conducted as a quasi-experimental study two intact groups of forty students each were chosen from a purposive sample of English for Occupational Purposes (EOP) course. However, the researcher ensured that possible threats to internal validity were given due consideration and that both experimental and control groups shared the same degree of equivalence in terms of characteristics and experimental conditions. This course was the choice as speaking skills formed the core assessments for the course. The design of this study is primarily focussed on gathering quantitative data that operate at two levels. The first level involves mapping the emotional intelligence profile of Malay learners of all 80 students involved in the study which was done by using the Emotional Skills Assessment Process (ESAP) questionnaire and identifying their communication skill levels with an oral test at the pre-test stage. The ESAP instrument measures learners' emotional intelligence in four domains: interpersonal skills, leadership skills, self-



management skills and intrapersonal skills. Each domain consists of its own sub-categories which give scale specific measurement of 10 emotional intelligence skills and when combined they give a total EI score for the individual. The ESAP also identifies three potential problem areas (Aggression, Deference, and Change Orientation.) The total score of each subscale indicate whether a particular skill (variable) needs to be developed, strengthened, or improved, and whether a potential problem area is presented with a low, normal, or high score in a profile of emotional skills. The next stage proceeds to identify the correlation between the independent variable of emotional intelligence skills and the dependent variable of communication skills. The second level of quantitative data collection focuses on the quasi-experimental design referred to as the pretest-posttest control group design. This stage examines the impact of infusing emotional intelligence within the English for Occupational Purposes (EOP) classroom versus the regular instruction in the EOP classroom. The oral tests used to assess their skill level include both oral presentation and oral discussion to determine students' confidence to use the English language in these different contexts. The impact of the intervention on the dependent variables is then measured by calculating the differences in the mean scores between the pre and post test for communication skills for both experimental and control groups.

MAIN RESULT

EI skill levels of Malay ESL learners

Figure 1 displays graphically the EI skills of Malay learners' and their potential problem areas. The raw scores obtained for the ESAP scales are plotted on the profile and this helps to characterize Malay learners EI scores and how they compared to the standard scores. This graphic description clearly depicts the skill areas that are still lacking in Malay tertiary learners as well as the problem areas that need special attention. The chart shows that most of the EI skills fall within the strengthen region while the problem areas are generally within control. In fact, eight out of the ten EI skills fell in the 'strengthen' region indicating that they have an average grasp of these skills but could benefit with an improvement in these aspects. However, two EI skills fall in the 'Develop' region specifically the skills of Decision Making and Commitment Ethic which indicates these aspects need serious attention as they have a low level of these skills. The EI potential problem areas of (Aggression, Deference and Change Orientation) fall in the 'Normal' range which indicates that the problem areas are generally within control. The figure depicting Malay learners' emotional intelligence skills is shown on the following page.

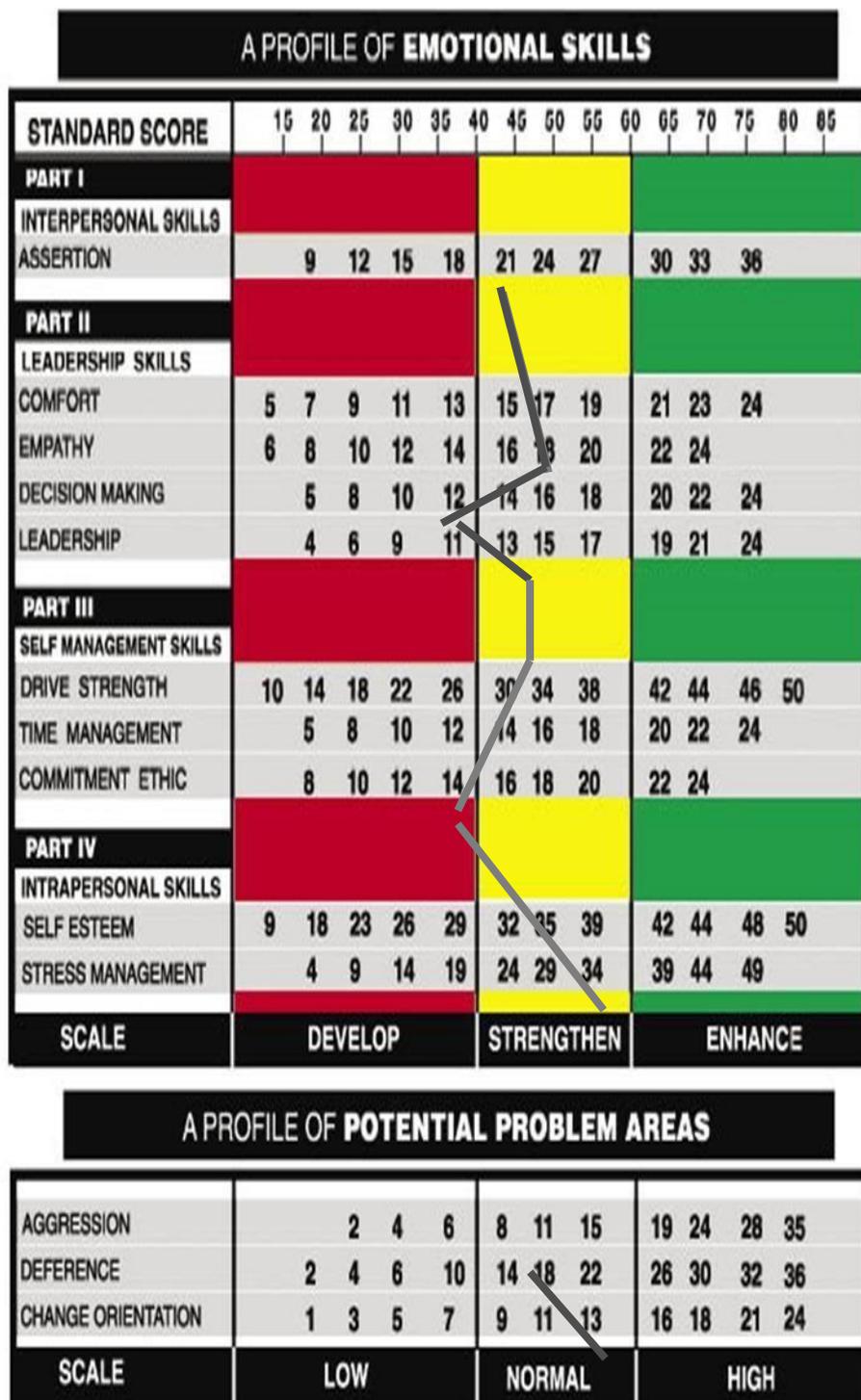


Figure 1 Emotional Skill Profile of Malay Learners

(Thomas, Noordin & Francis, 2016, p. 204)

Table 1. Correlation between Emotional Intelligence and Oral Skills

EI SKILLS	ORAL CS
Interpersonal Domain	.169
- Assertion	.169
Leadership Domain	.404**
- Comfort	.188
- Empathy	.239*
- Decision Making	.398**
- Positive Influence	.365**
Self-Management Domain	.287**
- Drive Strength	.235*
Commitment Ethic	.247*
Time Management	.258*
Intrapersonal Domain	.341**
Self Esteem	.298**
Stress Management	.321**
Potential Problem Areas	-.094
Aggression	-.085
Deference	-.307**
Change Orientation	
EI Skills Total (EIST)	.414**
EI Problems Total	-.177

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 1 shows that there is a significant positive relationship between emotional intelligence and oral communication skills. According to Green and Salkind (2005), correlation coefficients of .10, .30 and .50 are considered to be small, medium and large respectively. The (r) between the two variables of total emotional intelligence and oral communication skills is $r = .414$ which is considered a medium positive relationship with r significant at the 0.01 level. The domains of emotional intelligence mainly personal leadership ($r = .404$) and intrapersonal skills ($r = .341$) also recorded a significant medium relationship but the domain of self-management skills ($r = .287$) showed only a significant low association between emotional intelligence and communication skills. Interpersonal skills also showed a positive relationship, but the relationship was deemed insignificant. In terms of correlation between the EI sub skills and communication skills, the three sub skills that showed a positive correlation of medium strength are decision making ($r = .398$), positive influence ($r = .365$) and stress management ($r = .321$). Another sub skill that also recorded a significant positive correlation at the 0.01 level but considered a small relationship is self-esteem ($r = .298$). Time management ($r = .258$), commitment ethic ($r = -.247$), empathy ($r = .239$) and drive strength ($r = .235$) each recorded a small positive correlation with

communication skills at the 0.05 level. The two EI sub skills that were not correlated with oral communication are assertion and comfort. In terms of potential problem areas, only change orientation ($r=-.307$) was significantly correlated with oral communication skills at the $p < 0.01$ level.

Table 2. Paired Samples Test Results for Oral Presentation Skills

		Paired Differences							
		Mean	SD	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig (2-tailed)
						Lower	Upper		
Pair 1	Pre-Post Oral Presentn Cont.	-.288	.933	.148	-.586	.011	-1.949	39	.059
Pair 2	Pre-Post Oral Presentn Exp.	-1.65	1.45	.229	-2.116	-1.188	-7.207	39	.000

Based on the inferential analysis using paired-sample test, it can be concluded that in the context of oral presentation, only the experimental group showed significant progress. The paired samples test results show that for the oral presentation test, the control group obtained a p (2-tailed) value of 0.59 which is more than the predetermined alpha value of 0.025 ($\alpha/2=0.025$). This indicates that there is no significant difference between the mean of pre and post oral presentation scores for the control group which indirectly means that was no improvement in learners' oral presentation skills. However, the experimental group attained the p (2-tailed) value of 0.000 which is less than the predetermined alpha value of 0.025 ($\alpha/2=0.025$). Therefore, it can be concluded that emotional intelligence intervention can significantly improve students' achievement in stressful oral communication situations as in public speaking contexts. Conventional methodology which does not include the emotional intelligence aspects fails to develop confidence in students to individually address people in large groups.

DISCUSSION

The exploration on the characteristics of Malay tertiary learners' emotional intelligence skills through the ESAP instrument was intended to define the profile of learners in the four major domains of EI skills namely Interpersonal, Leadership, Self-Management and Intrapersonal skills. At the same time their scores in the ESAP was used to determine their ability in the ten EI skills and the three problem areas which fall within these four domains. The results reveal that Malay tertiary



learners' EI skills need to be strengthened for the EI skills of assertion, comfort, empathy, leadership, drive strength, time management, and self-esteem and stress management. However, the EI skills of decision making and commitment ethic are far from satisfactory as both these skill areas are in the 'develop' range.

This highlights the fact that Malay learners are still lacking in problem solving skills and the ability to act as independent learners. This is based on the definition by Nelson and Low (2003) which views decision making as "the ability to use effective problem-solving and conflict resolution strategies to resolve issues" (p.73). Malay learners also lack the capacity to be self-directed in their learning as commitment ethic is defined as "a dedication to task completion that produces excitement and pride, not fatigue and sacrifice" (Nelson & Low, 2003, p.94). This supports earlier studies by Mastor, Jin and Cooper (2000) who researched the personality of conscientiousness in Malay tertiary learners both in Australia and later in Malaysia and found them to have low scores in self-discipline.

As for the potential problem areas of aggression, deference and change orientation, Malay learners fell within the 'Normal' range. However, it was noted that change orientation had the highest mean score while aggression was the lowest. Thus, there is evidence to conclude that Malay learners avoid communicative styles that are aggressive with the destructive emotion of anger and this is culturally based. This is similar to the findings by Mastor, Jin and Cooper (2000) who found Malay learners to have high scores on Agreeableness in the Big Five model of personality and concluded that aggression level in Malays would be low as those who are easily angered will not be in agreement with others. Similarly, the findings by Lailawati (2005) revealed that the communication pattern of the Malays is shaped by the religion they embrace. She further elaborates that Malays are expected to be patient in challenging situations as required by their religion as stated in Al Asr, verse 3. She interprets this patience to mean "abstain, forgive, endure, persist, calm, tolerate, bear and wait, depending on the situation or context of the occurrence" (p.6). It is this quality that prevents Malays from being aggressive in their interactions with others. The relatively high score on 'change orientation' indicates that learners' are dissatisfied with their current skills and abilities and recognize a need to change their behaviour (Nelson & Low, 2011).

In analysing the relationship between EI and communication skills the results revealed a significant positive relationship between overall emotional intelligence and communication skills. This implies that the higher the EI skills in learners, the better their performance in communication skills. All the domains of EI except interpersonal skills indicated a significant positive relationship with communication skills. This supports the findings by Pishghadam (2009) on the impact of emotional and verbal intelligences on English language success in Iran that EI is instrumental in learning skills especially the productive ones. His study had indicated the impact of EI on speaking skills especially turn taking as well as the volume of communication. The study by Marzuki, Mustafa and Mat Saad (2015) which explored the impact of emotional intelligence on both information technology and communication skills had also implicated that students with high emotional intelligence skills will have a better command of both these skills. The conclusion that can be made based on the intervention on communication skills as gauged through students' performance in the



oral presentation and oral discussion tests in this study is that the intervention is effective in situations that pose more anxiety to learners. The exploration on learners' communication apprehension level at an earlier stage had revealed that learners experienced the highest level of apprehension in the context of oral presentation and the least apprehension in group discussion. Therefore, it is not surprising that the oral presentation context which required learners to address and engage the audience individually posed more fear as this was expected.

However, the EI intervention enabled the experimental group to overcome this fear and perform significantly better in the post intervention stage compared to the control group that had just employed the traditional skill building methodology without special consideration to the emotional aspects within the learner. A correlation study conducted by Mohammadi and Mousalou (2012) had found that EI had a stronger negative relationship with speech anxiety than linguistic intelligence. This quasi-experimental study further supports their findings that when emotional intelligence intervention is infused in a language classroom focussed on developing oral skills, it would be able to decrease their anxiety and increase their performance in language communication classes.

CONCLUSION

The five stage sequential process of the ELS used as the framework for emotional intelligence intervention in this study gives conclusive evidence of the positive impact of such an intervention on Malay tertiary learners' communicative performance. The process begins with self assessment and progresses to self awareness which leads to self-knowledge. With the self-knowledge that they have attained, these learners then progress to self-development and finally arrive at self-improvement. Although this study is confined to one particular ethnic group the study provides optimistic findings on the potential benefits of such a curriculum for all students. Hence, following a similar approach within a language curriculum at tertiary level will allow learners to delve into their inner-selves and go through a journey of self-discovery progressing to emotionally intelligent behaviour. Learners who undergo such a curriculum will be able to use both their emotional and cognitive intelligences to regulate their behavior which in turn would be beneficial to them not only for their academic goals but also in their careers.

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MOTIVATIONAL FACTORS TOWARDS COMPLETION OF MOOCS AMONG VARSITY STUDENTS IN A PUBLIC UNIVERSITY IN MALAYSIA: A CASE STUDY

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ABSTRACT

MOOC has advantaged many people through its free course, zero learning commitment and a variety of online courses provided by many prestigious universities in the world. It has attracted millions of people enrolment. Despite of its massive participation, high dropped out has become the main issue regarding the effectiveness of MOOC delivery. Motivation factor is the favourite concern in education to engage learners' full participation along the learning process. Identification of personal goal is important as it drives individuals to accomplish the objectives. Thus, this study was conducted to investigate the various factor(s) that contribute to MOOC course completion. This correlational study was held at one public higher education institution in Malaysia where response rate was 73%. The items of the questionnaire were mostly adapted from University of Southampton and Onah, Sinclair and Boyatt's (2014) variable measurements. This study revealed the major factors MOOC learners complete the course are due to intrinsic factors namely it provides useful information and meet their learning expectation. However, the findings show that gender, ethnicity and program of study did not influence MOOC course completion among higher education learners. Results of this study revealed only motivation factors ($r=.602$, $p<.05$) was found significantly associated with to MOOC completion. The findings of this study suggest that if the MOOC has useful information and the relevant course content, it will meet learners' learning expectation.

Keywords: Massive Open Online Course, completion rate, motivation factors

INTRODUCTION

As emphasized in the Malaysia Education Blueprint 2015-2025 (Higher Education), infusing learning's creativity and innovation into science, tech and engineering has become priority in redesigning local education agenda. Thus, the former Malaysia's Higher Education Minister, Datuk Seri Idris Jusoh urges higher education institutions to react to speedy changes of technology advances (The Star Online, 26 March 2017). Recognizing that Massive Open Online Course (MOOC) will disrupt higher education, especially in terms of access, accreditation and the way students learn, the ministry is optimising in applying disruptive tech advances to allow students free access to discussion, blogs, video lectures and other social media tools. In fact, redesigning higher education in Malaysia has activated students and universities readiness for disruptive tech. The disruptive challenges would come from full implementation of existing technologies and methods



across education system. In order to make a success in redesigning the higher education, the participation and commitment of educators, administrators, ministry and students are crucial.

Massive Open Online Courses (MOOC) in Malaysia

Malaysia has collaborated with pen Learning founded by Adam Brimo to have first nationally-coordinated MOOC initiative. A total of 20 local public universities have participated in this program and over 60 blended courses have been offered. To date, over 220,000 students from over 170 countries have participated in Malaysia's MOOC courses where Australia and the USA are the highest enrolment in Malaysia's MOOC (The Star Online, 26 March 2017). MOOC is a free web-based course that is open to everyone around the world and can be accessed anytime anywhere (Jansen & Schuwer, 2015; Kop, Fournier & Mak, 2011). According to Educause (2014), MOOC is a model for delivering learning content online to any person who wants to take a course, with no limit on attendance. MOOC offers university-level courses without any need to complete the program of study and it takes on student-centred approach and enables both students and educators with social elements. It combines both traditional and modern material learning, for example, videos, readings, project assignments, quizzes and many more. In fact, MOOC learners can also interact with other students in the same course via online forum, discussion, blogs and other social media provided by MOOC providers.

Common major challenges in education such as cost, distance time and quality of pro grams are overcome by MOOC. Hence, MOOC creates a new trend in education by offering flexible learning opportunities and globally widening student participation through institutional visibility (Jansen & Schuwer, 2015; Jenner & Strawbridge, 2015). Higher e ducation institutions see MOOC as a way of pioneering new platforms (Jenner & Strawbridge, 2015) and offering interdisciplinary courses (Prades et al., 2015) to students in order to enhance their institution reputation. Thus, strengthening the quality of programs offered through MOOC is essential to attract promising global learners (Chiam, 2016; Pscheida et al., 2015). Although MOOC has its known advantages, still it has challenges when it comes to implementations. As identified by Chiam (2016), the main challenge of MOOC is the high non-completion rate (high drop-out rate). Learners' readiness is another challenge for MOOC providers in identifying learners before participation in online learning. There are a few issues raised. What motivation factors that could derive students to enrol in MOOC? Is there a relationship between motivation factors and completion rate of MOOC among the students in higher education in Malaysia?

Completion Rate of MOOCs

Learners' completion rate is a main issue for MOOC providers and hence, completion rate can be considered as one of measurements of course success (Chiam, 2016). Barcena et al. (2014) have identified learners' profile such as language, education background, age and gender as



factors contributed to MOOC completion rate. According to Barcena et al. (2014), MOOC have attracted students from almost geographically and linguistically fairly homogenous areas, well - educated groups (most of the participants were undergraduates and 10% were postgraduates), half of the participants were aged between 36-45 years and 61% were females. Studies by Ho et al. (2015) and Koller et al. (2013) have showed a small proportion of course completion among enrolled learners. Lack of peer to peer feedback and working full time professional learners were identified as key factors contributed to MOOC learners' dropout (Morris, Hotchkiss & Swinnerton, 2015; Colman, 2013; De Boer et al., 2013). Perhaps, demanding work schedules and time constrains of learners' attribute to high learners' non-completion rate. Lack of interaction with other peers also found significantly affected MOOC completion rate. Hence, studies by Ferguson and Clow (2015), Jordan (2014) and Onal et al. (2014) found that MOOC learners who mingle and communicate with peers were less likely to dropout. Furthermore, to some extent, social engagement such as small face-to-face groups has contributed to positive effect on MOOC completion (Li et al., 2014).

Motivational Factors of Using MOOCs

Motivation factor is the favourite concern in education to engage learners' full participation along the learning process. Identification of personal goal is important as it drives individuals to accomplish the objectives. Glynn et al. (2011) and Brophy (2004) identified various motivation factors influenced the learning process. In line with this, understanding MOOC learners' profile is also inevitably important of whether a MOOC course program fulfils learners' initial learning objectives. Learners' intrinsic motivation, the use of learning resources, learners' engagement and feedback are among the key criteria to be understood in designing and running MOOC programs. Besides that, other motivational factors such as job relevant, career advancement and meeting new friends will predict behavioural patterns of MOOC learners' counterpart (Kizilcec & Schneider, 2015). Specifically, MOOC learners who participate with friends were tended to engage with course materials than their counterpart (Kizilcec & Schneider, 2015).

Theoretical Framework of the Study

Motivation is a theoretical concept employed to understand and elucidate human behaviour. Motivation provides purposes and reasons for human to fulfil their needs and expectation in life. Gopalan, et al. (2017) defined motivation as "one's route lead s to behaviour, or to the construct that triggers someone to desire to replicate behaviour and vice – versa". Franken (2006) as cited in Huitt (2011) mentions key components in motivation which are; the arousal, direction, and persistence of behaviour. Generally, motivation is known as a means that could influence human to start off, guide and sustain goal-oriented behaviours. Therefore, motivation provides motives or "what" and "why" individuals do something for them to attain their aspirations and needs. Motivation is considered as one of the powerful determinants in learning. It is a pivotal element in order to succeed in educational matters as it encourages and empowers students to face obstacles and challenges themselves even more to achieve their goals in

learning. Hence, this present study aims to investigate motivational factors that could potentially affect the completion of MOOCs among postgraduate students in Malaysia. There are many different theories of motivation. One of the significant learning motivations is intrinsic and extrinsic motivation. Intrinsic motivation refers to engagement in the activity or task that is “inherently satisfying or enjoyable” (Legault, 2016). Intrinsic motivation could be described as motivation that comes from within the students or from factors inherent in the task being performed. The motivated action is not contingent upon any outcome or “reward” for the behaviour. For example, a student who love to read are intrinsically motivated to read or a child who enjoy playing outdoors, for no other reason rather than because there is something about the activity that they enjoy and it is fun and innately satisfying for them, even when there is no tangible reward for it. Intrinsic motivation has emerged as a significant factor in learning – a catalyst for learning. Several studies in the past have demonstrated a positive correlation between intrinsic motivation and academic achievement (Lepper, et al, 2005 in Gopalan, 2017). Intrinsic motivation leads an individual to engage in academic endeavours solely to experience the joy, fun, excitement and challenges without any external obligation or force such as external rewards or gifts. Moreover, intrinsic motivation is known to spread positivity and able to sustain the gained knowledge for a much longer period of time, hence promoting life-long learning. Ryan & Deci (2000) further assert that intrinsic motivation results in high quality learning and creativity, hence in this present study it is essential to detail the intrinsic factors and forces that could affect completion of MOOCs among the students.

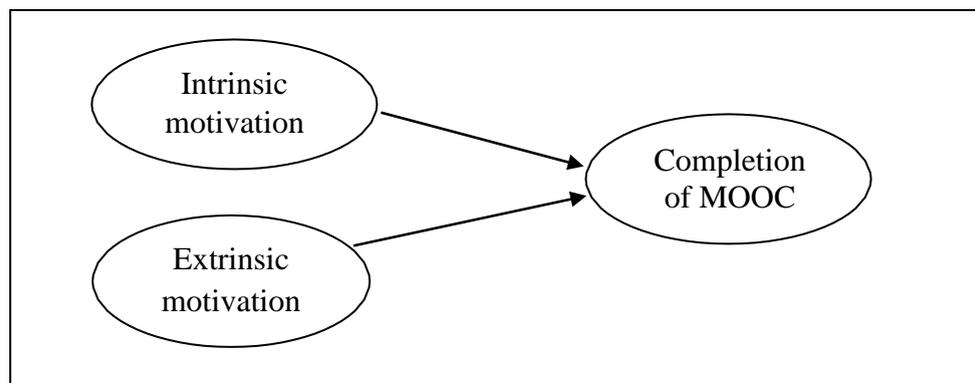


Figure 1. Theoretical Framework of the Study

In contrast, extrinsic motivation refers to performance of behaviour that is “fundamentally contingent upon the attainment of an outcome that is separable from the action itself” (Legault, 2016). Extrinsic motivation derives from external sources and is performed in order to attain outcome or “reward”. These outcomes or rewards can materialize in forms of praise, recognition or tangible reward. For example, a student who do not enjoy reading might read if he/she is offered a reward like candy or a student might study for a test in order to get an A. Similarly, a teenager might help doing chores at home to receive an allowance. Interestingly, (Deci, Koestner, & Ryan (1999) in Yoo, Han & Huang (2012) concur that extrinsic motivation is equally important to influence behaviours as intrinsic motivation. In other words, being motivated to do something in order to achieve valuable outcome is as important as feeling



enjoyable in doing the task. Therefore, this present study also includes extrinsic motivation forces as factors that affect MOOC completion rate among the students. The theoretical framework of the study is presented in Figure 1.

METHODS

This case study used survey questionnaire to get information associated with completion rate and motivation factors among MOOC learners in one local public university in Malaysia. Case study research design is used as it allows researcher to closely examine the data within the specific context. A case study method normally selects a small geographical area or a very limited number of individuals as the subjects of study (Zaidah, 2007) and for the present study, there were 73 respondents involved. Case study essentially explores and investigates contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships. Yin (2003) defines case study method as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used". Gerring (2004) as cited in Plucer (2008) further asserts that case study is an "intensive study of a single unit with an aim to generalize across a larger set of units". There are several advantages in using case studies. By using case study as a research method, it examines the data only within the actual context of its use or the situation that takes place (Zaidah, 2007). Another advantage of case study is that it allows researcher to explain the complexities of real-life situations which may be difficult to capture through experimental research design. For the present study, this paper seeks to understand the various motivation factor(s) contribute to MOOC course completion.

Out of 100 questionnaires, 73 were completely returned which formed 73% response rate. A response rate above 70% is adequate to get the information of targeted population and can be meaningful for statistical analyses (Draugalis, Coons & Plaza, 2008). The questionnaire was mostly adapted from University of Southampton and Onah, Sinclair and Boyatt's (2014) variable measurements. The reliability of the questionnaire used in this study was .94, determined by Cronbach's alpha. Specific Cronbach's alpha for each variable was: 0.89 for motivation factors, and .93 for completion rate. Completion rate was setting as dependent variable while motivation factors and learners' profiles (age, gender, ethnicity, program of study) were set as independent variables. T-test, ANOVA, Pearson correlation and multiple regressions were used to analyse questionnaire using SPSS.



MAIN RESULTS AND DISCUSSION

MOOC Learners' Profiles

Majority of the respondents were females made up to 79.5% (n=58) and males only made up to 20.5% (n=15). Most of the respondents were aged between 20-24 years which formed 69.9% (n=51) followed by respondents aged around 25-29 years, formed 23.3% (n=17), aged 35-39 years which formed 5.5% (n=4) and the least were respondents aged 30-34, formed 1.4% (n=1). Clearly, respondents below 30 years old were the majority in this study. As for ethnicity, Malay respondents were the large group in this study (89%, n=65) followed by indigenous respondents from Sabah (5.5%, n=4). However, another 5.5% (n=4) were refused to state their ethnicity. Based on program of study, bachelor's degree was the majority (58.9%, n=43) followed by master's degree respondents (41.1%, n=30). Full timer respondents formed the majority in this study (98.6%, n=72) and part timer was the least (1.4%, n=1). Last but not least, 49 respondents stated that there were active learners (67.1%) while 24 respondents were passive learners (32.9%).

MOOC's Completion Rate

As depicted in Table 1, the overall mean of MOOC completion rate was high (mean=3.79, SD=.52). Table 2 shows descriptive analysis of MOOC's completion factors. The results revealed the top reasons to complete MOOCs were MOOC has provided useful information for participants' course (mean=3.85, sd=.74), the course was easy to understand and it has sufficient support from instructors and peers (mean=3.85, sd=.84), furthermore, MOOC's course is closely related to participants' course in the university (mean=3.82, sd=.86) and the topics were relevant to participants' course (mean=3.81, sd=.81). Other reasons were because the participant want to learn more about the course as it met their expectation (mean=3.77, sd=.95), the participants have been required to complete the course by their instructors (mean=3.68, sd=.98), the course was presentable and provided much information (mean=3.67, sd=.90), the grading was given by the university lecturers/course expert (mean=3.63, sd=.83), the course has shorter life span to finish (mean=3.56, sd=.9) and impressive MOOC's interface/web (mean=3.51, sd=.96). Other than that, the reasons participant completed the course were the topics offered by prestigious university/platform (mean= 3.47, sd=.96) and small courses (not more than 200 enrolment) (mean=3.42, sd=.90).

Table 1.MOOC's completion rate

MOOC Completion rate	Mean	Standard Deviation
	3.49	0.59
$<1.66 = \text{Low}$ $1.67-3.33 = \text{Medium}$ $3.34-5.00 = \text{High}$		

Overall, MOOCs' completion in this study was mainly caused by intrinsic factors. This study revealed the main reason MOOC learners complete the course due to it provides useful information and met their learning expectation. They also completed the course as it is easy to understand and has a short life span to finish, the course resembles to that offered by university and the topics relevant to their studies. On the other hand, extrinsic factors such as the MOOC has sufficient support from instructors and peers, the grading system was giving by the university lecturers/course expert and impressive MOOC interface/ web design have also engaged the students to complete the MOOCs.

Table 2. Descriptive analysis for the Reasons of Completion in MOOCs

No.	Statements	Mean	SD	Factors
1.	I completed MOOCs because it is closely related to my course in the university.	3.82	0.86	Intrinsic
2.	I completed MOOCs because it provides useful information for my course.	3.85	0.74	Intrinsic
3.	I completely viewed all MOOC topics that are relevant to my course.	3.81	0.81	Intrinsic
4.	I completed MOOCs because my friends/colleagues have completed it.	3.30	1.04	Extrinsic
5.	I completed MOOCs because it has impressive interface/web design.	3.51	0.96	Extrinsic
6.	I completed MOOCs because instructors ask for it.	3.68	0.98	Extrinsic
7.	I completed MOOCs as the course has shorter life span to finish.	3.56	0.90	Intrinsic
8.	I completed MOOCs as the course has been offered by a prestigious university/platform.	3.47	0.96	Extrinsic
9.	I completed MOOC because it was a small course (not more than 200 enrolments).	3.42	0.90	Intrinsic
	I completed MOOCs because the grading was given by university lecturers/course expert.	3.63	0.83	Extrinsic
10.	I completed MOOCs because the course was presentable and provided much information.	3.67	0.90	Intrinsic
11.	I completed MOOC because I want to learn more about the course (the course meets my expectation).	3.77	0.95	Intrinsic
12.	I completed MOOC because the course is easy to understand and it has sufficient support from instructors and peers.	3.85	0.84	Extrinsic
	Overall mean	3.49	0.59	Intrinsic

Motivation Factors for Participating in MOOCs

Table 3 shows that the overall mean for motivation factors to participate in MOOC was at high level (mean=3.79, SD=.52). The descriptive analysis has further revealed that most of the respondents participated in MOOC mainly due to intrinsic factors such as it is free (no fee applied) (mean 4.22, SD=.67), due to easy access materials (mean=4.00, SD=.78), the reason to enhance/refresh knowledge (mean=4.12, SD=.8), the nature of its' flexibility and fit study time (mean=4.01, SD=.71) and interesting topic offered (mean=3.95, SD=.7). The other intrinsic factors are like no obligation to complete the course (mean=3.84, sd=.78), to refresh study/starting university (mean=3.82, sd=.86) and a variety of courses offered by MOOC platform that match their need (mean=3.86, sd=.75).

Besides that, learners were also motivated to participate in MOOC due to extrinsic factors such as prestigious university (mean, 3.81, sd=.81), interest in new technology (mean=3.77, sd=.85), MOOC provides real-time tutorial sessions and/or tutor-monitored forum (mean=3.73, sd=.87) and also due to their friends/colleagues that have subscribed to the same MOOCs (mean=3.42, sd=.96). Comparatively, the findings in Table 4 indicated intrinsic factors were more important than extrinsic factors in influencing students to complete their MOOCs. Overall, Table 4 presented the all motivation factors for students to participate in MOOC.

Table 3. Motivation factors to participate in MOOC

Motivating Factors for Participating in MOOCs	Mean	Standard Deviation
	3.79	0.52
<1.66 = Low 1.67-3.33 = Medium 3.34-5.00 = High		

Table 4. Descriptive analysis of motivation factors for participating in MOOC

No.	Statements	Mean	SD	Factors
1.	I engage in MOOC because it free (no fee applied).	4.22	0.67	Intrinsic
2.	I engage in because the topics offered are interesting.	3.95	0.70	Intrinsic
3.	I participate in MOOC because the provider is a prestige university	3.81	0.81	Extrinsic
4.	I engage in MOOCs because the materials are easy to access.	4.00	0.78	Intrinsic
5.	I engage in MOOCs to enhance/refresh my knowledge.	4.12	0.80	Intrinsic
6.	I participate in MOOCs because it has no obligation to complete the course.	3.84	0.78	Intrinsic
7.	I engage in MOOCs because its flexible and fit my study time	4.01	0.71	Intrinsic
8.	I participate in MOOCs to feed my need to start own business or for career change.	3.25	0.89	Extrinsic

9.	I participate in MOOCs to refresh my studying / starting university.	3.82	0.86	Intrinsic
10.	I participate in MOOCs to check before choosing a university to attend.	3.23	0.99	Extrinsic
11.	I participates in MOOCs because I interested in new technology	3.77	0.85	Extrinsic
12.	I participate in MOOCs because my friends/colleagues have subscribed to the same MOOCs.	3.42	0.96	Extrinsic
13.	I engage in MOOC because this platform offers a variety of courses that match my needs.	3.86	0.75	Intrinsic
14.	I participate in MOOC as it provides real-time tutorial sessions and/or tutor-monitored forum.	3.73	0.87	Extrinsic
Overall mean		3.79	.52	Intrinsic

Table 5. Independent sample of t-test of completion rate with gender, ethnicity and program of study.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper	
Gender	Equal variances assumed	.432	.513	-1.280	70	.205	-.21970	.17169	-.56212	.12272
	Equal variances not assumed			-1.173	19.824	.255	-.21970	.18736	-.61075	.17135
Ethnicity	Equal variances assumed	.306	.582	-1.370	67	.175	-.41095	.29992	-1.00960	.18769
	Equal variances not assumed			-1.950	3.874	.125	-.41095	.21075	-1.00367	.18177
Program of Study	Equal variances assumed	1.188	.279	-1.617	71	.110	-.22449	.13884	-.50132	.05235
	Equal variances not assumed			-1.690	70.047	.096	-.22449	.13286	-.48948	.04050

* Dependent variable: Completion rate

The independent sample t-test shows that gender [$t(71)=-1.280$, $p\text{-value} >.05$], ethnicity [$t(71)=-1.370$, $p\text{-value} >.05$] and program of study [$t(71)=-1.617$, $p\text{-value} >.05$] did not contribute any significant difference to completion rate. Hence, the findings show that gender, ethnicity and program of study did not influence MOOC course completion among higher education learners. The Levene's test has ensured that the equality of variance between the respondents based on gender, ethnicity and program of study.

Table 6. Correlation among independent variables and completion rate

		Gender	Age	Ethnicity	PS	MF	CR
Gender	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	73					
Age	Pearson Correlation	.324**	1				
	Sig. (2-tailed)	.005					
	N	73	73				
Ethnicity	Pearson Correlation	.105	-.049	1			
	Sig. (2-tailed)	.388	.688				
	N	69	69	69			
Program of Study	Pearson Correlation	.251*	.620**	-.065	1		
	Sig. (2-tailed)	.032	.000	.596			
	N	73	73	69	73		
MF	Pearson Correlation	.186	.096	.070	.210	1	
	Sig. (2-tailed)	.116	.420	.565	.074		
	N	73	73	69	73	73	
CR	Pearson Correlation	.137	.086	.165	.188	.602**	1
	Sig. (2-tailed)	.248	.468	.175	.110	.000	
	N	73	73	69	73	73	73

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

MF: Motivate factors, PS: Program of Study

CR: Completion rate

Pearson's Product Moment Correlation in Table 6 shows that only motivation factor was moderately ($r=.602$, $p<.001$) correlated to MOOC's completion rate. However, age, gender, ethnicity and program of study were not associated to MOOC completion rate. This suggests that MOOC learners' course completion is associated to motivational factors while age, gender, ethnicity and program of study did not associate to MOOC completion.

Further analysis was carried out to examine the contribution of predictor variables towards the variance of MOOC completion rate among the student respondents. Hence, multiple regression was done for this purpose. The independent variables such as gender (X_1), age (X_2), ethnicity (X_3), program of study (X_4) and motivation factors (X_5), were entered into multiple regressions model to observe the significant predictors of the MOOC completion rate. Thus, a proposed model for multiple regression was:

$$Y = a + bX_1 + cX_2 + dX_3 + eX_4 + fX_5$$

Table 7. Multiple regression of predictors to completion rate in MOOC

Model		Coefficients ^a								
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error				Lower Bound	Upper Bound	Tolerance	VIF
a	(Constant)	.603	.527		1.144	.257	-.450	1.656		
X ₁	Gender	-.008	.138	-.006	-.059	.953	-.283	.267	.864	1.158
X ₂	Age	.009	.099	.012	.089	.929	-.189	.206	.575	1.740
X ₃	Ethnicity	.323	.255	.130	1.264	.211	-.188	.833	.975	1.026
X ₄	Program of Study	.054	.158	.045	.340	.735	-.262	.369	.594	1.684
X ₅	Motivation Factors	.648	.120	.563	5.398	.000	.408	.888	.944	1.060

a. Dependent Variable: Completion rate

$R^2=.303$



Table 7 shows that motivation factors ($t=5.398$, $p=.00$) was found to be the only significant contributor towards the variance of MOOC completion rate. Hence, the final estimated multiple regressions model was:

$$Y = .603 + .563 X_5$$

Multiple regression model was also displayed value for adjusted R^2 . The adjusted R^2 value suggests that 30.3% of the variance in completion rate was predicted from motivation factors.

MAIN RESULTS AND DISCUSSION

The study showed that MOOC course completion was influenced by motivation factors but was not influenced by age, gender, ethnicity and program of study. The findings of this study suggest that if the MOOC has useful information and the relevant course content, it will meet most of the learners' learning expectation. Other than that, the reasons MOOC learners complete the course largely due to it is easy to understand, a short course life span to finish, sufficient support from instructors and peers, the course resembles to that offered by university and the topics relevant to their studies, the grading system was giving by the university lecturers/course expert and due to impressive MOOC interface/ web design. Supported by Rai and Chundrao (2016), Onah et al. (2016) and many other researchers, MOOC has provided much useful information to its learners. Its rich-content resembles university curriculum has successfully attracted students' enrolment. In addition, Rai and Chundrao (2016) emphasized that the reputation of university and instructors are the factors of motivating student to enrol and complete in MOOC course. A good reputation from high-standard university has built a good rapport on university's curriculum and assessment. Besides that, Jordan (2015) showed contradictory results where the researcher found no significant relationship between completion rate and university ranking. However, Jordan (2015) found course length and assessment type did significantly affect MOOC completion rate. According to Jordan (2015), shorter courses provide better guidance and benefit to students who prefer to direct their own learning and allow for their achievement to be recognised. Hence, the result of this study was supporting Jordan's study in which a short course life span to finish has contributed to MOOC course completion.

The study also showed that motivation level among student respondents was at high level, and it was at the same level as Arab learners as in the study conducted by Miri, Abeer and Hossam (2015). This suggests, MOOC learners from Malaysian also have high level of motivation to participate in MOOC and has triggered students' intention to enrol in MOOC. In addition, MOOC learners' motivation could also be influenced by zero cost (Rai & Chunrao, 2016; Onah et al., 2016), taught by professors from leading university (Rai & Chunrao, 2016) and do not have enforced prerequisites (Grainger, 2013). In fact, there are various courses have been available in the MOOC platform. As an example, in 2012, MIT and Harvard University have decided to offer a wide-range of university-level courses through online platform. Many kinds



of material are available online in the form of text files (PDF, Word, PowerPoint), audio and video lecturer (Rai & Chunrao, 2016) which can be accessed online or downloaded from the course platform (Ryan, 2013). Besides, having a real-time tutorial sessions and tutor-monitored forum are among the motivation factors to encourage MOOC participation among the students. Therefore, an instructor (tutor or lecturer) who is present in each MOOC course should provide online learning materials which can be accessed by thousands of participants (Onah et al., 2016). As emphasized by Ryan (2013) and Cross (2013) that the use of forum is one of MOOC frameworks, not only forum will provide online discussion between participants and instructor for further explanation of course topics, rather it can also be used for peer support as well. Moreover, learners can also communicate with their MOOC instructors via various personal online learning media (Grover et al., 2013), as shown by this study such as blog, online videos, face book, google, skype and twitter. In addition, the online interaction can occur together with course material or with other course participants. According to Boyatt et al. (2013), certain universities are now considering to incorporate MOOCs into their curriculum, either by providing formal credit for a standard MOOC or incorporate it in blended learning mode, but for current practise, MOOC learners would not be implied with any formal credit for the course offered (Tharindu et al, 2013).

The result of this study is also supported with the study by Rai and Chunrao (2016). whereby job and career requirement are the motivating factor for participating in MOOC. Some MOOC learners have participated in MOOC course either to improve their prospects in their workplace or to enhance their skills, which may boost their career choices. Hence, this study also indicated that zero cost, easy access materials, enhance/refresh knowledge, flexible and fit study time, interesting and variety of topics offered, university prestige, no obligation to complete the course, new technology invested, real-time tutorial and/or monitored forum and friend-influenced are the motivation factors to participate in MOOC in Malaysia.

CONCLUSION

The higher education in Malaysia has reached a new milestone to bring the best education to its students and consistently growing internationally. In fact, many world-prestige universities such as Harvard University, MIT University, University of New South Wales and so on are offering MOOCs to their students and they realised the benefits of MOOC has brought. As in Malaysia, many public universities have provided MOOC as a platform to attract new student recruitment while retain current students in order to remain competitive in education field by offering the best courses. The current study has revealed the contribution of more intrinsic factors of motivation contributed to MOOC course completion higher than extrinsic factors. Thus, for future research, it is recommended to study in depth which motivation categories (intrinsic/extrinsic) have influenced largely on MOOC course completion and lower the learners' drop-out rate. Also, this study might be replicated to other higher education setting to enrich and generalize MOOC completion and related motivation factors.



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INVESTIGATING MALAYSIAN UNDERGRADUATES' ONLINE RESEARCH PERFORMANCE IN EMBRACING EDUCATION 4.0

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ABSTRACT

In realising the vision of Education 4.0, there is a critical call to develop 21st century learning skills among learners especially in the higher education institutions. With the Internet becoming part and parcel of teaching and learning, learners need to develop digital literacy to exploit the abundant informational resources and learning opportunities available online. However, in second language (L2) learning, there is little research in digital literacy especially where online research and comprehension strategy performance is concerned. Therefore, this study investigated the current online research and comprehension capability of ESL undergraduates at a public university in Malaysia. 104 first year university students participated in this quantitative study which adapted an online performance-based assessment revised by Kingsley (2012), intended to measure online comprehension and research skills by requiring students to carry out actual online research during laboratory classroom sessions. Analysis of the online test results showed that the Malaysian undergraduates performed rather poorly during the assessment. This suggests that educators need to equip their learners with online research and comprehension training in building the students' 21st century learning skills and strategies that are key to Education 4.0. The findings provide initial support that online research and comprehension strategies training can be effective in improving online research skills.

Keywords: 21st century learning skills, digital literacy, Education 4.0, ESL learners

INTRODUCTION

As an effort to embrace the fourth Industrial Revolution, the Ministry of Higher Education of Malaysia (2017) has moved forward by revamping the Malaysian Higher Education system. Presenting it as the Malaysian Higher Education 4.0 (MyHE 4.0), learners are seen as connectors, creators and constructors of knowledge who have open access to information and use the web as their curriculum. Their roles have changed to not only sitting at the receiving end of knowledge as they are considered the producers and sharers of information. These are all the important aspects of 21st century learning as a result of the advancement in digital technology. In order to meet the demands of MyHE 4.0, Malaysian undergraduates are expected to possess necessary skills that can



help them to fully utilise the digital technology that can enhance their learning aspects. One of the most important skills are to be able to harness online information effectively so that they can meet the goals of becoming the connectors, creators and constructors of knowledge. However, this is where the problem begins. On the web, the information is largely presented in the English language, notably many undergraduates still struggle with (Sain, Nawi, Mustafa & Kadir, 2014). Another issue is that online reading requires a new set of literacy skills that goes beyond reading using print mediums. Therefore, in order to read and do research using online information, the learners have to go through a multifaceted process which requires sophisticated and complex application in online environments (Afflerbach & Cho, 2009; Leu, Kinzer, Coiro, Castek, & Henry, 2013).

In the English as a Second Language (ESL) classrooms, learners are taught conventional reading comprehension strategies. However, as literacy in the digital age extends beyond print mediums (Boche & Henning, 2015), learners need to view technology not just as a tool to accomplish tasks but also to learn it as a literacy skill or strategy (Wilson & Strause, 2018). Previous research points out that “educators should guide students toward success by allowing them to apply existing knowledge of texts to online environments” (Schmar-Dobler, 2003). As it is, educators are doing a great job of promoting their learners to utilise the information gleaned from the Internet, but they are “not instructing them on how to understand what they are doing” and definitely “not teaching them to think metacognitively about their research strategies and information-seeking behaviours” (Kymes, 2007). Educators should stop treating online comprehension skills to be on the most part the same as traditional comprehension skills (Leu, O’Byrne, Zawilinski, McVerry, & Everett-Cacopardo, 2009 as cited in Coiro, 2011) or “sets them aside as technology skills rather than new reading comprehension skills” (Karchmer, 2001 cited in Coiro, 2011) because in doing so the learners will be deprived of crucial knowledge in discerning online reading texts. many researchers have focused on how online activities facilitate learning while assuming that students possess the essential skills to effectively engage in those activities. As the current generation is dubbed the ‘digital natives’, it is assumed that they are basically better than the past generation at understanding and utilising technology (Passanisi & Peters, 2013) and that they possess the ability to transfer their skills and knowledge in dealing with printed materials to online texts (Leu et al., 2004). With regards to reading activities, it is also commonly assumed that reading comprehension is fully ‘isomorphic’ for both online and printed materials (Leu et al., 2013).

Studies, however, suggest that a significant number of these students “do not appear to use (or possess) the skills we expect digital natives to have” (Bennett, Maton & Kervin, 2008, p. 3). At the same time, even though reading online and printed materials seem to require similar skills, there is no significant relationship between offline and online reading comprehension (Coiro, 2014). This means that students require additional skills to comprehend online information effectively (ibid). Thus, to make use of the new technologies in their academic and future endeavour, it is crucial for Malaysian undergraduates to be aware of the essentials skills for them to autonomously use the Internet as a research tool.



With those concerns in mind, this preliminary descriptive study aims to investigate the current online information-seeking practices in the digital age specifically in relation to Malaysian ESL undergraduates' understanding of online texts. This is pivotal in the context of ESL where students do not only encounter obstacle engaging in an open-ended environment characterised by voluminous production and consumption of information, but also are working in a language in which they are not fully proficient in. Located within the ESL context in a public university in Malaysia, this study focuses specifically on the use of the Internet as a source of information to complete second language (L2) undergraduates' academic tasks as part of Education 4.0.

LITERATURE REVIEW

Technology has had a profound effect in shaping Education 4.0, making information easier to be accessed at a flexible time and space (Hussin, 2018). Past studies have shown that the usage of technology has helped students to improve their learning (Halili, Rahman & Razak, 2018; Halili & Suguneswary, 2016; Halili & Sulaiman, 2016). As information also exists in many different forms as afforded by information and communication technology (ICT), this inevitably changes the concept of literacy as it is "no longer bound to print-based mediums but instead extends to digital multimodal experiences where the combination of sounds, images, and text all contribute to meaning making." (Boche & Henning, 2015, p. 579). In classroom contexts, learners today rely heavily on the Internet as a source of information, making the ability to comprehend what is read during online research and learning even more crucial to knowledge-based societies (Goldman, Braasch, Wiley, Graesser & Brodowinska, 2012). However, despite the learners' reliance on the Internet to collect information and communicate, university students received minimal training and instruction on how to efficiently utilise online resources (Bulger, 2009; Sain, Nawli, Mustafa & Kadir, 2014). Previous studies suggested that online research and comprehension is not entirely isomorphic with offline reading comprehension (Coiro & Dobler, 2007; Henry, 2006; Sutherland-Smith, 2002) and that online research and comprehension involved the use of a more complex offline reading comprehension skills and also a number of additional skills. Such acknowledgement requires a deeper understanding of the need to teach useful skills such as online literacy strategies explicitly as "minimal guided instruction is likely to be ineffective" (Kirschner, Sweller, & Clark, 2006, p. 76 cited in Probert, 2009) and that the acquisition of such skills cannot be assumed to happen as some teachers believe (Walraven, Brand-Gruwel, & Boshuizen, 2009) but "must be taught rigorously" (Bruce, 1997; Shenton, 2008, p. 286, cited in Probert, 2009) which is in line with the New Literacies perspective proposed by Leu et al. (2004).

New Literacies Perspective

For the purpose of this study, the "new literacies perspective" will refer to Leu, Kinzer, Coiro, and Cammack's (2004) definition, which follows:

The new literacies of the Internet and other ICTs include the skills, strategies, and dispositions necessary to successfully use and adapt to the rapidly changing information and communication



technologies and contexts that continuously emerge in our world and influence all areas of our personal and professional lives. These new literacies allow us to use the Internet and other ICTs to identify important questions, locate information, critically evaluate the usefulness of that information, synthesize information to answer those questions, and then communicate the answers to others (p.1572).

Literacy practices change as the society changes. Therefore, the definition of literacy needs to be updated constantly. In lieu of this, the term new literacies have also included other aspects of reading and writing required when engaging in online texts (Coiro, Knobel, Lankshear, & Leu, 2008; Leu, Kinzer, Coiro, Castek, & Henry, 2013). Since students typically use the Internet to pose a question or solve a problem (Coiro & Castek, 2011), when they read to comprehend online texts, they are engaging in online research. The term *new literacies of online research and comprehension*, (Kingsley & Tancock, 2014; Leu et al., 2013) which substituted the term *online reading comprehension*, describes what takes place when an individual read online texts in order to learn or search for information. The term *new literacies of online research and comprehension* (NLORAC) is more appropriate and makes it easier to differentiate the characteristics of online reading and offline reading. This is because online research needs skill with other additional technologies (e.g., search engines, note-taking tools) and requires several social practices (e.g., utilising a search engine to locate information about the creator or author of a website to help establish the reliability of the information). According to Leu et al. (2013), there are at least five processing practices that takes place when a person conducts online research and comprehension:

- a) reading to define important questions,
- b) reading to locate online information,
- c) reading to critically evaluate online information,
- d) reading to synthesize online information and
- e) reading and writing to communicate online information.

These five processes highlight the complexity and multimodality of reading and researching online where comprehension requires more than simply processing the text at hand. It began with defining important questions before finding the resources online. To ensure the validity and reliability of the information, students need to be able to critically evaluate as well as synthesize information from various sources. This is because when reading from printed texts, students can be assured that the information they read is reliable due to the thorough review processes of traditional publishing. The extent to which the students need to evaluate information from printed texts is not as critical as it is in online environment (Henry, 2006). The open access nature of the Internet requires students to be more critical with the information that they encounter, which has clear pedagogical consequences; however, very few studies have looked into these issues (Kuiper & Volman, 2008).

Online Survey of Reading Strategies (OSORS)

Apart from the five processes in new literacies, the study also refers to the Online Survey of



Reading Strategies (OSORS). In the past decade, it is revealed that Anderson's (2003) survey instrument is often adapted and employed in later ESL or EFL studies related to online reading strategies or online reading comprehension (Awang & Salim, 2019; Genc, 2011; İnceçay, 2013; Jusoh & Abdullah, 2015; Mohd Ramli et al., 2011; Omar, 2014; Pookcharoen, 2009; Romly, Rahman, Supie, & Nasharudin, 2018; Taki & Hossein Soleimani, 2012; Vaičiūnienė & Užpalienė, 2013). He created OSORS in 2003 based on the Survey of Reading Strategies (SORS) developed by Sheorey and Mokhtari (2001). SORS, a paper-based reading strategy inventory, has a total number of 30 items and was designed to examine metacognitive reading strategy awareness of subjects who were native speakers of English as well as those who were non-native English speakers. This questionnaire uses a five-point Likert scale to measure three categories of reading strategies: global reading strategies, problem-solving reading strategies and support strategies.

The first strategy, global reading strategies, are strategies that readers employ to monitor their understanding and manage their reading. A few examples of global strategies are using prior knowledge about the target content, previewing the overall organization of the text prior to reading in detail and reading with a specific goal in mind. Next, problem-solving strategies are used when readers "work directly with texts" (Mokhtari & Sheorey, 2002) when there is a problem in comprehension. Readers would utilize specific strategies such as adjusting the speed of reading, visualizing and using contextual clues or making guesses of unfamiliar words to deal with comprehension problems. The third strategy, support strategies, are "basic support mechanisms intended to aid the reader in comprehending the text" (Mokhtari & Sheorey 2002). Strategies such as reading aloud, note-taking, underlining texts, paraphrasing and making use of reference materials are examples of support strategies.

Anderson (2003) maintained the three original categories found in SORS– global, problem-solving and support strategies. However, 8 items were added. OSORS comprises a total number of 38 online reading strategies – 18 items on global reading strategies, 11 items on problem-solving strategies and 9 items on support strategies. The reliability of the OSORS is reported as $r = 0.92$. It also uses the 5-point Likert scale to measure the participants' awareness and perceived use of reading strategies, while reading hypertext on the following aforementioned subscales: global reading strategies, problem-solving strategies and support reading strategies.

Research Questions

This study is guided by the two following research questions:

1. What are the current strategies that Malaysian ESL undergraduates employ during online research and comprehension activities?
2. What are the Malaysian ESL undergraduates' current performance in doing online research and comprehension activities?



RESEARCH METHODOLOGY

Samples

A total of 104 students agreed to partake in this study. They were third semester Diploma students from Universiti Teknologi MARA (UiTM) Cawangan Johor, Malaysia who were enrolled in four intact classes of ELC231 (Integrated Language Skills III) classes, focusing on English academic reading and writing.

Instrumentation

To seek the answers to the research questions, a quantitative approach was employed. Although most of the studies stated earlier made use of the OSORS (Anderson, 2003) and the SORS (Sheorey & Mokhtari, 2001), the popular survey instrument is weakened due to the fact that OSORS was modelled after SORS which is a paper-based reading strategy inventory and it did not include reference to an important aspect of online reading which is navigational strategies. Using efficient navigational strategies to study and navigate through online text is indispensable for “optimal comprehension and learning” in online learning environment (Salmerón, Kintsch, & Cañas, 2006 cited in Salmerón & García, 2011) especially when students are seeking information via the Internet. The absence of a more up-to-date instrument to assess ESL students’ online research and comprehension skills calls for further research to investigate online research and comprehension strategies as part of the 21st century learning skills. Therefore, two research instruments were used namely the Online Research and Comprehension Strategies Survey (ORACS) and the Online Research and Comprehension Assessments (ORCAs). These two instruments were administered consecutively, in the same semester during a formal classroom session in the assigned computer laboratory, to gauge Malaysian ESL undergraduates’ current practices as well as performance in doing online research and comprehension activities.

The Online Research and Comprehension Strategies Survey (ORACS)

The online ORACS survey, which was administered via Qualtrics, incorporated 15 items based on the processes found in the NLORAC (Tancock, 2014, Leu, et al., 2013) and adopted 21 items from Online Survey of Online Reading Strategies (OSORS) developed by Anderson (2003). The first section of the survey requires an open and closed response whereby the participants would have to answer questions pertaining to their background information and experience in using the Internet. The second section which deals with the participants’ self-reported online research and comprehension strategies used a five-point Likert scale to seek answer to the thirty-seven items presented. All the survey items were checked for linguistic difficulty and ambiguity and was piloted prior to this study.



The Online Research and Comprehension Assessments (ORCAs)

In order to investigate the second research question, the researchers measured the participants' online research and comprehension performance using an online test administered via Google Form. The Online Research and Comprehension Assessments (ORCAs) are performance -based assessments intended to measure online comprehension and research skills by requiring students to carry out actual online research (Leu et al, 2013a, p. 227). The ORCAs have been rigorously validated including testing in cognitive labs, pilot testing among 1,200 students and an extensive validation trial (Leu et al, 2012). Leu et al (2013a, p. 226) propose that the ORCAs are both 'valid and reliable' measures of online comprehension and research skills.

In her study, Kingsley (2012) slightly modified the ORCA-Elementary by Castek (2008) due to time constraints and limited computer access and used a population of fifth grade students in the US to measure online research and comprehension performance. Both Castek (2008) and Kingsley (2012) administered the ORCA-Elementary and ORCA Elementary-Revised to primary school students using simple English. Even though both assessments are intended for primary school students, the researchers believe that the content is adequate to investigate the participants' online research and comprehension performance as the questions involve general knowledge which suits students from different levels. The researchers slightly adapted the wording of Kingsley's (2012) scale to avoid any content validity issues and referred to the assessment as ORCA Basic.

Below is a summary of the tasks found in ORCA Basic, which was adapted from Kingsley (2012).

- Task 1 'Main Causes of Animal Endangerment,' assessed the skills of locating, searching and synthesising information. As part of this task, participants were required to locate the website and find information explaining why animals are endangered and how they can help endangered animals. According to the rubric, to gain full marks in this task participants had to "successfully locate the website, provide at least two reasons for animal endangerment and two ways kids could help" (Kingsley, 2012, p.65).
- Task 2 'How Many Otter Species are There?' assessed the skills of locating and critically evaluating information. As part of this task, participants were required to explain whether the websites they found were reliable. According to the rubric, to gain full marks in this task participants had to 'confirm results with more than one Website and explore the author's credentials and related experience with sea otters' (Kingsley, 2012, p. 65).
- Task 3 'Octopus' assessed the skills of locating and critically evaluating information. As part of this task, participants were required to find the appropriate website before



explaining how they knew the creators of the websites were experts. According to the rubric, to gain full marks in this task participants had to ‘correctly list uniform resource locator (URL), explain who made the site and provide a logical explanation of site reliability’ (Kingsley, 2012, p.65).

MAIN RESULTS

Based on the responses submitted by 104 participants who took part in this study, the following analysis is presented. The participants were all L1 (first language) Malay students and consisted of 31 male and 73 female students around the age of 19 to 23 years old. They had all passed ELC151 (Integrated Language Skills II) course in the previous semester with at least a C grade. Table 1 below presents their English proficiency levels.

Table 1. The participants’ English proficiency level (n=104)

Proficiency Level	Total	Percentage (%)
High	17	16.3
Intermediate	45	43.3
Average	29	27.9
Low	13	12.5

Research Question 1

What are the current strategies that Malaysian ESL undergraduates employ during online research and comprehension activities?

To answer the first research question, the responses of the 30-minute ORACS survey were exported from Qualtrics.com and analysed using Version 23 of IBM SPSS Statistics. The 104 participants completed the survey and the survey items were coded as S1 to S36. Descriptive statistics were used to describe the online research and comprehension strategies used when completing online search activities. The survey was classified into two parts; the first part consists of the five processes proposed in the new literacies of online research and comprehension (NLORAC) (Kingsley & Tancock, 2014; Leu et al., 2013) and the second part consists of the online survey of reading strategies (OSORS) taken from Anderson (2003). Mean scores and standard deviations are based on the 36 items in the survey and are presented in Table 2.

Table 2. Mean and standard deviations of ORACS survey (n=104)

Online Research and Comprehension Strategies	M	SD
<i>NLORAC</i>	3.44	.999
A. Process 1: Defining important questions	3.74	.903
B. Process 2: Locating information	3.26	1.044
C. Process 3: Evaluating information	3.21	.921

D. Process 4: Synthesising information	3.39	1.018
E. Process 5: Communicating information	3.62	1.113
<i>OSORS</i>	3.31	.917
F. Global strategies	3.19	.927
G. Problem solving strategies	3.46	.853
H. Support reading strategies	3.28	.971

1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always

Based on the results, overall, the participants' use of strategies were moderately frequent for both categories. Out of the two types of strategies, the mean score was higher for NLRAC (M=3.44, SD=.999) compared to OSORS (M=3.31, SD= .917). The top three most frequently used strategies meanwhile were 'Process 1: Defining important questions' (M=3.74, SD=.903) followed by 'Process 5: Communicating information' (M=3.62, SD=1.113) and 'Problem Solving' (M=3.46, SD=.853). Based on these results, the participants began their online research and comprehension activities with a set of questions in mind and they proceeded by

generating keywords and phrases in searching the online information. They also preferred to use the Internet for interacting with other users especially in seeking information. The participants also employed strategies to deal with arising problems in completing their online reading activities. This included rereading difficult texts to improve their understanding as well as getting back on track when they lose concentration. Table 3 details the statements of top strategies employed by the participants.

Table 3. Statements of top strategies for each category (n=104)

ORACS	Statements	M	SD
Process 1: Defining important questions	1. I start my online research with important questions that can help me understand and solve my academic tasks.	3.74	.903
Process 5: Communicating information	14. I use the Internet to interact with others to seek information when conducting online research.	3.78	1.070
	15. I use the Internet to interact with others to share what I have learned from the Internet when conducting online research.	3.45	1.156
Problem solving strategies	30. I re-read online text to increase my understanding when online text becomes difficult.	3.73	.827
	19. I try to get back on track when I lose concentration.	3.65	.922

1=Never, 2=Rarely, 3=Sometimes, 4=Often, 5=Always

Research Question 2

What are the Malaysian ESL undergraduates' current performance in doing online research and comprehension activities?



To further validate their self-assessment of strategies used in the survey, the ORCA Basic test was administered after the survey was completed. The participants had to complete the following three tasks to obtain the maximum score of 50 marks;

- Task 1: Main causes of animal endangerment (12 marks)
- Task 2: How many otter species are there? (18 marks)
- Task 3: Octopus (20 marks)

The answers were marked as ‘task not successfully completed’, ‘partially correct / complete’ and ‘task successfully completed’.

Below, in Table 4, are the descriptive statistics of the scores for each task as well as the overall test scores among the participants. Given are the lowest and highest scores as well as the mean scores and standard deviations. For Task 1, the mean scores recorded were only 3.99 out of the total 12 marks. For Task 2, the participants’ mean scores were 8.68 out of 18 marks and for Task 3, the participants performed the poorest by only scoring 4.29 out of the total 20 marks. The total mean score (M=16.96, SD=4.671) was less than half of the full score which indicates that they underperformed in the ORCA Basic test.

Table 4. Descriptive statistics on ORCA Basic test (n=104)

	Test Scores			
	Min	Max	M	SD
Task 1 (12m)	1.00	6.00	3.99	1.471
Task 2 (18m)	3.00	15.00	8.68	2.354
Task 3 (20m)	0.00	12.00	4.29	2.420
Total	6.00	30.00	16.96	4.671

A further analysis of the participants’ answers revealed several trends that explain their low scores for all three tasks. First, it was found that the participants had little to no problem in terms of locating and identifying online information. However, many of their answers with regards to specific tasks such as locating URLs were only partially correct as they were unable to locate the correct section of the site. For instance, 52 respondents submitted the URL in Figure 1 when the correct answer is the animated version of the website (<http://news.bbc.co.uk/cbbcnews/hi/static/guides/animals/animals.stm>). As a result, the students’ answers for the rest of the questions were also partially complete as they resorted to finding information from other websites.

1a. What is the URL of the website?

<http://www.bbc.com/earth/story/20141017-eight-ugly-animals-we-should-save>

Figure 1. Screenshot of sample answer for Task 1

Secondly, majority of the participants were found to have had problems with synthesizing online information. In Task 1(c) as presented in Figure 2, some participants did not provide answers or were unable to answer the questions correctly. Some of the responses were not based on the Internet search but rather from their own prior knowledge.

1c. Based on what you read on the same website, what can you do to help?

not stated

Figure 2. Screenshot of sample answer for Task 1

Another problem that was observed among these participants were in answering questions pertaining to evaluating online information. For example, in Task 2(1d) (Figure 3), the participants were asked to evaluate the reliability of the websites. Based on their responses, their understanding of reliability was not based on an investigation of the site, but rather based on their

1d. In your opinion, are these websites considered as reliable sources of information? Why?

Figure 3. Screenshot of sample answer for Task 2

Yes because the information all in the website.



To conclude, while the students were able to perform search tasks online, they struggled to utilise the information for higher-order thinking skills such as synthesising and they also had little understanding of issues pertaining to online research such as the reliability of online sources. Their ability, or lack thereof, to complete these tasks were reflected in the test scores, especially Task 3 which required more than just basic search skills.

MAIN RESULTS AND DISCUSSION

The main objectives of this study are to investigate current strategies and performance of ESL undergraduates in a university in completing online research and comprehension activities under the New Literacies perspectives. The analysis shows that the participants' use of strategies were moderately frequent and the three most reported strategies were defining important questions, communicating information and problem-solving. According to Leu, Forzani, et al. (2013), the ability to generate questions for online reading is pivotal to locating information. In fact, past research found that generating research questions has helped improving motivation and chance for success in completing the search task (Dwyer, 2010; Kuiper et al., 2008). Meanwhile, being able to communicate information is the final process and is considered another component of a successful online research and comprehension activity (Greenhow et al., 2009). Nonetheless, in order for students to be truly efficient in engaging with their online research activities, they must be able to employ all NLRAC processes equally and not just focus on only one or two. In particular, NLRAC processes that involve higher order thinking skills such as critical evaluation and synthesizing of information should be given more focus as these skills allow students to parse through the wealth of information that can be found online.

In addition to the NLRAC strategies, participants in this study also frequently use problem solving strategy which falls under OSORS. This is in line with the reported findings of two other studies conducted in Malaysian universities (Azmuiddin, Mohd Nor & Hamat, 2017; Jusoh & Abdullah, 2015). However, the choice of using problem solving strategy may be related to the participants' lack of English proficiency. A study by Eghlidi, Abdorrahimzadeh, & Sorahi (2014) reported that less proficient English users utilise problem solving strategies more compared to those who are more competent in English. Moreover, Huang (2012) have also indicated that fluent language readers employed "top-down" strategies (e.g. global strategies) more frequently compared to "bottom-up" ones (e.g. problem solving, support strategies). Fluent readers also tend to switch between strategies in order to manage their reading tasks (Maarof & Yaacob, 2011). This further supports the notion that competent L2 learners must be able to align their reading strategies with their specific needs instead of relying on a limited number of reading strategies in tackling their online research and comprehension activities.



Findings from the ORCA Basic test meanwhile indicated several matters pertaining to the participants' lack of ability to synthesize and evaluate online information. One of the challenges is that in non-linear reading environment such as that online, readers would have a more difficult time locating and evaluating information critically (Coiro, 2003). Aside from that, it was also established that synthesizing information i.e. evaluating and summarizing information across multiple online sources is 'a difficult feat' for students (Kingsley, Cassidy & Tancock, 2015 p.95) as it is an internal process (Leu, Zawilinski, et al., 2007). Therefore, strategy instruction is very crucial to help students practice these skills more effectively. Past studies have examined that giving direct instruction on synthesizing has helped improved students' performance (Castek, 2008). Similarly, teaching the students with tested frameworks such as the WWWDot: 1) Who wrote this?, 2) Why was it written?, 3) When was it written?, 4) Does it help meet my needs?, Organization of the site?, and 5) To-do list for the future (Zhang & Duke, 2011) has helped students evaluate online information better.

The result from both the survey and the test scores indicate that the participants were indeed lacking in terms of their knowledge of online research and comprehension strategies. Although the participants in this study demonstrate some use of reading strategies that has helped them in completing the reading tasks set by the researchers, the lack of varied strategies applied as well as the unsatisfactory completion of the online research tasks indicate that they cannot be considered competent online readers. It is also evident that there is a need for these students to be given help in learning and practising effective strategies that could enable them to perform better online research activities for their assignments.

CONCLUSION

To sum up, the data analyses conducted to answer the research question investigated the Malaysian undergraduates' online research and comprehension. The results from the ORACS survey and the scores from the ORCA Basic test indicate that the students would benefit from undergoing lessons pertaining to online research and comprehension strategies to improve their online research skills and understanding. To help equip these students with 21st century learning skills to meet the goals of Education 4.0, higher education institutions especially in Malaysia should consider teaching the skills and strategies that are required to effectively use the Internet as a learning tool in today's learning contexts. If educators fail to recognise this current issue, our learners will be left unsupported in developing the necessary skills and knowledge that they need in the online learning environment. Awareness of these literacy issues will enable educators to enhance learners' experiences in using online resources for academic related purposes to achieve the aims of Education 4.0.

In order to bridge the gap between what is expected from the current generation of learners, the objectives of Education 4.0, as well as the inherent skills the learners themselves currently possess, there is a crucial need for a structured strategy training for online reading comprehension. The strategy training will help to expand the students' use of strategies when reading and researching online, in order to maximise the potential for knowledge building. This is to ensure that the goal



stipulated in MyHE 4.0, which is to mould students who are connectors, creators and constructors of knowledge, is achieved. Besides that, such strategy training can also enhance the students' ability to critically process information found online that goes beyond merely locating information. Being able to synthesize information from various sources can help students become more effective online readers. This in turn can help address the issues related to online reading comprehension, particularly with regards to the issues on the reliability of sources and the validity of information.

For future research, there are several aspects that can be looked into. Firstly, as the sample size used in this study is small, the result may not be generalised to all the students of the university. A bigger sample size may provide a more comprehensive result. In addition, future research may also focus on participants from the postgraduate level, such as the case with the study by Eghlidi et. al (2014). This can help researchers gain further insights into the strategies utilised by various types of Malaysian ESL learners for online reading comprehension and whether the type of reading strategies differ as the academic requirements get higher (i.e undergraduates' academic tasks versus postgraduates academic tasks). Although there are several limitations to this research such as its small sample size, it is believed that the findings can contribute to the preliminary foundation needed to achieve the objectives of Education 4.0 in Malaysia. The findings also serve to strengthen the belief that the current generation of learners need a more structured approach to learn the necessary strategies for online reading comprehension to ensure that they are better equipped to fulfil their role as 21st century learners.

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Biodata

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AUTHENTIC LEARNING EXPERIENCE: ENGAGING STUDENTS INTO A ‘*REAL-LIFE*’ PROJECT IN AN ENGLISH CLASSROOM

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ABSTRACT

In a globalized world where education should link the ideal world of the classroom and the practical real world of employment, project-based learning is one of the teaching methods that encourages productive teaching and learning environment in a formal English classroom. The purpose of this paper is to examine second year undergraduate students’ perceptions towards the project-based learning activities in the direction of their development in language, communication and workplace learning. The ultimate goal of the study was to formulate authentic teaching and learning activities relating to the real-world of employment as well as to construct opportunities to help these students develop these important sets of soft skills in order to become confident, independent and successful university students as well as future employees. More importantly, students would be exposed towards Industry 4.0 in this formal classroom. A set of questionnaire was used to collect data and information of students’ learning experiences and their perceptions on this teaching and learning method. The results have illustrated that project-based learning is a significant drive for educators to adopt and adapt real-life scenarios to enhance students’ language, communication and workplace learning. Educators could broaden and deepen their theoretical knowledge about Industry 4.0 as well as develop and implement personalized productive strategies related to this idea to further enrich their students’ working performance and language proficiency for the needs of their future employment world in Industry 4.0 scenario.

Keywords: Project-based learning, student-centred approach, innovative teaching, productive learning, undergraduate students

INTRODUCTION

One of the best means of encouraging learning a language is to provide a rich language environment for the learners. Learners should be provided with as much relevant and authentic learning scenarios as possible in order to increase their exposure to the language used in the real world. What more if this is very much related to their field of study or work. Through variety of learning activities that relate to their real world tasks, instructors would promote learners’ motivation in enhancing their



language acquisition.

In the effort to find and construct the means and scenarios as mentioned above, the instructors of English courses, Arabic course and the Environment and Society course have applied for UMS research grant to carry out a research focusing on the respective instructors' move into enhancing students' performance and empowering the instructors' teaching and lecturing techniques through PjBL (henceforward, project-based learning) to be executed into their respective courses as mentioned. Nevertheless, the purpose of this paper is only to highlight one part of the research which is the effects of PjBL into the formal English for Employment classroom. It is set out to look at how real-life working experiences and needs can be adopted and adapted to enhance occupational or employment awareness using PjBL in a normal English for Employment classroom situation. The action plan focused on a PjBL approach where students were engaged in a project work performing real life activities that are required in a workplace. The ultimate goal of the study was to investigate students' perceptions on this approach exercised in the English for Employment course. The questions guiding this study were:

- (a) How do students describe their experience with project-based learning?
- (b) What are students' perceptions on project-based learning in the English for Employment class?

STATEMENT OF THE PROBLEM

Many graduates face employment dejections today because they lack soft skills. Potential employers necessitated that graduates should acquire soft skills like communication and work competencies besides being knowledgeable. Findings obtained from a research work completed by Yasmin Mohd Adnan et al (2012) found that a significant percentage of the graduates of the local Malaysian universities are still lacking relevant soft skills competencies, leading to their unemployment in a highly competitive job market. Graduates from Universiti Malaysia Sabah are no exception to this situation.

The Malaysian government has revealed that 45,000 college graduates were unemployed due to poor command of English language (Phang, 2006 cited in Hafizoah Kassim and Fatimah Ali, 2010). This provides a clear interpretation where communication competencies are concerned whereby the prospective employers further emphasizes on acquiring communication skills specifically in English. In simple explanation, graduates obtaining good English language skills stand a greater chance of being the chosen employees for their companies. A research carried out by Haifa Al-Buainain, Fouad Kahlil Hassan and Ahmed Madani (2010) has found that English language is highly needed for work in both state and private institutions. This is supported by the findings obtained from Hafizoah Kassim and Fatimah Ali's (2010) research in which in all communicative



events and with different groups of personnel, more than 41% of all communication is carried out in English. Hence, it is without a doubt that English is considered as an essential criteria to obtain a job, get promoted and perform effectively in the world of work.

With reference to the points presented above, this demand has generated the incursion of the linguistic branch within the field of English for Specific Purposes (ESP), namely, English for Employment Purposes. This has made it significant for the English Unit at the Centre for the Promotion of Knowledge and Language, Universiti Malaysia Sabah to propose and offer English for Employment course for all their students, whether they are taking English courses at the proficiency level or whether they are taking English courses at the advance level.

The study took place at Universiti Malaysia Sabah Labuan International Campus. The English for Employment Course is one of the advance English courses which consist of English for Academic Reading and Writing, English for Creative Communication, and English for Research Purposes. These advance courses are catered for the group of students who acquired MUET Band 3, 4, 5 and 6. Students in these bands would have to attend three semesters of foreign language courses offered by the Centre for the Promotion of Knowledge and Language, Universiti Malaysia Sabah before taking one advance course from the English language components.

LITERATURE REVIEW

A number of language educators and researchers have given a number of definitions and descriptions of project-based approach or PjBL from their own perspectives. Moursund (1998) and Grant (2002) defines PjBL as a teaching and learning model (curriculum development and instructional approach) that emphasizes student-centred instruction by assigning projects in which it allows students to work more autonomously to construct their own learning, and culminates in realistic, student-generated products. Gaer (2009) has defined PjBL as a dynamic approach to teaching in which students explore real-world problems and challenges, simultaneously developing cross-curriculum skills while working in small collaborative groups. Stoller (2002) has then provided the features of project-based approach which include:

1. Project work focuses on content learning rather than on specific language targets. Real-world subject matter and topics of interest to students can become central to projects.
2. Project work is student centred, though the instructor plays a major role in offering support and guidance throughout the process.
3. Project work is cooperative rather than competitive. Students can work on their own in small groups, or as a class to complete a project, sharing resources, ideas, and expertise along the way.
4. Project work leads to authentic integration of skills and processing of information from varied sources, mirroring real-life tasks.



5. Project work culminates in an end product that can be shared with others, giving the project a real purpose. The value of the project, however, lies not just in the final product but in the process of working towards the end point. Thus, project work has both a process and product orientation, and provides students with opportunities to focus on fluency and accuracy at different project-work stages.
6. Project work is potentially motivating, stimulating, empowering and challenging. It usually results in building student confidence, self-esteem, and autonomy as well as improving students' language skills, content learning, and cognitive abilities.

Henceforth, in PjBL, or challenge in the project work given. While allowing for some degree of students' opinion and choice, rigorous projects are carefully planned, managed, and assessed to help students learn key academic content, practice 21st Century Skills such as collaboration, communication and critical thinking, as well as creating high-quality, authentic products and presentations. Fried-Booth (1986) states that project work moves through three stages: beginning in the classroom, moving out into the world, and returning to the classroom. At each of these three stages, the instructor will be working with the students, not directing them but acting as counsellor and consultant – and, in this way, enabling them to take a project of their own devising out of the classroom into the world.

Researches on project-based teaching and learning which recognize projects as being the central component in a language program, have endorsed the concept of organizing a syllabus around projects that students need to engage in tasks and activities relating to their real world (Ibrahim Bilgin, Yunus Karakuyu and Yusuf Ay, 2015; Rustam Shadiev, Hwang and Huang 2015; Padma and Sridhar 2015; Karachevtseva 2013; Hafizoah Kassim and Fatimah Ali, 2010; Stoller, 2002; Hedge, 2000). Project-based learning can motivate students and make learning more productive. Students gain a deeper understanding of the concepts and standards at the heart of a project. Projects also build vital workplace skills and lifelong habits of learning. Projects can allow students to address community issues, explore careers, interact with peers, use technology, and present their work to audiences beyond the classroom.

Based on the preceding points, a suitable syllabus or course, which is balanced between achieving the goals of the academic and realizing the aims as well as the needs of the professional world needs to be designed and offered to students. On the same platform, English for Employment lies in the justification and reinforcement regarding the important role played by the English language in the employment world. The design of the English for Employment course can contemplate the classroom as a physical place and an integral part of the real world, only differing from the latter in a series of conventions, interrelations and strategies. In the PjBL promoted through English for Employment course, innovative teaching is practised and through this method instructors are encouraged to create tasks and activities that will make students learn how to learn and experience real-life working scenario. In their academic life, students have acquired the language learning strategies and the knowledge about acquiring the language skills. Going through a course that inculcates PjBL, opportunities that enable them to use those language skills and knowledge confidently, flexibly, appropriately and independently of an instructor will be delivered. Therefore, students are placed in a process of gaining learner autonomy and gearing towards student-centred

learning experiences through which students become active, confident and can flexibly transfer their acquired language skills into the world of occupation, even without instructor guidance.

METHODS

The 108 participants in the study were full time second year undergraduate students. The students who attended this course for this semester were mostly from the Faculty of International Finance and Faculty of Computing and Informatics. These students had registered themselves in the English for Employment Course in 4 different English classes without considering the study. These 4 classes are taught by the researcher, herself. In other words, the samples are regarded as purposive sampling. The students spent 3 contact hours per week over 14 academic weeks. The framework as shown in Figure 1 elaborates the processes of the PjBL implemented in the English for Employment Course.

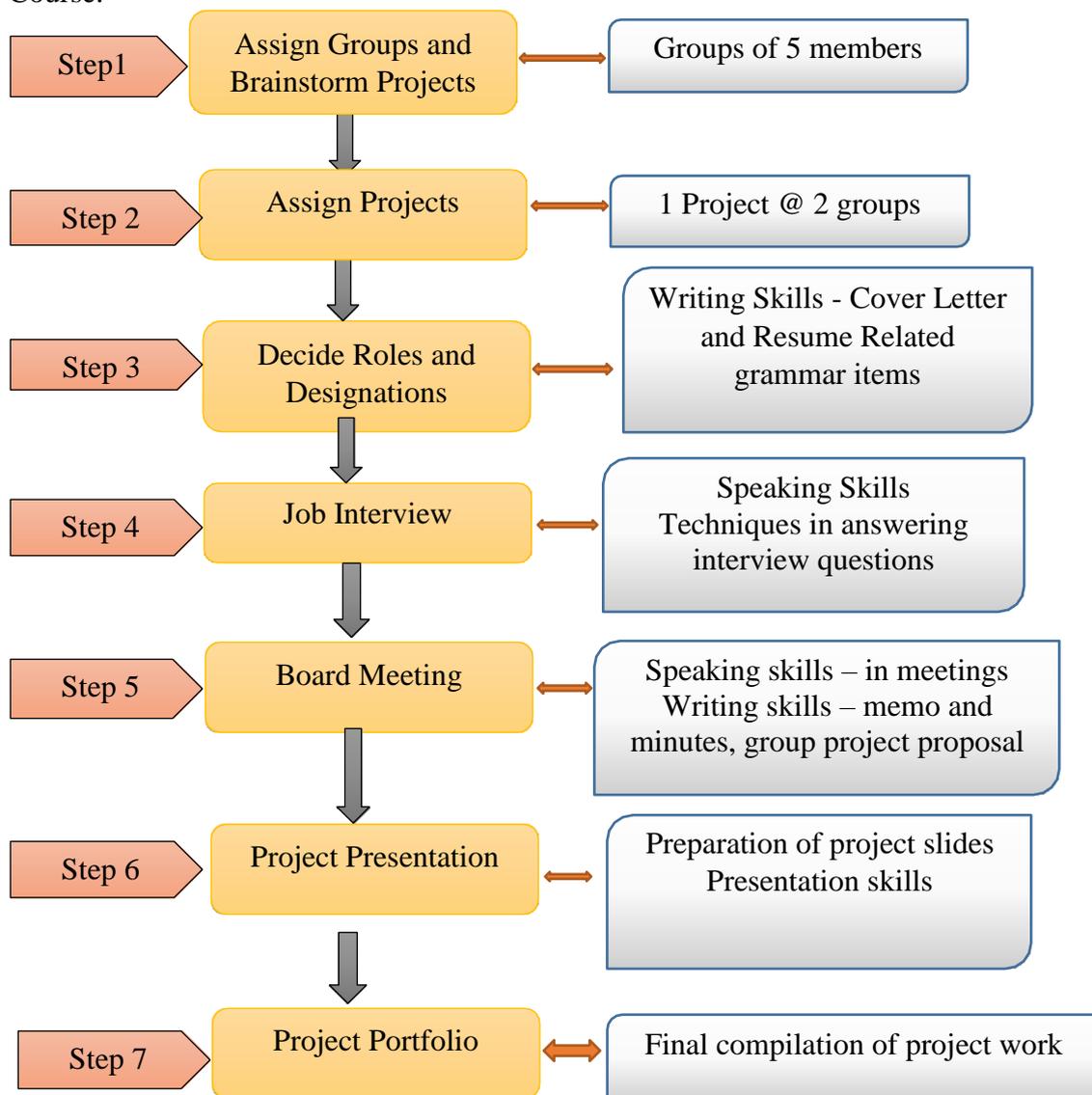


Figure 1. The flow chart of the project work in English for Employment Course

The project began, as in Step 1, with assigning groups among the students in their respective classes. There were altogether 5 groups of 5 members with two groups having 6 members in all the 4 classes. Once the students have grouped themselves as required, they were then asked to brainstorm for projects and the number of projects should cater for two different groups each. In other words, two groups will be competing for one project. Hence, with 5 groups, there were 3 projects chosen. Once of the projects had been assigned to the respective groups as in Step 2, and the class proceeded to Step 3 where each group discussed the required post or resignation for the project and decided which member would be holding the posts. When this had been decided, each member prepared their job application letter and curriculum vitae. The next step, that is, Step 4 as shown in Figure 1, students would attend an interview session.

During the interview session, students performed the roles of the interviewers and interviewees. After being ‘employed’ by the ‘company’, the members would perform their first board meeting (Step 5) to discuss and prepare the required plans to be implemented for the group project that was assigned earlier. In Step 6, the group would then present their projects in front of their peers who acted as consultants, CEOs from other companies, customers, etc. This would be the time when the best project would be nominated. Finally, in Step 7, each group would submit their project portfolio to their class instructor. In the processes of completing the projects, students were also asked to write emails with attachments of their notice of meeting, minutes of meeting, and descriptions of their project reports.

For the purpose of the study, data was collected from a set of questionnaire consisted of the closed and open-ended items given to the students on the 14th week and online evaluation prepared by the university named as PK07. This was made compulsory for students to respond within week 10 and week 14. The questionnaire was analysed and the items taken were items related to the students’ descriptions and perceptions towards the PjBL employed in the course. In other words, these responses were also identified and itemized specifically to answer the main questions that had guided this study. The students’ responses were analysed through the qualitative content analysis procedures. According to Titscher et al. (2000), content analysis is the longest established method of text analysis among the set of empirical methods of social investigation. A content analysis fully implicates researchers in every stage of generating data and theory and situates subjects as active construction of knowledge (Conlon et al., 2013; Buckley and Waring, 2013). The content words or themes gathered from the students’ responses were further analysed to acquire the data related to students’ perceptions and descriptions on the PjBL used as the main teaching method in the English for Employment Course. Where the online evaluation (PK07) was concerned, this would be run by the UMS Multimedia and Technical Department, hence, the analysis was prepared automatically by this department.



MAIN RESULTS AND DISCUSSION

The results acquired from the closed-item questionnaire was analysed through the Likert Scale. The scale consisted of 1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree. Whereas, the Online Evaluation was analysed through its mean where by the results were tabulated by the Multimedia Unit and Academic Department through the PK07 submitted students through online. The maximum mean is 5.0. Refer Table 1 and Table 2 for these results of both methods.

Table 1. Analysis from the open-ended questionnaire

NO	ITEMS	1	2	3	4	5
2.	The course seems to encourage students to develop their own academic and occupational interests as far as possible.	-	-	3.7%	24.1%	72.2%
5.	The course developed my confidence to explore new ideas.	-	-	0.9%	24.1%	75.0%
6.	The course developed my problem-solving skills.	-	-	6.5%	44.4%	49.1%
8.	The course has stimulated my enthusiasm for further learning.	-	-	5.6%	23.1%	71.3%
9.	The course has improved my skills in spoken communication. (This includes speaking and presentation skills.)	-	-	2.8%	24.1%	73.1%
10.	The course has improved my skills in written communication.	-	-	5.6%	45.4%	49.1%
15.	I felt I have benefited from the exposure of working experience given by the lecturer throughout the course.	-	-	0.9%	24.1%	75.0%
16.	I have learned to explore ideas confidently with other students.	-	-	4.6%	39.8%	55.6%
25.	Project-based learning has increased my interest in learning English as well as in enhancing my performance and my English proficiency.	-	-	2.8%	30.6%	66.7%



NO	ITEMS	Mean
Learning Outcomes		
1.	Enhanced Knowledge	4.89
2.	Improved competency	4.87
3.	Positive change in attitude and behavior	4.88
Soft Skills		
1.	Enhancement in Communication Skills	4.89
2.	Enhancement of critical thinking and problem solving skills	4.89
3.	Enhancement of team work skills	4.91
4.	Enhancement of leadership skills	4.85
5.	Enhancement of knowledge in moral and professional skills	4.88
6.	Enhancement of life-long learning and information management ability	4.89

Table 2. Analysis from the Online Evaluation (PK07)

The open-ended questionnaire sought to gather information on students’ descriptions and perceptions of PjBL which was the method used in the English for Employment Course. The questions given below were the questions that focussed significantly on students’ descriptions and perceptions about the course. At the same time, the responses also correlated to their experience with PjBL.

Question 1: Things that you liked about working on this project are

S108: Teamwork and cooperation

S96: This project brought out the confidence in me. Moreover, this project lead me to come up with many new ideas.

S53: Innovative. We create our own word by innovating activities that we want to conduct in our project.

Question 7: List three ways/skills/knowledge you think you have developed as a result of this project.

S45: Being more productive, more spontaneous, more creative



S39: Planning, confidence level, communication skills

S21: I have developed the skills by produced a 3D model which I didn't done before. I also learned the way how I should present and how my body language should be when I am presenting.

Question 8: What did you learn was/were your biggest strengths?

S20: Cooperative among team members. I think cooperative is very important when working in groups.

S12: Presenting with strong self-confidence and believe on the project that is the best contribution to the society and environment.

S6: I think it would be writing skill. I might lack of communication skill which I can't speak well and not having high self-confidence to do so but I'll speak well through writing.

Question 9: My biggest area(s) of improvement is (are)?

S5: My biggest area of improvement is dare to communicate with group members by spoke out my opinion.

S14: My speaking. I push myself harder to communicate in English as there is no other way besides practising.

S29: My confidence level during presentation.

Question 13: What is the most important thing you learned from this course, personally?

S38: Teamwork is enhanced by good leadership

S51: Self-development to lead a group and to speak in front of people

S64: The most important thing that I have learned personally that whatever we learn, if we don't really put ourselves out there everything is just the tip of the iceberg

Question 15: Now that the course has ended, what are your first thoughts about this overall project? Are they mostly positive or negative? Justify your answer.

S73: My first thoughts about this project overall is mostly positive. Our team able to overcome the challenges and problems that we faced on this project. We gained a lot of knowledge in this project.

S82: Positive, because this project prepare we to work well with others and communicate well

S97: Firstly, I thought it is just going to be a one-time presentation. It is really a good thing I would say because we almost experienced the way as we are working in companies.



MAIN RESULTS AND DISCUSSION

It is the researcher's belief that findings from this study have implications on students' potential development for their future working experiences through the promotion of PjBL. The English for Employment course was designed for students to reinforce their English language skills and was geared specially towards the purpose of promoting effective oral and written communication for the workplace. As they underwent simulated workplace tasks, students learnt the skills of oral communication for attending interviews, conducting meetings and delivering presentations. The course had also provided practices to enhance reading and writing abilities for business settings including composing emails, preparing meeting documents, notices, proposals, project reports and promotional materials. Designed with the intention of assisting students in their future endeavour of securing a job and eventual career development, this course utilized a group project framework that promotes both cooperative and competitive learning environment for the students to fully practice and capitalize on their existing language abilities to generate more advance language skills necessary for the workplace. As stated by Beier et al (2019), one important characteristic of the PjBL courses examined in their study is their authentic nature. Upon completion of English for Employment Course students will be able to communicate ideas effectively in English using accurate language in appropriate workplace settings; read, comprehend and prepare a range of formal business documents; and apply the acquired job seeking and workplace skills in future career development.

The responses as shown in Table 2 given by the students whereby the mean for every item was above 4.7, provided a significant insight into the effects of PjBL towards the development of students' soft skills to face the real-world employment. Students' comments of the project performed in English for Employment Course, as exemplified in the students' responses for the open-ended questionnaire, were very constructive and they affirmed that the course had stimulated their self-development and enhanced their interest to further improve not only on their language proficiency but their spoken and written communication skills as well.

A majority of the students stated that the course was very constructive and beneficial for their future preparation into the working world. Most importantly, students' descriptions of the tasks and activities were positively directing towards developing the soft skills needed in their future employment life. As reflected in Table 1, most items scored more than 70% (a combination of 4: Agree and 5: Strongly Agree scales). Hence, these constructive comments have reflected the positive effects of PjBL that was employed to teach the course. Similar results were presented by Amalia Putri Iriani, Sindy Fidra Fitri Abidin, and Sofy Rizki Safitri (2019) whereby it was found that students can understand the materials and perform the task comprehensively; they could also improve their critical thinking skills, collaborative, communicative and creative.

Based on the results above, the students found that they valued the course, refer to Table 1 and Table 2, and they were highly motivated to perform their best to complete the company's project. They found that they had to seriously look into the kind of language used in the working environment. Students were made to anticipate the expectations their future employers would be having towards them. They learned that the knowledge they acquire from the core or major



programs would be complemented by their language abilities and skills, and these were among the significant criteria as well as preparations for them to think about in order to face the real world ahead. The perceptions towards having these requirements in the tasks above were vividly shown when they had to prepare themselves for every phase in the project. The competition part in the course had made the projects more challenging whereby two groups had to compete on one project. The part where the projects were peer assessed had increased the groups' motivation and instilled positive competitive value to produce a high standard end-product. Based on the feedback given as shown in Table 1, Table 2 and students' responses, the study had managed to give light into the English for Employment course structure at Universiti Malaysia Sabah.

Hence, from the results obtained, it is proven that the tasks in the PjBL in the English for Employment Course have successfully addressed the soft skills needed by the potential employers. In a normal classroom, students were made to go through language work, meetings, interviews which were carried out in role-play situations. These activities were a routine that is dictated by the scheme of work. Most of the exercises given were prepared by the lecturers and guidelines or scripts were given to the students when performing the role-play for the interview sessions or meetings. However, when they graduate and attend interview sessions, a number of these students failed to perform specifically where interviews are run in English. Questions that trigger their critical thinking skills as well as the ones that challenge their language skills are not answered accordingly and these students failed to express the language skills that were supposed to be acquired when they were undergraduates. As stated in *The Star* (5 March, 2012), "Graduates emerging from the national education system are failing to meet the expectations of prospective employers due to a lack of critical thinking skills and poor communication. The lack of proficiency in English limits their ability to communicate beyond the borders of Malaysia..." The findings from a research completed by Fairuzza Hairi, Mohammad Nazuir Ahmad Toe and Wahid Razally (2011) has proven that multinational and local companies are demanding for future employees to acquire communication skill, teamwork, decision making and problem solving, creative and critical thinking, and program and project management skills which are known as soft skills.

The gap between acquiring language skills that followed a systematic syllabus and teacher-prepared materials and performing as well as fulfilling the needs of their future employment, that is, their real world needs to be filled up with appropriate, comprehensible and acceptable knowledge and skills specifically soft skills. Hence, for the purpose of providing the opportunity of validating the knowledge of their field of study and exposing students to their future field of work, the combination of the frameworks and features of project-based approach given by Fried-Booth (1986), Hedge (2000), Stoller (2002) as well as some features of task-based approach given by Willis and Willis (2007), Ellis (2003) and Carless (2002) were put into practice as the base of the English for Employment course structure for the study. Inclusively, student-centred approach was also incorporated into this practice. In fact, PjBL is among the approaches that signify the importance of student-based learning and autonomous learning.



Planning and coming up with suitable authentic activities that are related to the employment areas are essential for the reason that everything the students do is derived from the project and it is the project that generates the language to be used. The procedures and processes of the PjBL employed in the English for Employment Course have enlightened the effects of this approach towards students' soft skills development as future managers (refer Figure 1). The students are divided into groups of five or six. The groups are to set up a company or business and are encouraged to determine their own project topics. This would be a kind of motivation for the students as they would have control of their own project and wanting to do their best to perform. Each person in the group is assigned a role in the company or business. The company would then have to advertise for staff according to the roles on the list. The preparation for the advertisements for the required vacancies would be discussed and produced by each group. Students taking up the posts advertised by their respective companies and businesses would now have to apply for the posts. In other words, they have to write an application letter and prepare a resume.

Once the students have prepared their resumes, they are then called up for interview sessions. This would be the time when the groups would be paired or exchanged their companies as well as the roles. The purpose of this task was to prepare the students as the interviewers and interviewees. The students would have to prepare the interview questions based on the application letters and at the same time anticipated questions to be asked and practised answering these questions pertaining to the vacancies they applied for. Interviews were conducted with their partner groups. When they are employed, the company now would have to call up for the first board meeting, which in familiar term among the corporate people as the 'kick off' meeting. After the meeting was adjourned, the secretary would have to write up the minutes. Plans and productions of products and service would then start. The company has to prepare the brochure or descriptions of products or services. This was the time when the company would launch or promote their company's products or services to the public. The students were to present their parts or responsible areas in the company's project, individually. Students were given language input in every stage of the project as their language development task. For example, the students would have to utilize and activate words, phrases, target expressions and sentences related to advertisements.

This would make them looked through samples of the real world advertisements in the newspapers or internet. Students were given examples and tasks on types of questions to prepare as the interviewers, practise on answering interview questions, language input on meetings and practices on writing up of minutes as well as memos. In addition, students were given language input on preparing presentations, brochures and techniques of giving effective presentations. Video viewing and listening to recordings of real life meetings, interviews and presentations were used to expose students to the context and language used in these situations. These activities have provided and exciting change to their daily English classroom routine, thus, increasing the students' interest and have motivated them to participate actively in the tasks. As Stempleski and Tomlin (2001) point out, videos and recordings can form the basis for an enormous range of dynamic and motivating classroom activities.



The follow-up tasks which included peer reviews and constructive comments from the lecturer to consolidate and improve their language abilities that would relate to the future field of work. The tasks of reviewing have promoted peer review with critical awareness, thus, making the tasks essentially learner-centred and interactive. These peer-evaluation and teacher-student conferencing activities would encourage and reinforce successful features of each task and would also promote a real life view of their future working life. It is hoped that the tasks and activities planned would lead our students to become confident, independent, creative, innovative and successful university students as well as future employees. Hence, these graduates would be the ones chosen by their future employers and they probably would become the future managers of the companies.

CONCLUSION

In a nutshell, the experimented class does not mean to be the best model to be complied by other schools of thoughts, but it can be taken as an example of the procedures by which decisions can be made. One point for the instructors to take into account is whether or not we are preparing students for examinations, we need to create lessons and activities that lead to carefully devised learning outcomes, relevant to the needs of our students and capable of modification and extension where need dictates.

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STUDENTS' PERCEPTION OF GAME-BASED LEARNING IN LEARNING ENGLISH: A STUDY OF HIGHER LEARNING INSTITUTION

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ABSTRACT

There is a rising fervour in integrating technology with education. Game-based learning enhances student's experience in learning a language and acts as a supplementary learning to conventional classroom. While some students have very little problems learning English, there are students who perceive English as a challenging subject, despite being exposed to English since kindergarten. This paper investigates undergraduate students' perception of game-based learning using five constructs: motivation, attitude, cognitive development, interface, and expectation using 24 items. This study adopts survey method in which the respondents are diploma students who are taking Integrated Language Skills (ELC151) in semester two. The expected findings are, the students have positive attitude towards game-based learning being used in the classroom, and it enhances their motivation in learning English in the classroom.

Keywords: Online Games, Game-based Learning, Blended Learning, Technology in Education

INTRODUCTION

Technology has been around for more than a decade. As we progress along, there is always new technology invented and used for different purposes. In the education field, technology is used for various purposes, and one of it is to facilitate learning. One of the means of technology in facilitating learning is online games. The prospect of computer games as a learning tool has been widely discussed in various literatures due to its engaging and fun characteristics, in contrast with straight forward teacher-centred way of education approach. It seems to be a promising teaching and learning tool for the 21st century(Ibrahim, Wahab, Yusof, Khalil, & Jaafar, 2011).

There is a reason why students nowadays prefer online games over teacher-centred approaches. Games have peculiar qualities that let them engage hard-to-reach students in a way lesson cannot. Researchers have begun to explore the intrinsic qualities of games that make them promising learning tools, and anecdotal evidence is available everywhere(Weisburgh, 2019).



Online games is not there for the “fun” part only, it builds an emotional connection to learn the subject matter, provides opportunities for feedback and practices, and student-centered: it can be customized for individualized teaching and learning (Pedagogy, 2019).

However, there are some issues that surround using online games in learning. According to Ibrahim et al (2011), research in educational games are rather very new in Malaysia with most studies focusing on student interest of games and educational games , project- based development and one-off user testing. Moreover, online games can be difficult to develop. Games take time to learn and design properly, involve materials that range from inexpensive to expensive, and issues of access and digital divide (Pedagogy, 2019). Although there are not many educators who use online games in their teaching and learning, we can see that there is a growing interest by educators in imparting online games in teaching and learning, especially in higher learning institutions.

The purpose of this research is to investigate undergraduate student’s perception of using game-based learning as one of the tools for teaching and learning. For this, there are five (5) areas investigated; motivation, attitude, cognitive development, game’s interface, and expectation. However, this research has its own limitations. Firstly, it is only done in UiTM Mukah. Secondly, the sample size is only 87 students, which is small compared to what an ideal sample size (roughly 150 respondents). Thirdly, these students are taking various diploma programmes. All these aspects in the research instrument do not necessarily represent the responses of all undergraduate students, regardless of location, programmes, and learning preferences.

METHODS

This research involves diploma students who are taking ELC151 (Integrated Language Skills 2) in semester two (March-July 2019). Students involved in this study are those enrolled in Diploma in Business Studies and Diploma in Banking. For the (March -July 2019) semester, there were 143 students taking Diploma in Business Administration, and 196 students taking Diploma in Banking. However, for the purpose of this study, only 87 students (69 students from Diploma in Business Studies and 18 students from Diploma in Banking) took part in the survey because these respondents are taught by the same lecturer.

This research was conducted for 14 weeks. During those 14 weeks, the students were exposed to two online games; Kahoot! and Quizizz, and these games were used interchangeably in every class. On the 15th week, the students were required to fill in a survey. There were 22 items asked, and these items were designed using Likert scale (1-disagree, 2-not sure, 3-agree). These items were divided into five (5 aspects); student’s motivation (5 items), student’s attitude (5 items), student’s cognitive development (4 items), game interface (5 items) and student’s expectation (3 items). The questionnaire items were adapted and modified from Masrom (2006).

The survey was constructed using Google Form, and the link was shared via classes’ Whatsapp groups. Out of 87 students who had partaken in this survey, the lecturer only managed to obtain

74 responses. The data was the analyzed using SPSS 25.0. and the results were presented using percentage, mean, and standard deviation.

MAIN RESULTS AND DISCUSSION

Table 1. Student's Motivation

No	Statement	Disagree (1)	Not sure (2)	Agree (3)	Mean	Std. Dev.
1.	I think online education games give me a lot of benefits	1.4%	6.8%	91.9%	2.90	.337
2.	I prefer to answer questions this way compared to using books or printouts	2.7%	17.6%	79.7%	2.77	.483
3.	I am very interested in using online games to learn English in the future.	0%	5.4%	94.6%	2.94	.277
4.	I prefer to do exercises in the form of online education games than using books or printouts.	4.1%	17.6%	78.4%	2.74	.525
5.	The usage of online education games makes learning English more interesting	0	6.8%	93.2%	2.93	.252

Table 1 shows student's motivation in using online education games to learn English. 91.9% of the respondents agreed that online education games gave them a lot of benefits, and 79.7% preferred to answer questions using online education games compared to using books or printouts. 94.6% of the respondents were very interested in using online games to learn English in the future. Moreover, 78.4% of the respondents preferred to do exercises in the form of online education games than using books or printouts. Lastly, 93.2% of the respondents perceived that the usage of online education games made learning English more interesting.

Table 2: Student's Attitude

No	Statement	Disagree (1)	Not sure (2)	Agree (3)	Mean	Std. Dev.
1.	I can learn better by myself	8.1%	25.7%	66.2%	2.85	.641
2.	I can learn English in my own pace	6.8%	24.5%	68.9%	2.62	.612
3.	It is more flexible for me to determine my own learning time	1.4%	28.4%	68.9%	2.68	.494

4.	It is more flexible for me to choose my learning place	4.1%	16.2%	79.7%	2.75	.518
5.	The content of the games matches my subject's syllabus	1.4%	10.8%	87.8%	2.86	.381

Table 2 shows student's attitude towards using online education games in learning English. 66.2% of the respondents said that with online games, they learn better by themselves, and 68.9% of them responded that they can learn English at their own pace. 68.9% of the respondents also responded that online education games gave more flexibility for them to determine their own learning time, and 79.7% also responded that they can choose their learning place. In terms of the content, 87.8% responded that the content of the games matched the subject's syllabus.

Table 3: Student's Cognitive Development

No	Statement	Disagree (1)	Not sure (2)	Agree (3)	Mean	Std. Dev.
1.	These online education games help me to think critically	1.4%	20.3%	78.4%	2.77	.454
2.	It is worth to try using online education games in the future	1.4%	10.8%	87.8%	2.86	.381
3.	Looking for answers to the questions given is an encouraging activity	1.4%	6.8%	98.9%	2.9	.337
4.	These online education games challenge my understanding of the lessons taught in class	2.7%	5.4%	91.9%	2.89	.390

Table 3 shows student's cognitive development when using online education games to learn English. The statistics showed that 78.4% perceived that the online games helped them to think critically. 87.8% viewed that it is worth to try using more online education games in the future. Almost all of the respondents (98.9%) viewed that with online games, looking for answers to the questions given was an encouraging activity. Lastly, 91.9% of the respondent viewed that these online education games challenged their understanding of the lessons taught in class.

Table 4: Games Interface

No	Statement	Disagree (1)	Not sure (2)	Agree (3)	Mean	Std. Dev.
1.	Menus available in the online education games are easy to understand	4.1%	13.5%	82.4%	2.78	.503
2.	Navigation and drop-down menus are easy	1.4%	17.6%	81.1%	2.79	.437

	to use					
3.	Multimedia elements in the games are interesting	1.4%	4.1%	94.5%	2.93	.302
4.	I just need a very short time to know how the game is functioning	1.4%	8.1%	90.5%	2.89	.353
5.	The use of colour and design layout in the games are interesting	0%	4.1%	95.9%	2.95	.198

Table 4 is about games interface. 82.4% of the respondents agreed that the menus available in the online games were easy to understand, while 81.1% agreed that navigations and drop-down menus were easy to understand. In terms of its multimedia elements, 94.5% agreed that the multimedia elements in the games were interesting, as 90.5% of the respondents only needed a very short time to know how the game was functioning. As for the colour and design layout, 95.9% of the respondents viewed that the use of colour and design layout in the games were interesting.

Table 5: Student's Expectation

No	Statement	Disagree (1)	Not sure (2)	Agree (3)	Mean	Std. Dev.
1.	I wish I have more opportunities to learn English using game-based approach	2.7%	5.4%	91.9%	2.89	.390
2.	I prefer using online education games to learn English compared to traditional method in class	2.7%	20.3%	77%	2.74	.498
3.	I would like to learn all English subjects using online education games	1.4%	16.2%	82.4%	2.81	.427

Table 5 shows student's expectation in using online education games to learn English. 91.9% of the students wished that they have more opportunities to learn English using game-based approach. Moreover, 77% of the respondents preferred to use online education games to learn English compared to traditional method in class. Lastly, 82.4% of the respondents perceived that they would like to learn all English subjects using online education games.



DISCUSSION AND CONCLUSION

This study suggested that students showed high interest in using online education games in learning English. The students regarded online education games give them a lot of benefits and makes learning English more interesting. Moreover, students found that with online education games, they can learn English at their own pace and it gives them more flexibility to choose their learning place and learning time. Online education games help them in their cognitive development, as they help them to think critically, challenge their understanding on the subject learnt, and encourage them to participate in the activities held online. Moreover, students are attracted with the interactive colour and design layout, and this gives them a motivation to use online games to improve themselves in learning English. Moreover, almost all of the students are post-millennials, so they have no problems navigating the navigations and drop-down menus. Last but not least, almost all of the students preferred using online education games to learn English compared to traditional methods in class. Based on the students' perceptions, the researcher highly encourage for educators to expand the study of using online games to learn English accordingly. This is because students find online education games as a breath of fresh air learning English, whether is in the classroom or at the comfort of their home. However, in Malaysia, the research of using online education games in learning is still at infancy stage. For that, there is a need for more research done areas such as of game design, online games for different learning outcomes, and online games that cater to students' learning styles and strategies. Moreover, designing a game is not easy as it involves a lot of experts such as programmers, content developers, web designers, and investors.

This research has its limitations. Firstly, the sample size is not an ideal sample size as only less than 100 students participated in the survey. The ideal sample size should be about 150 respondents and above. Secondly, the researcher only looks into online education games based on two games; Kahoot! And Quizizz. Due to that, the result is only narrowed down based on these games. It is hope that further research is conducted on this, with bigger sample size and more online education games being exposed to students.

In conclusion, online education games have a promising approach to enrich learning methods in higher learning institutions, that depend heavily on traditional teaching method. Hopefully, this research can provide better understanding in incorporating online education games in teaching and learning, especially in the higher learning institution scenario in Malaysia.

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ANALYSIS OF ACTIVE LEARNING METHOD FOR SOIL SCIENCE COURSE

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ABSTRACT

Traditionally most of teaching practitioner applied teacher-centered methods to impart knowledge to learners as compared to student-centered methods. Teacher-centered causes less student engagement in the classroom. Thus, it was contributing to low students' performance which caused increasing failure rate for soil science course continuously within three semesters. Therefore, the aim of this study was to compare the performance of students for soil science course that uses teacher-centered or traditional and active learning methods. Participants were randomly selected from Diploma Planting Industry Management (AT110) students from Faculty of Plantation and Agrotechnology. Soil science course was conducted through traditional method or teacher-centered learning in the first semester of 2016. Student performances for the semester were analysed and students who were failed and have to repeat the course were identified. Those students who repeat the course was re-enrolled the course for second semester of 2016. For this semester active learning methods were used, consisting of collaborative learning in the field, visual-based instruction and case studies. Student learning was evaluated using classroom tests and final examination results. T – test show significantly differences on final examination result of soil science course between traditional teaching method and active learning method ($p < 0.05$). Final examination result shows that student performance was increased between 20-30% when compared with traditional teaching method. Students actively participate during learning session and gained interest toward soil science course through active learning methods.

Keywords: traditional teaching method; active learning method; student performance

INTRODUCTION

Soil science has been recognized as natural science in its own right (Ruellan, 1997) and this course of study deal with a material that has unique properties and behavior (Churchman, 2010). Therefore, it is important for teachers to relate the unique properties of soil to other disciplines so that the student able to understand the whole concept of this course. This is because soil is integral to many ecological and social systems and it holds potential solutions for many of the world's economic and scientific problems, including scarcity of food, fuel, and water, as well as climate change (Flannery, 2010; Hartemink and McBratney, 2008). Currently, the common teaching methodologies which are teacher-centered learning do not enhance students' engagement. Most of



teachers more prefer traditional teaching methodology because lecturing provides a convenient and efficient way to deliver content to large numbers of students, particularly in large lecture halls. However, a number of studies indicate that lecturing is not a particularly effective teaching format. This is because it encourages passive learning, results in poor information retention, and does not develop higher-order inquiry and thinking (Ahern-Rindell, 1999). Frequently students stay passively in the classroom they will disconnect from the lecture and start actively with their gadget such as mobile phone.

Furthermore, traditional teaching method only allow students observed without actively engage in the process of learning in the classroom which prevents the students to obtain a deeper understanding of the theories or process in the course. This situation might contribute into low student performance. Final examination report had shown increasing trends of failure rate for soil science course from Diploma Planting Industry Management students. Statistics show that during the examination in October 2014 the failure rate was 10.49%, followed by 11.93% in March 2015 and 15.96% in October 2015. The result from the Lecturer's Professionalism Monitoring (PROPENS) showed that most the lecturers apply teacher-centered learning. Soil science course was traditionally taught using a combination of lecture and laboratory sections.

Active learning has received considerable attention over the past several years. It often presented as a radical change from traditional instruction (Michael 2004). Active learning is generally defined as any instructional method that engages students in the learning process. Furthermore, the teacher can meet these complementary goals by focusing on remedies that make content relevant to the intended audience, increasing student-student interaction in class, and encouraging conceptual understanding rather than rote memorization of facts. This learning environment helps teacher to interactively engage with students cognitively and scientifically in the learning process which student able to define concepts, explain theories verbally and writing. It also drives to achieve the course learning outcome stated by the university. Quite remarkably, consistently poor academic performance by the majority of students is basically linked to application of ineffective of teaching methods by teacher to impact knowledge to learners (Adunola, 2011; Elvis, 2013). Nowadays, questions about the effectiveness of teaching methods on student learning have consistently raised significantly interest in the related field of educational research (Hightower, 2010). Therefore, the objective of this study was to compare the students' academic performance through traditional and active learning methods for soil science course.

METHODS

The population for this study was undergraduate students from Faculty of Plantation and Agrotechnology who were enrolled soil science course on semester three (3) at Diploma level. This study was conducted for two semesters in 2016. In the first semester of 2016 the students were instructed through traditional teaching methodology for the whole course content within 14 weeks. Students' performance was analyzed through three times of classroom test and the final

examination. Students who were failed and have to repeat the course were identified. Those students who repeat the course was reenrolled the course for second semester of 2016. On second semester of 2016 different methods of active learning were adopted in soil science course to encourage students' engagement in classroom and also to initiate higher-order thinking skills. The active learning approaches that were carried out are consists of visual-based instruction, collaborative learning in the field, and case studies.

This active learning was employed during two (2) hours of lecture time per week. Soil science course consists of nine (9) chapters and for the first three-chapter teaching and learning process were conducted through visual-based instruction and next three chapter was employed collaborative learning in the field while the last three-chapter through case studies. Table 1 summarizes the contents of soil science course and the learning strategies used.

Table1. Specific lessons in the Soil Science course and their corresponding teaching methods and learning strategies.

Contents	Teaching method	Description of method
Introduction of soil; process of soil formation; parent material of soil	visual-based instruction	Lecture of the topics is given together with video for every topic to enhance understanding among students. Students are expected to be able to describe the process of soil formation and relate the several factors that affect the soil formation especially in Malaysia through presentation in the classroom.
Physical properties of soil; soil water; soil aeration	collaborative learning in the field	Students were arranging in group and the process of learning was conducted at field where student directly identify the properties of the soil in the field. Students actively feel and observe the properties of soil followed by discussion between the teacher and students. This promote dialog between teachers and students. The construction of knowledge occurs through the exchange of information, the asking of questions, and discussions about and reflections on reality.
Chemical properties of soil; soil pH; biological properties of soil	case studies	Through a series of discussions of cases, students are expected to be able to identify the causes of unfertile soil based on its chemical properties and students able to identify agriculture practices to improve soil properties as well as support plant growth. In addition,



		students will able to identify the symptoms of nutrient deficiency and able to know how to enhance microbial activity in the soil.
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To test the efficacy of different methods active learning versus traditional lecturing, we were compare both result of classroom test and final examination results by analyzing 70 students (n=70) from 110 students who registered this courses for second semester of 2016. Total sample were identified from Krejchie and Morgan (1970). The General Linear Model based univariate ANOVA techniques was applied to examine the effectiveness of teaching methods on students' test scores. The final result of students' academic performance through traditional teaching method versus combination of active learning methods was tested using T-test. The data were analyzed using the Statistical Package Social Science (SPSS) software.

RESULTS AND DISCUSSION

Figure 1 shows video based learning produced the high mean test marks (64.25%), followed by case studies (57.81%), collaborative studies (47.62%) and the lowest mean test marks was recorded for traditional teaching style (42.43%). The one-way analysis of variance (ANOVA) was employed to evaluate students' test marks according to difference types of teaching methodologies. Tukey test shows students' test marks was significantly ($p = 0.000$) increased through active learning except for collaborative learning which no significant differences existed when compare with traditional teaching method. Video based learning was the best teaching methods that consistently with the finding by Shephard (2003) who reported that video can be a powerful teaching medium. Video seize students' attention thus motivating them and engaging them with the course especially for students who are 'visual learner'. It also can help students visualise how something works especially for the topics of soil formation which a lot of chemical process occur along the formation of soil where the process difficult to fully explain using text or static image (Schwartz and Hartman, 2006).

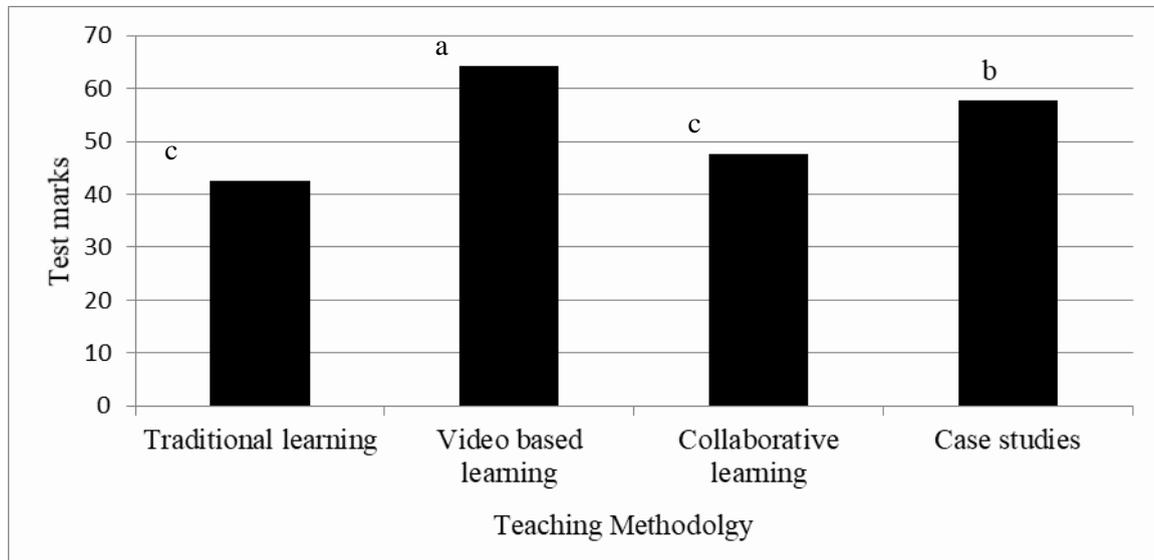


Figure 1. Mean comparisons of student's test marks for soil science course

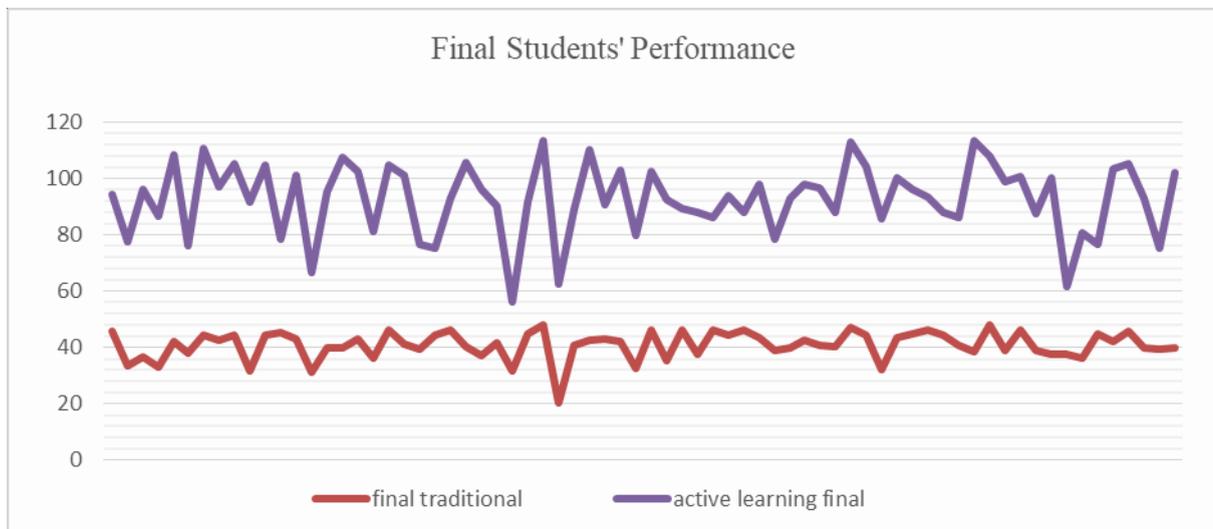


Figure 2. Students' performance based on final examination result of soil science course

Figure 2 shows the increasing of final examination mark from the 70 respondents. With the comparison between active learning methods and teacher-centered method (traditional), huge improvement show by the respondent during the study. For teacher centered method the highest mark achieved average 45% to 50% and the lowest average mark recorded around 20% to 30%. While the active learning method, the average lowest mark about 30% to 40% and the highest final examination mark obtained about 70% to 80% and show the increment about 20% to 30% for each respondent with different teaching and learning methodologies.

Table 2. Descriptive statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Conventional	70	20.43	48.00	40.9466	4.99896
Active learning	70	24.00	75.00	51.9000	10.72063

Based on the teaching method applied, the mean reveal that active learning methods produced the high mean score for final students' academic performance (mean = 51.90) and conventional or teacher –centered method shows slightly low mean score for final students' academic performance (mean = 40.94). This result is consistent with the finding by Lindquist (1995) who indicated that student-centered methods promote greater mastery of the subject than centralizing the flow of knowledge as a one-way channel from the lecturer to the student.

Table 3. Paired Sample T –test

	t	df	Sig. (2-tailed)
Conventional – Active learning	-8.423	69	.000

Table 3 Shows paired sample T – test show the significant difference between final examination result of soil science student for teacher centered method and active learning method ($p = 0.000$). Through active learning engagement in the classroom and open activities during laboratory session at field, students actively participate and gained interest toward the soil science subject. Students involvement during learning session also help them to understand subject much better compare traditional method or teacher centered learning styles. Thus, it is confirmed that students' passively in the classroom or no involvement in the teaching and learning process could lead them score poor academic performance (Hake, 1998).

CONCLUSION

Teacher-centered learning environment with a presentation from the course teacher neither promotes learners' participation nor build the required level of reasoning among students. Combination of active learning methods in soil science course significantly improved students'



academic performance. Thus teacher should create an atmosphere of interactive learning in classroom to enhance students' development and experiences as well as students' academic performance.

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Biodata

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COMPUTER-BASED CONCEPT MAPPING AS A TEACHING STRATEGY TO ENHANCE STUDENT MOTIVATION IN FOREIGN LANGUAGE LEARNING

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ABSTRACT

This study investigated the effectiveness of concept mapping as a learning strategy on students' motivation in English as Foreign Language classrooms. One hundred students participated in the study, divided into two groups: control and experimental groups. The students in the two groups were taught the same Reading Comprehension content in different approaches. The experimental group was taught using the computer-based concept mapping (CCM) approach and the control group using regular teaching methods. Before the implementation of the CCM intervention, the two groups were administered a reading comprehension pre-test and a pre-test motivation questionnaire survey (the 5-component MUSIC instrument). After the 7-week intervention, the two groups were administered a reading comprehension post-test and a post-test MUSIC questionnaire survey. Data were analysed using the independent samples t-test and paired samples t-test. The results show that students taking the course in the CCM approach have significantly higher motivation than those exposed to the regular teaching methods. The results also indicate that the students in the experimental group show significantly better reading comprehension performance than the control group in the post-test while there is no statistically significant difference between the two groups in the pre-test reading comprehension outcome. It is concluded that CCM is an effective teaching approach in an EFL class.

Keywords: Concept mapping, Motivation, Computer assisted learning, EFL learning

INTRODUCTION

Motivation has been considered a key factor that determines the success of learning a second language (L2) (Zheng, 2012). Motivation is believed to provide the primary impetus to start the L2 learning (Guilloteaux, 2008) and the striving force to maintain it until any useful language proficiency is attained (Cheng & Dörnyei, 2007). On the other hand, motivation is influenced by the instructors' pedagogical methods (Dörnyei, 2001; Tuan, 2011). Thus, the teachers can motivate learners in different ways with different teaching approaches. Concept mapping, as a teaching strategy has been observed to increase students' motivation towards learning (Gul & Boman, 2006).



In the field of EFL reading research, concept mapping is believed to help learners connect new information with prior knowledge (Trang, 2017). The construction of new knowledge based on learners' preexisting experiences embodies the meaningful learning model which is believed to comprise of motivation (Vesta, 1961). Besides, concept mapping also helps learners organize information through visual aids and stimulate their meta-cognitive awareness during information processing (Liu et al., 2010). Because learners' metacognitive awareness depends on their learning context. It is possible to manipulate specific learning environments to promote learners' motivation by reinforcing their metacognitive beliefs in their own abilities (Fiona and Howard, 2017). Although the benefits of concept mapping as a pedagogical tool are undeniable, research has shown that paper-based concept mapping reveals some limitations such as the inconvenience in presenting a big number of concepts or giving feedback (Liu et al., 2010). These shortcomings are addressed by the computational concept mapping. Furthermore, CCM facilitates the modification of nodes and links which make the activity more meaningful (Liu et al., 2010). So, this study focuses on investigating the effects of computer assisted concept mapping as an effective pedagogical tool on learners' motivation especially university students. This would benefit not only curriculum designers and teachers but also policy makers and educational administrators.

EFL Motivation

Gardner (1985) conceptualized L2 learning motivation as a result of interaction with the L2 culture and the target language. This theory introduced motivation as *integrative* or *instrumental* motivation. Integrative motivation can be understood as the desire to become a part of the community of the target language; whereas instrumental motivation is referred to as the needs to learn the language for a more functional reason. However, this perception was not approved by the educators since it fails to "provide language teachers with direct help in promoting their teaching practice," Cheng and Dörnyei (2007).

With more emphasis on learners' perception of the learning process, there are two theories that focus on cognitive aspect of learners, that is, the Expectancy-Value theory and Self-Determination Theory (Vanderbeen, 2005). The Expectancy Value theory conceptualized that motivation was determined by Expectancy of success and the Value attached to success (Wigfield, 1994). Wigfield and Eccles (2000) defined expectancy for success as a learner's beliefs about how well he or she can do on the given task. Learners' expectancy for success is based on their ability belief which is an individual's perception of his current competence over a task. The significance of this theory is that instructors can rely on learners' perception of Value to use the system of incentives as the motivational boosters (Gaffney, 2018).

The Self Determination Theory comprises two constituents of *Extrinsic* and *Intrinsic motivation*. The intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation refers to doing something because it leads to a separable outcome (Ryan & Deci, 2000). Originally, this theory focused on the role of inner resources as the catalyst for learning perseverance. However, Ryan and Deci (2000) have recently put equal importance for

external motivation to the language learning; they argued that not all of the pedagogical activities provided by instructors are inherently interesting to learners, that is why a wider range of motivation can work in an EFL classroom context.

Fernández and Cañado (2001) conceptualized L2 learning as a process which involves three phases: pre-action, action and post-action, and detailed the specific motivational factors generating each phase of the process. However, by following a linear paradigm, this model reveals some shortcomings which prevent the paradigms from adequately explaining such a complex and dynamic behavior as language learning: (i) it assumes that the time that a learning process begins and ends can be clearly defined; (ii) it assumes that the actional process occurs in relative isolation, without regard to the interference from other actional processes in which the learner may be simultaneously engaged (Ushioda & Dörnyei, 2012).

In an L2 context, the MUSIC motivation framework introduced by Jones (2009) seems to be the most practical one for L2 learning motivation since it explicates the components of motivation so that it would be easier for the instructors to observe and reflect students' motivation for practical suggestions. The MUSIC model of academic motivation consists of five components that an instructor should consider when designing instruction: (1) empowerment, (2) usefulness, (3) success, (4) interest, and (5) caring. The name of the model, MUSIC, is an acronym based on the second letter of "eMpowerment" and the first letter of the other four components. According to Jones (2009), the contribution in developing the MUSIC model is primarily in analysing, evaluating, and synthesizing motivation research and theory into one cohesive model.

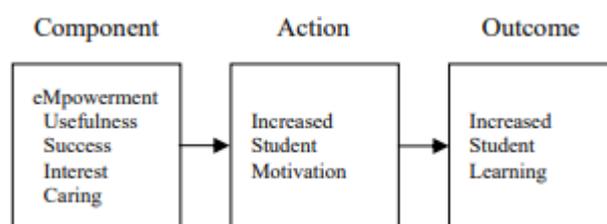


Figure 1. MUSIC Model of Motivation

This model is based on a social-cognitive theoretical framework that specifies that students have psychological needs, that characteristics of the social environment affect how these needs are met, and that satisfying these needs affect their perceptions and behaviours.

Computational Concept Mapping

According to Cañas et al. (2005), concept maps are “graphical tools for organizing and representing knowledge”. There are two main parts of a concept map: the nodes and the links. The nodes are used to convey a concept and the lines are the meaning units used to connect between two concepts.

Concept mapping is a pedagogical tool which has been demonstrated to positively affect L2 learning especially on their reading comprehension skill. Concept mapping is believed to make the



learning process meaningful by connecting new information to prior knowledge (Kalhor & Mehran, 2016; Trang, 2017). Vesta (1961) claimed that motivation is comprised in meaningful learning. Furthermore, concept mapping by visually presenting knowledge can help to develop learners' metacognitive awareness which partly determines learners' expectancy for success. (Nosratinia et al., 2013; Efklides, 2011).

In reading classes, concept mapping was shown to positively affect readers' comprehension in different stages of pre-reading, while-reading and post-reading. Kalhor and Mehran (2016) found that concept mapping strategy has a positive effect on learners' academic achievements. Khodadady (2011) pointed out that using concept mapping in post-reading phase helps learners not only get better achievements but also makes a positive and significant influence on learners' critical thinking ability. As pre-reading activities, it helps to activate learners' prior knowledge, connect it with new information which assists their comprehension of the text. As a post-reading strategy, concept mapping helps learners arrange their knowledge of a specific domain in a more systematic and appropriate way to make the important concepts of the text explicit (Trang, 2017). Liu et al. (2010) found that CCM strategy has shown its superiority than paper-pencil concept mapping toward higher-level learners. In approval with Liu et al. (2010), Teo, Shaw, Chen, and Wang (2016) reported that CCM enhanced learners' confidence and development in higher-order reading skills such as making predictions and inferences. So, CCM can promote the benefits of concept mapping and overcome the limitations of paper-based concept mapping.

METHODS

The context of the project was the first academic year at a university in North Central of Vietnam. The participant collection method was purposive sampling. A total of 100 first year students whose average age was 19 are collected for this project from the Faculty of Economics regardless of their social background or ethnic group. Fifty students were assigned in the control group and other fifty were assigned in experimental group. The number of male and female students was equal in each group. This study involved 3 phases: pre-intervention, intervention and post-intervention. The intervention included 7 weeks of learning. A session of two hours was delivered each week.

Pre-intervention

At this phase, all participants were asked sit for a reading comprehension test. They also took a questionnaire survey on motivation. The survey questionnaire on General Self-Efficacy Scale (GSE) by Schwazer and Jeruzalem (1995) were completed by all participants.



Intervention

Participants took part in the course during 7 consecutive weeks. Seven reading texts were taken from English File Elementary (third edition) by Christina Latham-Koenig and Clive Oxenden which was currently used as the official textbook for non-English majors at the site university.

Post-intervention

The students of 2 groups were asked to complete the post-test survey questionnaire on motivation and a reading comprehension test which was conducted at the same time for two groups. The questionnaires and the reading comprehension tests were the same for both groups.

MAIN RESULTS AND DISCUSSION

In terms of the self-efficacy, the General Self-Efficacy Scale (GSE) introduced by Schwarzer and Jerusalem (1995) were adopted. The study found that the participants of both groups had relatively even levels of self-efficacy. The independent samples T-test analysis was carried out to compare the mean score on GSE of the EG and CG. The results showed that the mean score on GSE of the EG was 23.94, slightly lower than that of the CG which was 25.38. The mean difference between the self-efficacy levels of the two groups was 1.027.

Table 1. Means and Standard Deviation of Score on Participants’ Self-Efficacy

Group	<i>N</i>	<i>M</i>	<i>SD</i>	Mean Difference	<i>p</i> value
EG	50	23.94	5.07	1.02	.164
CG	50	25.38	5.19		

The statistical analysis demonstrated that the *p* value was $1.64 > .05$ which mean there was no significance in the self-efficacy levels between the EG and the CG.

Before the treatment, the average motivation score of the EG is 3.38 whereas the average motivation score of the CG is 3.39. The Standard Deviation of the EG and the CG is .57 and .51 respectively. The *p* value of the t-test statistical analysis is $.915 > .05$ meaning no significances in the means of pre-test motivation between two groups.

Table 2: Means and Standard Deviation of Score on Pre-test Motivation by both Groups

Group	<i>N</i>	<i>M</i>	<i>SD</i>	Mean Difference	<i>p</i> value
EG	50	3.38	.57	.011	.915
CG	50	3.39	.51		

The mean scores of the pre-tests on reading comprehension of two groups are compared by independent sample t-test. The analysis shows that the mean difference of the reading outcomes of two groups is trivial. The *p* value is $.583 > .05$.

Table 3. Means and Standard Deviation of Pre-Reading Tests by Experimental Group and Control Group

Group	<i>N</i>	<i>M</i>	<i>SD</i>	Mean Difference	<i>p</i> value
EG	50	5.30	2.14	0.22	.583
CG	50	5.08	2.54		

After receiving the treatment, the scores on motivation of both groups change. The mean of motivation scores of the EG increased by 0.60 up to 3.99 while the mean of motivation of CG increased by 0.19 up to 3.59 at the completion of the course. Table 4 summarizes the means for Pre-test Motivation and Post-test Motivation by both groups.

Table 4. Means for Motivation by EG and CG

Group	Pre-test Motivation			Post-test Motivation			Mean difference	<i>P</i> value
	<i>N</i>	<i>M</i>	<i>SD</i>	<i>N</i>	<i>M</i>	<i>SD</i>		
EG	50	3.38	.51	43	3.99	.32	0.61	.000
CG	50	3.39	.57	46	3.59	.32	0.20	.057

As expected, the statistical analysis from the paired-samples t-test shows that the *p*-value of the Pre-test Motivation and Post-test motivation of the EG is $.000 < .05$ which means there is a completely significant difference between the mean scores on motivation of the EG before and after the intervention. The *p* value = $.057 > .05$ indicates a relative difference between the means scores of

Pre-test Motivation and Post-test Motivation of the CG; however, this difference is not statistically meaningful.

After having the intervention, the mean score of the reading comprehension tests of the EG raised significantly by 1.52, whereas the average score of the CG increased modestly by 0.11. This explains the p value at $.002 < .005$ which implies the significances between the pre and post-tests on reading comprehension of EG. The CG, in contrary, showed no significances between the pre and post reading comprehension test at $p = .067 > .05$.

Table 4: Means and Standard Deviation of Pre-test and Post-test on reading comprehension by Experimental Group and Control Group.

Group	Pre-test			Post-test			Mean Difference	p
	N	M	SD	N	M	SD		
EG	44	5.43	2.16	44	6.95	2.26	1.52	.002
CG	46	5.08	2.58	46	6.00	2.25	0.11	.067

Correlation coefficients of the post-test reading outcomes and the components of Motivation (Empowerment, Usefulness, Success, Interest and Caring) are .00, .12, .00 and .00 respectively. The Usefulness component, therefore, is excluded from the Regression model. Regression model showed that the R Square is .748 meaning that motivation components can predict 74.8% of the reading results.

CONCLUSION

The primary purpose of this study is to investigate the effect of an instructional strategy using concept mapping as a graphic organizer on EFL learners' motivation in reading comprehension class. Obviously, participants who received the treatment got better scores on motivation as well as reading comprehension in comparison with ones without treatment. Because motivation was demonstrated to be the predictor of the reading achievements, an improvement on motivation may lead to better reading performance.

The findings of this study were found to prove the investigation conducted by Hsu (2018) regarding the impacts of concept mapping as an instructional method to improve EFL learners' motivation on classroom engagement. In line with this study, Mehran (2016) found that using concept mapping as a teaching strategy could make positive influence on learners' meaningful learning in reading classes.

The role of Learning Motivation in EFL learning is undeniable. Motivation is profoundly impacted by learning environment; therefore, it is essential to apply positive teaching methods which can enhance learners' motivation. Concept mapping has been approved to reinforce learners' motivation in EFL context. Meanwhile, Technology based learning can help to enhance authentic learning due to the virtual simulation of the reality. This project investigates the effectiveness of computerized concept mapping situated in authentic learning context and suggests the following conceptual paradigm:

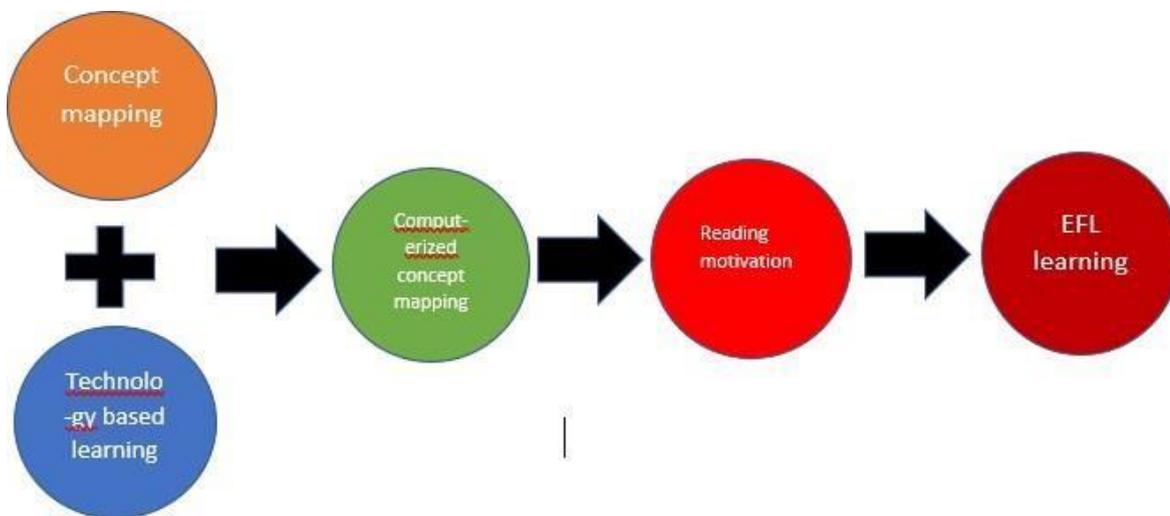


Figure 2: A conceptual framework for enhancing EFL reading motivation

This study has limitation in information source. To examine the feasibility of the intervention, comments should be collected from both teachers and learners. However, this project only focuses on learners' responses due to the scope of the project which may cause the inadequacy of collected information. It is recommended that future studies consider the reflection from both sides: the and the instructors to have the most comprehensive overview.

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Biodata

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A CASE STUDY OF ENGLISH LANGUAGE EXPERT TEACHERS’ BELIEFS IN TEACHING AND LEARNING

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ABSTRACT

This paper reports the findings of a case study which explores the beliefs held by English language expert teachers in teaching and learning. The participants were two expert teachers from two boarding schools. Data were collected through 2 semi-structured interviews, classroom observations and stimulated-recall interviews over the period of 4 weeks for each participant. The findings demonstrate that expert teachers’ beliefs reflect constructivist teaching and the belief were developed through teacher’s personal experience of learning the language, experience in teaching, and professional development courses. The study implicates the importance of teachers to identify their beliefs in teaching and learning as it will shape their instructional approaches and classroom practices.

Keywords: English language teaching, teacher’s beliefs, expert teachers.

INTRODUCTION

As teachers are expected to develop students’ knowledge and skills, their beliefs in teaching play a pivotal role in selecting their instructional approach. Studies have shown that teachers hold many beliefs in their teaching and it does not only influence their way they perceive teaching, but the students’ learning as well. Identifying teacher’s beliefs in teaching is vital as it determines how a teacher teach and benefits the students at the same time.

Teacher’s belief is one of the key areas in the research of teacher cognition. Pajares (1992) described it as an “individual’s judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what human beings say, intend, and do” (p.316). Teachers’ belief, besides knowledge, is a major determinant of teachers’ perception, judgement and behavior (Shavelson & Stern, 1981; Pajares, 1992; Kagan, 1992; Rueda & Garcia, 1996).

Teacher’s beliefs are developed through their unique classroom experience and are held to be true. The belief systems are “developed gradually over time” (Richards & Lockhart, 2007, p.30) and it has an “adaptive function in helping teachers define and understand the world and themselves”



(Pajares, 1992, p. 325). Teachers' belief guide their action and decision making in the classroom (Elbaz, 1981; Kagan, 1992; Clandinin & Connelly, 1987).

The terminology in the field of study includes the teachers' beliefs about teaching and classroom practice (Gow & Kember, 1993; Gleeson & Davison, 2016); learner and learning (Xu, 2012; Kissau, Rodgers & Haudeck, 2014; Olusiji, 2016); subject matter (Richards, Gallo & Renandya, 2001; Farahian, 2011; Ahmadi & Shafiee, 2015); assessment (Barnes, Fives & Dacey, 2015; Opre, 2015) and curriculum (Prawat, 1992; Wiggins & McTighe, 2005; Richards, 2013).

Despite the array of focus investigated in the field of study, the findings from the field of study have shown inconsistency (Basturkmen, 2012; Too & Saimima, 2019). This inconsistency is due to the selection of case study research as the main type of research used in investigating teacher's belief. As case study features rich contextualisation based on specific context and setting, it limits generalization to a more general population (Basturkmen, 2012). However, as case study allows researcher to understand teachers' thinking processes in relation to their practices (Too & Saimima, 2019), the current study employs the same research design.

The objectives of this study are to identify the beliefs hold by expert teachers in their teaching and learning of English language, the source of the beliefs. Based on these goals, two research questions are formed:

1. What are the expert teachers' beliefs in the teaching of English language?
2. What are the sources of the expert teachers' beliefs?

METHODS

Two English language expert teachers were selected as participants of the study. The two teachers have been teaching English language for minimum 8 years and maximum 28 years in secondary residential schools. They have been awarded and recognized as the expert teacher by the People's Trust Council (MARA). Teacher A has completed a Bachelor and Masters' Degree in Education, while teacher B with a Bachelor Degree in Education.

A semi-structured interview was conducted to collect information on the teacher's view on teaching and learning. The constructs in the interview include their beliefs in teaching and learning a second language, teaching styles, and their pedagogical orientation.

Classroom observations were conducted to identify the expert teacher's teaching strategies in their lessons. There were eight observations conducted and recorded. Each classroom observation was completed with a stimulated-recall interview at the end of the classroom session. The interviews elicited the expert teacher's verbal commentaries on their classroom actions, behavior and instructional approach.



MAIN RESULTS

Data collected from the study shows that the two expert teachers believe in the use of constructivism approach in teaching and learning. The beliefs were developed through the teachers' personal experience in teaching and experience as a language learner.

Research Question 1: What are the expert teachers' beliefs in the teaching of English language?

The findings show that both expert teachers believe in the use of constructivism approach in teaching English language. Constructivism suggests that students construct their own knowledge and meaning from their own experience and previous knowledge. The theory also advocates collaborative learning where the students work in groups which consist small number of students. These two features of constructivism are evident in the expert teachers' stated belief and instructional approach. They believe that students should construct meaning from their own experience through their active collaborative participation in the learning session.

During the semi-structured interview, Teacher A emphasized her belief in constructivism approach of teaching and learning through several instances. When she was asked on the type of activities she prefer to have in the classroom, she responded that:

Sometimes it can be a pair work, sometimes it is a group work, sometimes it is the whole class. We have that. Sometimes it is drama, roleplay... I like most of the activities. Student presentation... Once they do the group activity, usually we will end up with student's presentation. We want them to be lively in the class. (Teacher A, Semi-structured Interview)

Teacher A identified several examples of classroom activities and most of the activities requires the students to work in groups. This shows that she prefers her students to work together with their friends as a team, rather than working individually. This reflects a feature of constructivism approach where students work primarily in groups. Unlike the traditional method of teaching and learning, constructivism encourages a learning environment where students collaborate and exchange ideas with their friends through social interactions.

Teacher A's belief of constructivism approach of teaching and learning is consistent with her instructional approach. During the classroom observations, she frequently instructed her students to work in groups. During the 8 classroom observations, she assigned more group works to her students, compared to individual work. These groups work require of her students to discuss, exchange their ideas and opinion, and share their work with the rest of the class through presentation. The data in Table 1 shows the type of activity assigned by Teacher A:

Table 1. Teacher A's Classroom Activities.

Classroom Observation	Topic	Activity
1	Reading – Power of Positive Thinking: Which One Are You?	Group Work: 1. Rearrange the story in appropriate sequence. 2. Language game: Transforming the tenses in the short story (verb). Students have to bid for sentences that they want apply changes.
2	Poem Analysis – The Living Photograph	Individual Work: 1. Develop tree diagram of the literary device *Change of plan from group work to individual work as many students were absent from the class. Only 9 were present.
3	Presentation - Literary Device	Group Work: 1. The students present their analysis of the poem based on the assigned literary device. 2. Classroom discussion on the students' presentation.
4	Writing - Summary	Individual Work: 1. Writing a summary on the given topic *Change of plan from group work to individual work as the class started late due to assembly (20 minute late).
5	Reading – A Good Friend (Short Story)	Group Work: 1. Read the story in their own group (3 Groups- A, B & C) 2. From new group consist of members from different previous groups (A, B & C)

		<ol style="list-style-type: none"> 3. Develop a mind-map for the short story 4. Complete the exercise in the worksheet given
6	Writing – Error Analysis	<p>Group Work:</p> <ol style="list-style-type: none"> 1. Analyse the essay for mistakes (Grammar, Format, Sentence Structures, Vocab / Idiom). 2. Students presents their findings.
7	Writing - Formal Letter	<p>Individual Work:</p> <ol style="list-style-type: none"> 1. Writing a formal letter to their school teacher. <p>*There is no group work as this is the prearation for examination.</p>
8	Writing – Error Analysis	<p>Individual Work:</p> <ol style="list-style-type: none"> 1. Using transitional phrases in their essay writing.

The findings are also supported by the stimulated-recall interview data. Upon the completion of each classroom observations, Teacher A was shown the recording of the observation and asked what she had on her mind when she behaved in the way that she did. She reasoned the use of certain approach in her classroom session. During the stimulated-recall interview, Teacher A responded that:

I believe in that. Because different student, like I said, they have different ideas, different opinions and viewpoints than the other students. You see, students are unique. Some are very quiet, some are very proactive. So, I think it will blend together. So, somebody will get something from that.

(Teacher A, Stimulated-Recall Interview 1)

Usually I like the students to move around. I do not like them to be so static..

(Teacher A, Stimulated-Recall Interview 1)

Actually I like activities where the students move around, rather than they just sit in a group or with the same group.

(Teacher A, Stimulated-Recall Interview 5)



Teacher A stated that she believes in the use of group work for two reasons. Firstly, each student has different ideas, opinion, and personality. This, according to her, will benefit them as they can establish communication and exchange their ideas and views with their friends. And secondly, she wanted to create an active learning environment where the students participate actively in the learning session, rather than staying static at their own table. Teacher A wanted her students to form groups, work with their friends, and even change their group members from one lesson to another. These reasoning shows that Teacher A was aware of what she believed in and translated it into her way of teaching. She knows what teaching method works in her classroom, the best learning environment for her students, and the type of activity which can enhance the students' engagement and participation.

Teacher B also displays the same belief related to constructivism approach in her teaching and learning. She wanted her students to construct meaning on their own, and at the same time work collaboratively with their friends in completing the task she assigned to them. During the semi-structured interview, Teacher B stated that:

In that group, they can help each other. They will be asking each other questions and it helps them that way. And if they do not understand where they really can't explain it to each other, then that is where I step in and re-explain everything.

(Teacher B, Semi-structured Interview)

At least when they are in a group, if they do not understand, they will sort of ask the person next to them. And still, sort of progress along with the class. But if we do that individually, they lose track of where the class is already at.

(Teacher B, Semi-structured Interview)

Teacher B described the use of collaborative work as 'helpful' as the students can communicate with their friends, assist each other in understanding the task given, and complete the task as a group. This shows that Teacher B wanted to create a learning environment where the students create their own meaning and work actively with their group members in order to learn. Providing such learning environment is essential in constructivism as it enables the students to derive and make meaning from what they have learned.

This can be triangulated with the findings from Teacher's B classroom observations where she was found to provide such learning environment to her students.

Table 2: Teacher B's Classroom Activities

Classroom Observation	Topic	Activity



1	Literature – Short Story ‘Leaving’	<p>Group Work:</p> <ol style="list-style-type: none"> 1. Reading the short story in groups 2. Debate – Debate on three topics: <ol style="list-style-type: none"> A. When children grow up, mother should not try to keep them at home if they want to leave. B. A good education is the most important thing in life. C. It is better to get to university education abroad than locally.
2	Writing – Informal Letter	<p>Group Work:</p> <ol style="list-style-type: none"> 1. Students work in groups to write the informal letter. 2. Students present their informal letter to the class.
3	Examination Preparation	<p>Whole Class Activity:</p> <ol style="list-style-type: none"> 1. Explanation on the School-Based Oral Test (ULBS) format and requirement
4	Writing – Summary (Main Ideas)	<p>Group Work:</p> <ol style="list-style-type: none"> 1. Writing a summary on the topic given. 2. Finding the main ideas for the summary
5	Writing – Summary (Sequence Ideas)	<p>Group Work:</p> <ol style="list-style-type: none"> 1. Writing a summary on the topic given. 2. Identifying the sequence of the ideas in the summary 3. Identify and highlight the sequence markers in the new summary.
6	Writing – Summary (Connecting Ideas)	<p>Group Work:</p> <ol style="list-style-type: none"> 1. Writing a summary on the topic given. 2. Rearranging the points and ideas in the summary. 3. Students work with their partner to comment on the ideas in the summary.

		4. Students summarize the two passage given.
7	Writing – Summary (Paraphrasing)	Pair Work: 1. Paraphrase the sentences given. 2. Present their work to the class.
8	Writing – Summary	Pair Work: 1. Writing the summary.

Table 2 shows the type of activity conducted in Teacher B’s classroom session. From 8 classroom observations, Teacher B was found to provide collaborative work to her students in 7 sessions. Most of the activities were group work and pair work. Only 1 class session (observation 3) do not involve collaborative work as the she was preparing the students for the examination. The type of activities promoted in Teacher B’s classroom adopt the constructivist principles in teaching and learning. Teacher B’s belief in constructivism as stated in the interview were apparent in her way of teaching.

The above findings can be triangulated with Teacher B’s stimulated-recall interview in which Teacher B explained the reason why she provided such collaborative activities in her classroom. When she was asked on whether the collaborative works better than individual work, she responded that:

Yes. For them, I find that it does actually. Previously, what we did was also group works. But, I did not know their level well. I also divided them. But instead of writing full text, they will write one paragraph each and then they will combine that to get one essay... So, within that group, what I intended was for the better ones to be able to sort of lead the discussion, and the weaker ones will be able to ask their friends.

(Teacher B, Stimulated –Recall Interview 2)

Teacher B elaborated that the collaborative work is effective for the students as they can work with their group member to complete the task given. She gave an example of writing an essay. Instead of student producing the whole essay individually, they can work in groups and divide the task with their group members. She also described that the collaborative work expose the students to the opportunity of developing their leadership skills where one of them will lead the other. She stated that she personally wanted the student who were better in performance to lead those who were weaker that the weak students can construct meaning for the lesson. The two types of students in the same group will work together to complete the task and learn from each other at the same time. The active and collaborative learning environment promoted by Teacher B reflects the approach of constructivism in teaching and learning.



Research Question 2: What are the sources of the expert teachers' beliefs?

The findings show that there are three major sources of teachers' beliefs: personal experience in learning the language, experience in teaching, and teacher's continuous professional development courses.

The first source of their beliefs in teaching is their personal experience in learning the language. Both expert teachers stated that their approach of teaching was influenced by their first-hand language learning experience. This source of beliefs is described as the apprenticeship of observation (Lortie, 1975). When they were a language learner, they observed the way their teachers teach, and consider it best as they themselves benefited and learned from the selected teaching approach. The belief which manifested through their own experience in learning the language acts a guideline later in their teaching practice. Both expert teachers described their experience in learning the language:

Sometimes I like to share whatever that I found interesting during my degree and then I try to apply it in my teaching. During that time, it was more on presentation. So that is what I try to apply here. And also roleplay.

(Teacher A, Semi-structured Interview)

When I was in school, they will give us a lot of.... It was difficult to understand even the 'Komsas'. I did not even know what the word 'Pusaran' meant. I got confused between 'sifar' and 'sifir', which my friends still make fun of me. But, it is like we had to break it down to the word level. That's what my teacher did. He broke it down to the root word and what happens when you put the prefix and suffix.... I think it came from my experience in learning language, especially with feedback.

(Teacher B, Semi-structured Interview)

This is consistent with the studies conducted in the field of study in which teacher's personal language learning experience has been identified as one of the sources of their beliefs in teaching and learning. Studies such as Johnson (1994), Numrich (1996), and Warford and Reeves (2003) have asserted that such experience influences the way teachers teach and acts as a roadmap on how to teach.

Secondly, the expert teachers also identified their experience in teaching as one of the sources of their beliefs. During the semi-structured interview, when they were asked about the sources of their beliefs, they responded that:



I think... experience of teaching in the classroom.

(Teacher A, Semi-structured Interview)

I would not say the most, maybe the two sources would be the experience as a teacher (my classroom experience) and support from professional development courses. Yes, these two have helped a lot.

(Teacher B, Semi-structured Interview)

Well, part of it is what I see in the students.

(Teacher B, Semi-structured Interview)

The teachers stated that they developed their belief through their own personal experience in teaching. Their experience of teaching in the classroom, experimenting with the many types of activities, observing students' response on the activities provided, have formed what they believed in. When teachers started their career in teaching, they can only rely to the theoretical concepts they were exposed to during their studies. However, as they started entering the classroom and spent thousands of hours in the role of a teacher, the experience of being in the classroom and witnessing what works and what have not had substantiated their beliefs in teaching. The findings support Kuzborska (2011) and Buehl and Fives' (2009) studies where they found that teacher's experience in teaching is one of the main contributors to the nature of teacher's beliefs.

The third source of beliefs as mentioned by the expert teachers during the interview was the teachers' professional development courses. During the interview, the teachers mentioned that:

At the same time when I attended a course, then I will try to implement it to see whether it suit the students or not. If I think it is good, then I will keep on practicing it... When we attended the professional courses, we had workshop, and through our reading. And some module writing... Major source would be the professional coursework. This is because after we have attended, then we try to implement it in the class. We tried.

(Teacher A, Semi-structured Interview)

I would not say the most, maybe the two sources would be the experience as a teacher (my classroom experience) and support from professional development courses. Yes, these two have helped a lot.

(Teacher B, Semi-structured Interview).

The professional development courses exposed the teachers to new teaching methodology and approaches so that they can apply in their teaching practice. Thus, as teachers learn from these courses, they will try to implement it in their classroom and identify whether it will work for them or not. If it is proven to work, then they will definitely use it as their instructional approach. However, if it does not help them with their teaching and learning in the classroom, the teachers will dismiss what they have learnt and continue with their initial instructional approach in teaching.



This has been highlighted by Borg (2011) and Towers (2013) that the program develops and strengthens what teachers believe in their practice. The professional development courses also allow the teachers to gather with their counterpart from different schools and region. This enables them to discuss, exchange their opinion, and share the effective instructional approaches they used in their classroom.

The three sources of beliefs as mentioned by the expert teachers reflect Borg's (2003) model of teacher cognition. Borg (2003) identified that the teacher's experience in learning the language, professional development courses, classroom practice, and certain contextual factors influence teacher's cognition and shape what they believe in teaching and learning.

CONCLUSION

The findings of this study show that the expert teachers hold a belief in constructivism approach of teaching and learning. They prepared a learning environment in which it enables the students to work actively and collaboratively with their friends, and derive meaning of the lesson on their own. The beliefs were found to manifest from the teachers' personal experience of learning the language, experience in teaching, and the influence from teachers' continuous professional development courses attended. This study implicates that the teacher's beliefs in teaching can be derived from their selection of pedagogical approaches which translated what they actually believe in. The awareness of what they believe in teaching would impact themselves as an educator and the students as the learner and determine the type of teaching and learning environment in the classroom.

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USE OF VIDEO FOR PARENTS IN DEVELOPING CHILDREN'S 'SELF-SAFETY' ABILITY

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ABSTRACT

Early childhood needs to be trained to develop their self-safety, especially by parents. When a child enters kindergarten age, the teacher can also strengthen the exercise in various ways. One of them is to integrate it into classroom learning, then ask parents to continue the exercise at home as habituation. So that exercise to be carried out at home to work in harmony with the training that the teacher has given in kindergarten, the teacher needs to communicate well to the parents. One form of communication that can be done is through video media. This study aims to develop video activities for parents that are integrated with learning in kindergarten in training children to maintain their safety. The study was conducted in Group B Kindergarten in South Tangerang, Banten, in September-October 2018. This research method is research and development by adapting the research steps of Borg and Galls (2007). This study produced a video to develop children's self-safety which consisted of several children's activities with their parents at home. This video can be learned by parents and becomes a guide or inspiration for parents to carry out activities to maintain the safety of their children at home.

Keyword: video, self-safety, parenting

INTRODUCTION

Since humans were born to the earth, they are provided with many various devices which were useful to survive both physical devices and psychic device. This device must be kept to maintain the existence of humans. In early childhood, the ability to maintain the devices had not been formed yet, so children needed to be trained in ways to maintain their security. This ability was called self-protection.

In early childhood, children mostly spent time together with their parents, so their parents which have main duty for developing self-protection child. Furthermore, when a child has got into the formal education of kindergarten, teachers and parents should be collaborated for developing various basic skills for children that included the ability to maintaining personal safety. Robinson, et al (2016) explained that personal safety, policy, stability, and supportive relationships are the core components of the essentials for childhood framework.

Unfortunately, based on the application in several kindergartens, the collaboration between teachers and parents to develop personal safety are not done much yet. Although personal safety has been



done its nature has still run on their own without coordination. Personal safety is important abilities that need to be trained from an early age because personal safety functions how children protect themselves from crime even when there have grown later. Perreault (2017) explained that children have experiences of victimization during childhood had little impact on the sense of safety. The parents have trained personal safety to their children at home and the teachers also have trained personnel safety children during the learning process in the kindergarten. However, this safety development would be more effective if it has good collaboration between teachers and parents. Teachers can design the learning activities structurally which have terms about the active participation of parents in these activities.

Safety of needs is one of the basic needs of the Hierarchy of Needs in Maslow's Theory. Maslow (1970) divided needs based on the prepotency of each need that includes physiological, safety, love and belongingness, esteem, self-actualization, cognitive needs, and aesthetic. Safety of needs is the second needs which are fulfilled after psychological needs (eating, drinking, sleeping) can be fulfilled. Safety guaranteed someone's survival, such as protection from war and crime. (Santrock, 2011). Safety needs ensure that someone has a sense of security from harassment and hazard so they can fulfill the needs on it.

Personal safety includes knowledge and awareness of one's surroundings, which requires an understanding of spatial relationships and the look of confidence and competence that may deter a criminal from making one a victim (Bozeman, 1994, 1998, 2004). Early childhood needs to learn the form of personal safety so they can develop their safety to get better. The progress of personal safety when individuals begin to develop and to collect their experience becoming more complex, at the same time their autonomy also grows so the seeking of strategy and security maintenance are more varied (Urea, 2014). The teachers need to give an example of certain situations that can threaten the personal safety of children so children know the situation that requires personal safety indirectly. For maintenance personnel safety, someone must be able to do self-assessment and identification when someone else shows aggressive behavior verbally which is part of the problem (Stonehouse, 2014). Verbal aggressive behavior was one of the initial forms of crime that needed to be alert by children.

One of the basic principles that must be done for the application of personal safety is helping children to get an ability which can overcome the situation such as bullying, peer tension, sexual abuse, and all forms of abuse if its allowed to know where and how to access help and support (Harries, 2006). The abilities of personal safety can grow rapidly by training so children can maintain their safety when children are faced with an unpredictable situation. Based on the description of some expert opinions about the personal safety, it can be synthesized that personal safety is the ability and awareness to identify the neighborhood especially in relationship with other people so that they are capable of self-autonomy in maintaining personal safety from crime.

The teacher also needs to affirm the ability that maintains this personal safety of children in kindergarten. Some ways that can be done include (a) children receive guidance from teachers who



give positive values and examples, (b) children are informed that when someone else tries to touch twice the area of the body that is closed, so children are asked to save themselves, (c) if children feel themselves threatened do not hesitate to tell Mother and report to police or Indonesian child protection commission (KPAI), (d) parents and teachers can also tell place where children can change their clothes or cannot change their clothes, and then (e) parents and teachers persuade children to speak closely then embrace them with affection and teach children to dress by covering their genitals, politely and neatly to avoid all threats of crime (Wahyuni, 2017).

Parental participation in children's education can be interpreted as involvement or participation of parents in achieving the goals of PAUD, that can optimize and develop the children growth so later children can behave, act, and conduct themselves as expected in these social groups that called society (Rosdiana, 2006). There are three things in participation that need to be considered, namely: (1) participation is not only physical involvement but also involves mental and feelings; (2) the willingness of participation that contributes for the effort to achieve group goals, means that there is a sense of pleasure, volunteerism to grow groups and (3) the elements of responsibility is a prominent aspect from someone that is also a sense of belongingness (Adriani, 2004). For the participation model for individuals was adopted from the Chain of Response model introduced by Cross. Cross argues that participation in learning activities are both organized and self-directed classes, that is not an action but the result of responses, which is each based on evaluating the position of individuals in their environment. The model starts with identifying two main steps, namely (1) self-evaluation, and (2) attitudes toward education. The model starts from identifying two main steps such as (1) self-evaluation, and (2) the attitude against education. Then these two internal factors influenced by (3) participating in objective/values and expectations so needs will be fulfilled. Values and expectations are also influenced by (4) life transitions and development tasks which are manifestations of an individual's social expectations, (5) opportunities and limitations and (6) information about appropriate the further education (7) make a decision to participate or not (Boeren, 2009).

METHODS

This study did not use the Borg & Gall (2007) model purely, but the modifications of the model that were made with a simplification of steps. This is due to the limited time and condition of the researcher. Therefore, this research is simplified by doing 2 steps as follows: (1) preliminary research, (2) development of video teaching materials consisting of (a) formulation of objectives, (b) analysis of learning, (c) preparation of operational objectives, (d) strategy development, and (e) preparation of learning materials. Whereas formative evaluation and formative evaluation can be done if this research will be continued in the second year. The step of this research can be seen simply in the following chart. This research collaborated between the methods of Borg & Gall (1989) with Borg & Gall (2007), by adding the first step from Borg & Gall 1989.

The population is teachers and kindergarten children in South Tangerang. For the preliminary research phase, the sample is as much as 30% of the number of kindergarten teachers and parents in

South Tangerang. For limited trials, the sample is the teacher and child (one class) in a kindergarten from the chosen one based on the results of identification. Details of data collection and analysis can be presented in the following table.

Table 1. Data Collection and Analysis Techniques

No	Research Question	Data collection techniques	Data analysis	Resources
1	How are parents developing the ability to maintain the safety of children at home all this time?	the questionnaire, interview, documentation review	Narrative-description	K/W: parents
2	How is the kindergarten teacher developing the ability to maintain the child's safety in kindergarten all this time?	the questionnaire, interview, documentation review, literature review	Narrative-description	O: children K/W: teacher
3	What is the form of learning videos that can increase parental participation in developing the ability to maintain the security of kindergarten children?	the questionnaire, interview, documentation review	Narrative-description	O: children K/W: expert, teachers, parents
4	How is the effectiveness of parental participation models in developing the ability to maintain children's self-security in learning in kindergarten?	observation, FGD, documentation review	Narrative-description	O: children FGD: headmaster of kindergarten, teachers, expert, parents

The research location is kindergarten in the South Tangerang area. This study was preceded by a preliminary study and then continued with the development phase from learning analysis to the preparation of learning materials for parents' participatory models, from September 2018 to August 2019.

MAIN RESULTS AND DISCUSSION

Through preliminary research it is known that there are three main activities carried out by parents in developing the ability to maintain children's safety, such as the ability to open the door and lock the door, the ability to mention the home address and the ability to show/mention body parts that may be touched or may not be touched. The following are presented from the results data from the questionnaire of three main activities provided by parents to children.

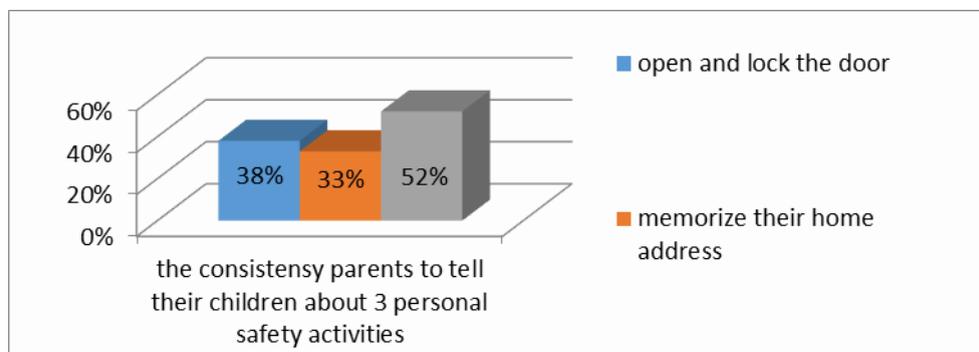


Figure 1. Bar Chart about the consistency parents to tell their children about 3 personal safety activities

All parents claim to have trained the ability to open and close the door and the ability to recognize body parts that others should not see/touch, but their consistency still varies. As for the ability to memorize home addresses, not all the parents have trained them. The largest proportion of consistency of 52% (always done) by older people is to train children to be able to recognize body parts that may and should not be seen by others. This seems to be related to the recent phenomenon with the many news of sexual abuse or abuse of children so that many parents feel worried.

While based on data on parenting activities in kindergarten, it can be seen that during this time kindergarten teachers felt that parenting activity initiated by kindergarten that had not yet received an optimal response from parents. The following are presented data on the presence of parents in parenting activities in kindergarten.

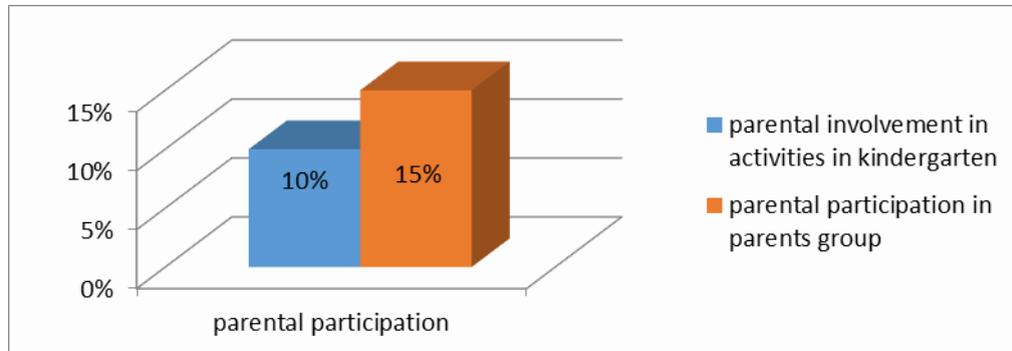


Figure 2. Bar Chart about parental participation

Based on the data, it shows that parents have low participation in activities children in the kindergarten. Besides the topic of training children to maintain personal security, this topic has never been made a special topic in parent meetings, but for charged activities introducing ways to maintain self-security have been carried out by teachers in kindergarten in an integrated manner along with developing other basic abilities, even though it hasn't involved kindergarten parents.

The development of learning models that can increase parental participation in developing the ability to maintain the security of kindergarten children is carried out in several stages systematically. Beginning with a preliminary study to find out the problems and needs in the field, they are surprised by the development process which includes several stages, namely: (a) formulation of objectives, (b) analysis of learning, (c) preparation of operational objectives, (d) strategy development, and) preparation of learning materials. The final results of the development process of this model are in the form of learning videos intended for parents and teachers.

CONCLUSION

The way parents develop their ability to maintain security in their children at home still varies from consistency to three main capabilities, namely: opening doors and locking doors, mentioning home addresses and showing/mentioning body parts that may or may not be touched. Parenting activities conducted in kindergartens by teachers have not run optimally, marked by the presence of parents who come at the meeting approximately half of it, both for meetings of kindergarten or class scale meetings. The topic of training children to maintain self-security has never been made a special topic in parent meetings, but for charged activities introducing ways to maintain self-security have been carried out by teachers in kindergarten in an integrated manner along with the development of other basic abilities, even though it hasn't involved parents.



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EDUCATIONAL MOBILE APPLICATION DEVELOPMENT FOR PRECALCULUS COURSE

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ABSTRACT

The existence of internet and smartphones enhances human connectivity to many aspects of life. By only using smartphones, people can easily access many mobile applications including educational application. Educational application in smartphones has made the virtual learning medium to become more attractive and accessible at any time and place. This project proposed the development of educational application in android mobile for precalculus course. The application was developed with game-based learning (GBL) to help aid students' understanding and evoke interest towards the course. Game-based learning (GBL) can be portrayed as an environment in which the game itself helps to improve knowledge and skills in problem-solving and completing challenges. The development powered by unity engine comprised of the content of the course and game-based environment for the application. The content complies with the curriculum in education institutions as well as providing a different environment and experience for the students to learn and master the selected topics.

Keywords: Precalculus, Gamification, Educational application, Android mobile.

INTRODUCTION

In the 21st century, exploration of Mobile Learning has increased as a result of mobile technology advances, where desktop computers have been replaced by tablets, software replaced with apps, and mobile phones replaced with smartphones. There are many researchers around the world viewing this handset to be an additional tool in learning. The technological revolution has produced a generation of growing students with multidimensional and interactive media resources. This generation has a different view from the previous generation in terms of intelligence in the use of information technology. Teaching and learning through the traditional method is more than one-way communication which is ineffective. Therefore, it is important for Educational institutions to integrate the use of technology in supporting teaching and learning by using mobile devices that facilitate the delivery of the teaching itself.

According to Embi, and Nordin (2013), the use of mobile devices has seen landscape changes in the



classroom, encouraging teachers and students to actively participate in the learning process in a more interesting and interactive manner. Mobile apps or often referred to as apps, is a type of application software designed for use on mobile devices, such as smartphones or tablet computers. Mobile applications are often used to provide users with the same services as the use of personal computers (Chang and Chou, 2008; Hsu and Ching, 2013). This app makes it easier for users to access the information they need because they can be used either in the classroom or outside of the classroom at any time.

In Education, games can increase excitement in the learning process. Many researchers believe the game in Education can provide many benefits to students based on the motivational nature of the computer games itself as well as the behaviour of a new generation of students who are more inclined to the use of technology. According to Gee (2007), application games can offer many benefits in learning such as risk management, problem solving, interaction, exploration and teamwork besides being able to teach high-level thinking skills such as problem solving skills and critical thinking. Several studies have been conducted by Malaysian researchers whose research findings have shown that the integration of games in Education can improve the learning process of students (Nor Azan and Wong, 2008; Rubijesmin, 2007). For example, a study conducted by Zuhaira (2007), shows that 96% of students feel games can help them understand subject matter and 100% motivated students to learn with the help of games.

According to Ngan Kuen, Tan Fong, Yee Lip, and Chee Sun, (2018) as well as Sugimoto (2007) games can provide high motivation in learning and improve skills as well as help to change student attitudes and behaviours. Therefore, the motivation given by games should be taken into account in designing current teaching and learning methods. Previous research shows that an easy-to-use and fun element is a key factor that encourages students to use mobile applications in their learning (Carter, and Yeo, 2017; Ding and Chai, 2015). There are various educational games application available in Google play store. The application includes elements of game with educational implementation. Educational mobile game also known as the mobile game for learning is a method to enhance the usage of a mobile device for the effective learning experience (Hartono, Yulianto, Santoso & Lebu, 2017). It can be easily accessed anytime anywhere beyond the classroom. The players can play games with their smartphone, tablet or iPad and experience a self-problem solving when participating in the game (Qian & Clark, 2016).

The idea of 'Gamification' refers to the problem-solving environment that involves the companionship in which a task can be explored in a goal-oriented manner plus it is commonly partner-based that stress on novel environmental constraints, safety and also fun (Liebenson, 2018). Over the last few years, gamification has reached an outstanding development in both industry and academia (Hamari, Koivisto and Sarsa, 2014). A study conducted by Morschheuser, Werder, Hamari and Abe, (2017) found that the main purpose of gamification is to build up the user interest toward the activities and raise up the quantity and quality of the activity output. Gamification is defined as the concept of applying game-design thinking into none-game applications to make them



more fun, engaging and change user’s behavior (Bartel and Hagel,2014). There are many kind of educational game methodologies that have been found by a study conducted by Khaleel, Ashaari, Wook, and Ismail. (2017) and one of the methods chosen for this project is Gamified method.

Precalculus (PreCal) is one of the first math related subject which must be taken by every science student in Universiti Teknologi MARA (UiTM). The student must pass this subject before they can proceed to the next math subject such as Calculus I. The purpose of this study is to develop an interactive educational learning and practicing application for the PreCal subject by implementing an Android platform application in a game-based form. Students can use this application in the classroom or outside of the classroom to increase the understanding level of the subject. The objective of the study is to understand user perception towards the use of games for learning process and the findings of this study will be used for future purposes.

The following sections will cover on the development of the mobile game for precalculus (in section 2), followed by section 3 for mobile application testing, section 4 on discussions and future research and section 5 will conclude the study.

Developing Precalculus Mobile Game

The objective of developing this PreCal mobile game is to promote student self-learning and self-practicing of PreCal by using online game. Thus, we believed this educational game will improve student’s motivation in studying PreCal on their own. In developing the PreCal mobile game, there are specific requirements that should be taken into consideration as listed in Table 1 and Table 2.

Table 1. List of software requirement

Software	Details
Window 8.1	64 Bit
Mockplus	3.3.2.3 individual edition
Unity	Version 2017.3.1 (64-bit)

Table 2. List of hardware requirement

Hardware	Specification
Asus Laptop	Intel(R) Core (TM) i54200U CPU @ 1.60GHz 2.30 GHz 4.00 GB RAM Internal Storage (C:) 372 GB (D:) 537 GB
Asus Zenfone 2 ZE551ML	Size 5.5 inches Resolution 1080 x1920, 16:9 ratio

This study uses Rapid Application Development (RAD) approaches as a main framework because it is more focus on the development and less emphasis on the planning part (Lucidchart Content Team, 2018). There are four main components in RAD which start from requirement planning, user design, development and lastly cutover phase (Lucidchart Content Team, 2018). Figure 1 shows the component of the RAD research framework.

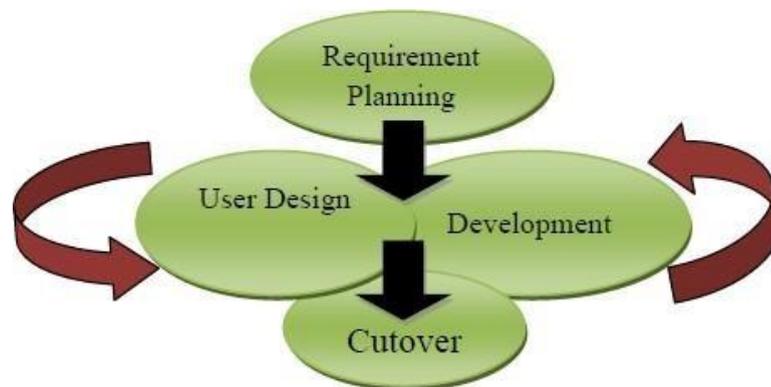


Figure 1. Rapid Application Development (RAD) model

The requirement planning phase involve, defining the goals or objectives of the study by evaluating the current issues. It also involves studying available mobile game application by reading multiple journals, conference papers and articles to make a comparison on the existing Math game. Here, the clear resolution to develop a mobile game to create interactive learning material has been clarified which is what platform of the game to be created, including the software that needs to be used to develop the game. Once the goals of the study are identified, the next process is to build user design through various prototype iterations until the user is satisfied with the design. The third phase converts the prototype design into a working model by using gamification approach called “Gamified”. According to [11], the gamification is an approach to engage people, motivate action

and problem solving by using game-based mechanics, aesthetics and game thinking. There are 6 features of gamification as discussed by Kapp (2012) and shown in Figure 2. This study incorporates 4 elements of gamification into PreCal mobile game; participants, challenges/tasks, points or rewards and levels.



Figure 2. Gamification elements

The multimedia elements such as audio and graphic also need to be included to make the game more interactive. Lastly, the effectiveness of the mobile game developed has been measured by implementing expert and user testing under cutover phase. This is to ensure the application runs as intended.

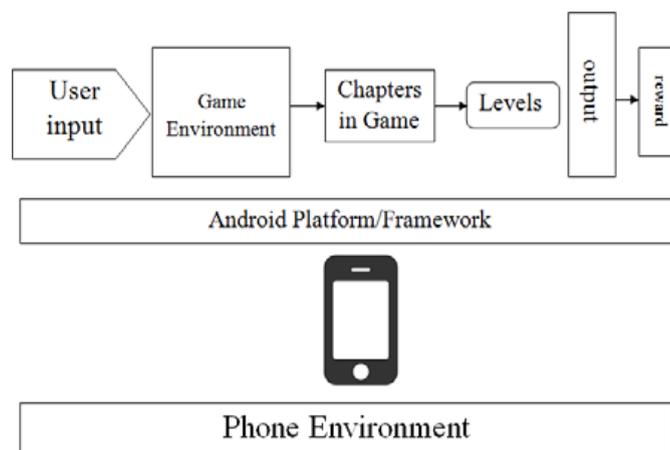


Figure 3. Architectural design

Figure 3 shows the architectural design of the mobile game which includes the gamification elements mentioned previously.

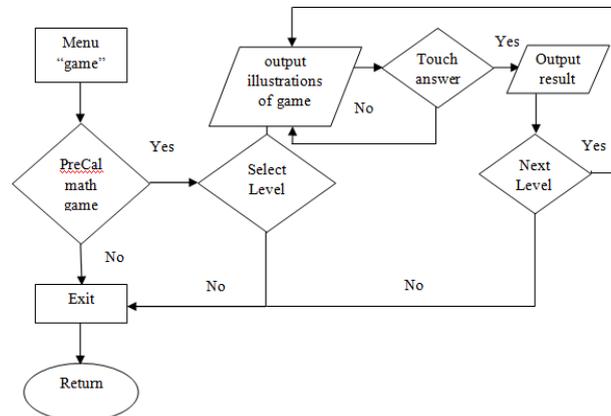


Figure 4. Game flow

Figure 4 shows the game flow. There are four chapters of the PreCal course. Chapter one covered topics about coordinates, graphs and lines. Chapter two covered topic functions. Chapter three covered topic system of equations and inequalities and lastly, chapter four covered topic trigonometry. For each chapters, there are a few levels of topics that user need to go through and before they can answer the question, they need to play game. If they answer correctly then the next level will be unlocked or otherwise they have to play the game and answer the question again. Each correct answers will be rewarded with reward points. The flow will be discussed further in the next section.

Percalculus Mobile Game Features

PreCal mobile game not only designed for student who took PreCal subject at UiTM but also can be used by students globally. They need to download this application by downloading the APK file to their phone and click install. As this application is android based so only android phone will be able to download this application on their phone. The size of the application is 31.6 megabyte. Figure 5 shows the interface of main menu and select chapter menu of PreCal mobile game. The user can click on the play button to start the game without needs to log in the application. Once they click the start button, the user will be directly linked to the first level of the contents (chapters).



Figure 5. PreCal mobile game menu's view



Figure 6: Reward room

This mobile game will reward the user for each correct answer and save it in the reward room. Each reward room consists of a different kind of reward as shown in Figure 6. In order to full the shelves with reward, the user must play games and answer all quizzes correctly. Each chapter is arranged by levels where each level consists of 18 levels which in total there are 72 levels in this game application. Besides, this game application provides four different games for each level which is as shown in Figure 7.



Figure 7. Four different types of game for each chapter

Figure 8 illustrates the quiz view which will be invoked after the user plays the game. The user must be able to answer it correctly in order to proceed to the next level. A popup menu will appear as the user clicks on each of the buttons. If the user answers the right answer the popup will include the reward received but if user chooses the wrong answer there will be no reward given and the popup will appear replay button.

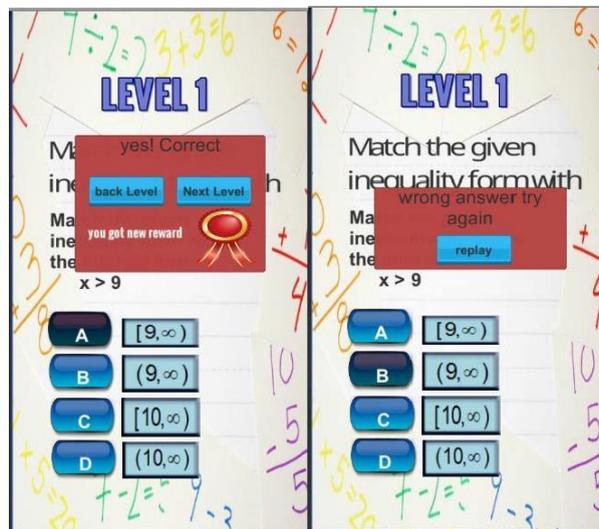


Figure 8: Quiz view popup right answer and wrong answer



Mobile Application Setting

Mobile application testing is a process where handheld devices application software developed is tested for its functionality, usability and consistency (Jerry, Xiaoying, Wei-Tek and Tadahiro, 2014). There are two types of testing available which are Manual Testing and Automated Testing. Manual testing is suitable for a small-scale mobile application. It involves humans to detect defects. While automated testing using tools to execute a pre-defined scripted test on software to detect bugs and errors such as Appium, Calabash, Frank and many more.

Manual testing has been performed by an expert for this mobile game which specifically focus on the functional testing such as for Graphical User Interface. GUI testing is all about adequate execution of data and testing whether applications are correctly displayed on different devices. Automatically execute scripts that are captured during the user interaction, replayed and modified (Jerry, Xiaoying, Wei-Tek, B. & Tadahiro, 2014; Kirubakaran and Karthikeyani, 2013). In this functional testing, all functions of the PreCal mobile game are working as per the requirements. The functional behavior of the app is working well. This study also conducted user testing which involves a group of students and received positive feedback from the users. The responses will be further discussed later in our next phase of study.

DISCUSSION

The current application that has been created is an android based game application which has levels, game, and quizzes. Apart from that, this game application can be improved in the aspect of the quizzes part, the game and the platform. This project has already included four different games and on the next research we will be adding more game. On the part of the quiz view in this apps, the choices of the answer are the user will have multiple questions, so the future development research may include fill in the blank or may include other forms of question, true or false and open ended questions. Besides, on the quiz part there will be a more open-ended question where the user can insert a step of the solution in each problem. This is because some part in PreCal question has steps and ways on how to answer the question. Other than that, future development will include some video tutorial on the steps to solve PreCal question in the application user can watch the tutorial first. Currently, the game is based on android platform only, therefore for the future enhancement, the game will have to other platforms that can download this game not only by an android user but also an iOS user.

CONCLUSION

Nowadays, students are more interested in smartphones and they are known as the digitalized generation because of their knowledge of the computer technology. Therefore, game techniques or gamifications are promising approaches that can be included or integrated into learning process to make the learning more interesting and fun compared to traditional face to face lecture-based



method. This study develops mobile game for PreCal subject which is intended to increase student motivation and to influence their behaviors towards learning PreCal subject. In this mobile game, the student must master each chapter before they can proceed to the next chapter. Here, the process of learning took place and students will learn how to solve the problem step by step. Besides, this mobile game can be accessed easily anywhere anytime outside or inside of the classroom.

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PROVOKING DIGITAL LITERACY IN TEACHER THROUGH E-RESOURCES: A CASE STUDY OF PRIMARY SCHOOL IN JAKARTA

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ABSTRACT

The digital age causes change in every aspect of life. In this age, communication between two continents occurs instantaneously, and reality is modified and consumed quickly. Teachers as a central figure in the world of education are required to compensate and even translate these changes as a means of producing students who acquire 21st century competences. However, in fact, a lot of teachers are reluctant to get in touch with these changes, especially those related to the use of technology in teaching and learning processes. In some developing countries, such as Indonesia, a lot of teachers are frustrated at the digital gap, indicated with less skill in applying technology, limited supporting infrastructure, and age differences from the students. This article explores the implications of training and skill development using digital technology provided to 29 primary school teachers in Jakarta, Indonesia. The training was held for 2 days in June 2019 where the presentation of the material was given in the beginning, followed with the practice of searching for learning resources online, and an essay was administered as the evaluation at the end of the program. From the observations and interviews with 7 teachers, it is known that the training provided was able to improve the ability of teachers in taking benefits of the digital literacy.

Keywords: Digital age, Digital literacy, Primary teacher education, E-Resource

INTRODUCTION

The world has entered an industrial revolution era 4.0, known as the digital revolution. It is indicated that computer technology and internet networks are massively used in various fields of work. The utilization of this digital technology originated from the manufacturing industry and then penetrated in other fields such as business, agriculture, security and education. This means that information technology has become very fundamental in human survival. Meanwhile, the readiness of Indonesia dealing with this disruption era lies in the limited capability of human resources (HR) to utilize technology in the field where they are involved in.



Regarding the development of human resource capabilities to technology is closely related to lifelong education, both related to curriculum and teaching system. In this case, the teacher as an educator, facilitator, and technology transfer agent becomes the foundation in fostering 21st era competencies namely creativity, critical thinking, communication and collaboration/4Cs to the students (Bellanca, 2010). This great responsibility urges teachers to master the application of technology in learning and teaching processes. Instead of fostering 4Cs, many teachers reject the use of technology in their teaching and learning processes in the classroom. They are confused about the digital divide, comparing skill possessed to the rapid technological progress, and the gap between the skills of teachers and students (Guemide & Benachaiba, 2012). Therefore, teachers stick with traditional teaching and as little as possible apply technology (Labbas & Shaban, 2013).

This digital divide is also experienced by teachers in most regions in Indonesia. Recorded in the Central Statistics Agency (BPS) survey of 4,014 schools in 34 provinces, it was found that the proportion of teachers who had qualifications in the ICT field for all levels of education was only 10.10 percent (Sutarsih & Hasyati, 2018). Meanwhile, the proportion of students who were able to access the internet at school for all levels of recorded education was 33.67 percent. The difference in data criteria and the proportion of the number of users of information technology cannot cover the gap in skills in using and accessing information technology mastered by teachers and students.

Despite the digital divide experienced by many teachers in Indonesia, it is found that schools are aggressively increasing the use of information technology in the teaching and learning processes at schools. For example, in Tarakan Muhammadiyah High School, there are 27 teachers trying to use a laptop/computer to present subject matter, two of which use the internet and social networking to find the required material resources (Husain, 2014). It was similar with the teachers from SMPN 2 Kawali-Citeurep who openly received training on the use of ICT in the teaching and learning processes delivered by the lecturer of Padjajaran University (Budiana, Sjafirah, & Bakti, 2015). In addition, one of the mathematics teachers at SDN Kampelan Blora worked with UNSA students to develop technology-based interactive mathematics learning media for grade IV elementary schools (Wibowo, 2013).

For schools that have teachers who are ready with competencies in the ICT field as previously described, it is necessary to increase supporting competencies i.e. digital literacy skill. Understanding literacy movement is more than just reading and writing but also including the ability to think critically in processing information that has been read or will be written (Teguh, 2017). Meanwhile, digital literacy is not limited to the technical competence of using technology in searching for information, but it involves the skills in reading, understanding, criticizing and presenting a knowledge/information obtained through technological devices and the supporting internet networks (Kurnianingsih, Rosini, & Ismayati, 2017). Buckingham states that digital literacy is not as simple as understanding technology and information as the supporting device, but it is an effective connection between the experience of teachers/students in using information technology inside and outside the classroom (Buckingham, 2015). Thus, it can be understood that digital literacy is a process and stages that are exceeded by the teacher/student participants in processing and displaying information from/through digital technology that is associated with experience from inside and outside the classroom.



from the aforementioned background, the researcher designs a series of training and supporting evaluations to develop digital literacy competencies of elementary school teachers. It aims to find out which training and evaluation are designed to influence teacher comprehension regarding digital literacy and increase teacher skills in processing and presenting knowledge through information technology.

METHOD

This study uses qualitative research methods (Mertens, 2014) as a tool for understanding teacher behavior while attending training in digital literacy skills development. The researcher made observations (Taylor, Bogdan, & DeVault, 2015) during the training taking place between recording the behavior of the teachers such as: (1) providing digital literacy skills material, (2) doing digital literacy utilization exercises, (3) filling out material evaluation and training forms. In-depth interviews (Silverman, 2016) are instruments in qualitative research that help researchers understand the informants' unique experiences from their perspective. The teacher as the main information provider in this study was interviewed so that the researcher could understand the benefits of the training, especially regarding the process of understanding and implementing digital literacy.

In this study, observation data was collected from 29 teachers of one of primary school in North Jakarta that had training on the digital literacy. Meanwhile, the interview data was collected from 7 teachers, four of which were classroom teachers while the other 3 were teachers of English, Islamic Education and Sports. The two data were transcribed and encoded on each informant's statement. This coding process is based on rhetorical propositions by looking at the equivalence of words from various variations of statements expressed by the informants (Huberman & Miles, 2002). Afterwards, the researcher arranged the category from a series of code patterns (Strauss & Corbin, 1997).

The training was held for 2 days in June 2019 with the following series: (1) introduction to the Industrial Revolution Era 4.0, (2) presentation of motivational videos about the importance of good relationship with students, (3) introduction and technical implementation of information sources and digital knowledge, and (4) material evaluation and training presentation. Afterwards, the interview data collection was carried out on two different days according to the free time the teachers had.

RESULTS AND DISCUSSION

This part is focused on the implications of training on the use of digital literacy for the elementary school teachers in one of primary school in North Jakarta. From the interviews with 7 teachers and observations made during the training, it was indicated that the teachers succeeded in reflecting, understanding and practicing the use of digital literacy. In this section, the researcher explains the results in several categories based on the materials provided during the training and the questions during the interview session.



Deepening the Soul of Teaching and Educating

In the initial session of the training, the researcher played the first video about the importance of having and setting dreams and life goals. Afterwards, the practice of compiling dreams and life goals. The second video is about being a teacher who inspires and respects the relationships with students. The material succeeded in motivating teachers to be better educators including renewing dreams and life goals, especially in planning and setting goals in teaching, and continuously building close interactions with students.

P1.Q1. I was very motivated to see the video presented during the training. Evidently, it is different between people who have plans and have no plans in life. That person does not delay his work, gets good works, can build a house and travel abroad. It is different from another person, having no plan, no work is completed.

P3.Q1. We were asked to set targets for the next 5 and 10 years as individuals, teachers, roles in the family and community. We came to know how to set targets, each plan was written in full and in detail. Thus, the teacher must also have goals that must be taught to students, as well as what methods and tools are used.

P7.Q1. Mrs. Rita's video is excellent. I am getting even more excited to be better. It is very important to have a good relationship with students. We must always motivate our students so that they are enthusiastic in learning and achieving their goals. Rita told a story when her mother who was also a teacher passed away; many people came to the cemetery. It shows that the teacher can be close to their students.

Broadening Insights about the Industrial Revolution Era 4.0

In the next session, the researcher threw a question about "What is meant by the Industrial Revolution Era 4.0?" Only a few teachers have heard this concept, and most of them did not know this concept comprehensively. After the researcher conducted two-way communication with the participants to discuss the concept, it was supported by a video presentation entitled "A day made with Glass 2" (source: YouTube). The informants acknowledged that they came to understand the notion of the Industrial Revolution Era 4.0 more comprehensively, including competencies that must be possessed by educators and students in welcoming this era. In addition, they realized that one of the central competencies that must be possessed is to master information technology.

P2.Q2. I didn't know what the Industrial Revolution 4.0 was at first. But after the speaker had us to discuss and watch videos about advanced technology in the future, I got understood. I thought we must be able to master technology so as not to be left behind other nations. In the video, doctors from different countries can work together to cure patients. Students should also be supported to know the use of technology, not only to watch YouTube.

P5.Q2. I just learned about the Industrial Revolution 4.0. once I was asked by the speaker to search from Google. It turned out that in Germany there are already smart factories, and humans are replaced by machines. We really have to educate students as best we can, so we can master technology. As a teacher, I have to learn more, especially when teaching will eventually use computers and internet more intensely.



Adding Knowledge about the Function of Technology in Learning

The next session was about the history of technological development, and the function of technology in learning. The researcher found that many participants had lack of mastering the basic abilities such as using computers and internet. Likewise, when the researcher asked the participants' willingness to use one of the software (i.e. Microsoft Excel), many of them had not mastered it. Once the material given in this session, some participants stated that they have become able to operate the software and knew some other software (i.e. Geogebra) as a reference for them to arrange learning activities in class.

P4.Q3. I have been able to operate Excel, but I just found out there is another device called Geogebra. Incredibly, we can both make space and augmented reality using this device. I think students will be very fun if we can use Geogebra in mathematics learning in the classroom.

P6.Q3. I do not really understand how to use Excel and other software. During the training, I just got a few basic techniques. And I think it needs to have a special session to learn Excel and other software.

Expanding Objectivity in Sorting Information

On the second day, the researcher explained the material about digital literacy. The first session began with the technique of finding information through a browser and sorting out valid information on a reputable internet source. This session was recognized by the participants adding to their sensitivity in processing information from the internet. Participants increasingly realized the importance of selecting the sites that broadcast sources of knowledge and news.

P1.Q4. We often receive news/information from various sources in which its truth is questionable. In this training, we are able to know which online media we can trust.

P4.Q4. I have begun to be critical in sorting out media that spread the news. Thus, I don't spread the news randomly. In addition, this training made me better understand how to criticize the contents of news.

Enriching Learning Material Resources

After the teachers learned how to critique information sources in general, the next session introduced them to pages of learning material resources that can be either owned by the government or non-governmental organizations. Most informants stated that this session added the list of sources of teaching material that they could visit to support the learning process. A lot of informants just learned that the government has non-paid pages enriching the sources of learning information. Some were interested in attending online lectures provided by State Universities or non-government organizations. However, some of them acknowledged the difficulty in understanding the source of information due to limitations of their competence.

P4.Q5. I was very excited when the speaker introduced many learning resource websites, especially those owned by PUSTEKOM and Khan Academy. I find it very interesting if it can be delivered to the students.

P3.Q5. I am interested in online lectures offered by Universita Terbuka. The speaker also said that we can get a certificate if we take the course. Later, this certificate can be used to upgrade



the rank.

P6.Q5. There were so many sources of information that I got during the training. I don't remember them all. Coincidentally, I was also not able to find information using the internet.

Reducing 'nervous' of using Information Technology

One of the objectives of this research is to develop participants' confidence in using technology. For this reason, the researcher share knowledge using slides and one-way display material. The training was full of hands-on practice where the participants utilized information technology using a personal laptop and guidance from the speaker. When participants found difficulties in accessing internet pages or other technical obstacles, the speaker guided them until the problem was resolved. The speaker also directed the more skilled participants to help other participants who were experiencing difficulties, so that there was collaboration among participants.

P2.Q6. Alhamdulillah. While browsing several websites, there were no problems. It was only a few times I asked the speaker some parts of the website that I did not understand. I do not think that if it is studied carefully, it is not as difficult as I imagine.

P7.Q6. I was able to help senior teachers who had difficulties in finding websites since for them it was not easy. But if it is practiced continuously, they certainly can master it.

Elaborating the Comprehensive Digital Literacy

As the closure of the training, the speaker gave an evaluation form to the participants using some questions related to the material given during the 2 days of training. The speaker gave the participants freedom to open the internet page in answering the evaluation form, but it was asked to process the answers using their own sentences and avoid plagiarism. After the evaluation form was examined, the researcher found that most of the participants were able to answer the question very well and there were only a few of them copied and pasted the answers from the internet pages.

CONCLUSION

The training on the use of digital literacy is designed to improve the understanding and implementation of teacher digital literacy in the teaching process at school. A series of materials and technical practices function to deepen the process of thinking, study and criticism of teachers against sources of information found in the digital world. This procedure broadens teacher's knowledge and skills related to the information technology. Therefore, fear and uncertainty that have been a scourge can be minimized. This situation has implications for the elimination of the digital divide between teachers and the rapid progress of digital information, as well as the competency gaps of teachers and students. The training and evaluation conducted by the researcher is an introduction to further studies. Hopefully, in the future, there will be further review, in this case the guidance conducted by researchers to the teachers of SDN Warakas 07 in developing academic products or learning materials by utilizing digital literacy.



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IMPLEMENTATION OF TRADITIONAL GAMES IN EARLY CHILDHOOD EDUCATION LEARNING IN INDONESIA

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ABSTRACT

Indonesia is an archipelago consisting of 17,504 people spread in 34 provinces. One of them is West Nusa Tenggara Province. Besides that, Indonesia to a country rich in traditional games because Indonesia has more than 300 ethnic groups and has 1,340 ethnic groups. If it is assumed that one ethnic group has only two traditional games, then in Indonesia there will be around 2,680 types of traditional games. Traditional games can stimulate aspects of child development such as physical-motoric, cognitive, language, social-emotional, creativity and character. The purpose of the research in this article is to find out the implementation and utilization of traditional games in the learning process at ECED. The research method uses descriptive qualitative with interview and observation techniques. The research subjects of the interview were 100 kindergarten teachers in West Nusa Tenggara Province. Observer were carried out during traditional game trials in 10 kindergartens representing ten regions in West Nusa Tenggara. Research time July - October 2018. The results of the study show that the use of traditional games in ECED learning can stimulate aspects of child development as a whole and the game can help teachers stimulate all aspects of early childhood development. The suggestion that can be conveyed is that the traditional game should be included in the educational curriculum for early childhood education teachers and is used as an alternative learning strategy in kindergartens, especially in Indonesia

Keywords: traditional games, earlychildhood education, games in learning

INTRODUCTION

Every country has a traditional game. Even in one country can have more than ten traditional games. Why? Traditional games are folksy game, which is hereditary from one generation to the next generation. Traditional games are also a picture of local discernment from one region or a certain place. That matter analogous with James Danandjaja's statement, that traditional game is a folk game which is in the form of children's games, which verbally circulated among the certain community member, traditional form with or without self – made tool, and bequeathed in generation to the next generation. Traditional games have so many variations. Usually the younger children imitate the older children. While the older children have imitated from the previous children's generation. So, traditional games that exist now are a legacy from previous generations and maybe I have passed down several generations that preceded it (Danandjaja 1987).



Priscilla Haring state, the game is a cultural heritage that is followed by next generation without questioning its origin and passed down to the next generation in the same way (Haring 2014).

If examined more deeply, a traditional game usually describes the life that occurs in the surrounding community. For example, cat and mouse game. This game illustrates cat as an animal maintained by humans, which is one of its functions is to hunt mice that become pests at the cat owner's house. Therefore, in this game, a child who acts as a cat must hunt a child who acts as a mouse. Accordingly, the picture shows that traditional game is a symbol of symbolic of hereditary knowledge and has various functions or messages behind it. Even so, on the fundamental of children's game still a child's game is an activity that carried out for the purpose of having fun and that is their way to fill their free times. Therefore, whatever the shape and form of the traditional game, the activities will be fun and to delight or excite children who play the game Indonesia is an archipelago consisting of 17,504 pieces spread in 34 provinces. Indonesia also one of the countries that located in the Southeast Asian region. Indonesia's geographical position is very strategic, because Indonesia flanked by 2 continents (Asia and Australia) and 2 oceans (Hindia Ocean and Pacific Ocean). Total area of Indonesia is almost 2 million kilometers stretching from 6 ° N to 11 ° S and 95 ° -141 ° East Longitude (BPS2018).

This strategic location also affects various fields of people's life, one of them is a socio-cultural field. The effect is apparent with so many foreign cultures that are fused and growing in Indonesia. This can be seen from various types such as how to dress, musical instruments, films, dances, games and others. With these conditions, Indonesia became a country rich in culture and local wisdom, one of them is a traditional game. According to data from the Indonesian Central Statistics Agency Indonesia has more than 300 ethnic groups and 1,340 ethnic groups. If it is assumed that one ethnic group only has two traditional games, so in Indonesia there will be around 2,680 types of traditional games (BPS 2018). Many traditional games in Indonesia need to be preserved, one of them is through learning in schools including Early Childhood Education (ECE). Moreover, traditional games also can be used to help teachers stimulate child's development. One game can develop several aspects of a child's development (Kolb 2010), (L. Kageorge, et.al. 2018), (N Lindberg, et.al. 2017)). Traditional games can also be modified in such a way, both simply and through the use of sophisticated technology in order to further improve the benefits of that game (Miller 2018). Games also can help children to improve school readiness which includes cognitive, language, socio-emotional aspects and children's independence (H. Kartal & F. Guner 2018). Smyrnakis, Qu, and Veres in his research in Turkey states that the game can be modified with an emphasis on certain elements to stimulate certain aspects. For example, in "how to play and framework" to stimulate logarithmic skills (M. Smyrnakis, H. Y. Qu & S. Veres. 2014), or by modifying the playing environment to stimulate swimming abilities of infants and young children ((J. Monsalve and J. Maya 2012), (Ersan 2017)).

The game includes traditional games that are well planned and designed will be able to stimulate and help improve aspects of development, skills and abilities in early childhood, among them are cognitive, language, social-emotional, creativity, independence, moral, and children's physical-motor skills (Ersan 2017). Ersan also stated that the empowerment of traditional games can be made by teachers and parents everywhere as long as its implementation prioritizes pleasure, does not force it and is in accordance with the level of development of children who use it (Ersan 2017). Ali Errah, *et. al* states that the traditional game can be changed by anyone who uses it according to the needs and conditions that accompany it because the game belongs to everyone (A. Erah, et.al. 2018).

Based on that observation, this article will describe the results of research aimed at studying and analyzing the implementation of traditional games in the ECE curriculum in Indonesia, especially the use of traditional games in stimulating child development. Given the large number of traditional games, this article will only discuss four traditional games, *Engklek*, marbles, cat and mouse and *congklak*.

METHODS

This study applies a descriptive qualitative paradigm with survey methods. Using interview and observation techniques. Interviews were conducted with 100 kindergarten teachers randomly selected. This interview intends to get information about a) traditional types of games from the West Nusa Tenggara region known by the teacher; b) what kind of games that appropriate for early childhood; c) how to play each traditional game; d) how to apply to stimulate aspects of early childhood development.

The observation technique was carried out on 10 kindergarten teachers randomly selected from 100 people interviewed. Observations are made when the teacher applies the selected traditional game to their students in their class. Observations were made to obtain data about a) how to implement traditional games in learning in kindergarten; b) what aspects of development are stimulated through each of the traditional games; c) teacher and students' comments related to the application of traditional games in learning in kindergarten or early childhood education. The results obtained were then analyzed descriptively. The study was conducted in July - October 2018.

MAIN RESULTS AND DISCUSSION

The results of interviews with 100 kindergarten teachers in West Nusa Tenggara (NTB), showed that many kindergarten teachers do not know the names of traditional games in West Nusa Tenggara. But when one teacher tells how to play from a game, another teacher said that she knows the game. This shows that the teacher does not know the name of the game, but actually they know the game. After further reviewed, apparently as many as 62 kindergarten teachers who were the subject of this study came from outside NTB. As many as 38 people came from NTB, and even then came from different regions, Sumbawa (five people), Bima (seven people), Sasak (16 people) and Lombok (10 people). It is reasonable if the research subjects do not know the name of the game,

because West Nusa Tenggara has at least 11 languages that the people use, i.e. Bajo, Balinese, Malay, Sasak, Mbajo, Sumbawa (Samawa), Mandarin Ampenan, Madura, Makasar, Javanese, Bugis (Indonesian language and maps: <http://118.98.223.79/petabahasa/pulau.php?idp=6>). Here is the data from the results of data collection.

Table 4.2 Types of games still known by kindergarten teachers in West Nusa Tenggara

No	Traditional games	N	Cara memainkan
1.	Mpa'agopa, Sonda, Engklek	33	Prepare the picture, children take turns playing by throwing a katuk and jump on one leg / two feet. Various box pattern.
2.	Marbles	21	<ul style="list-style-type: none"> • Run with marbles with a spoon. • Put marble in a hole, then look for the marble's target to touch. If the player hit a marble's target with marble, and then all the marbles belongs to that player.
3.	Ngao Lobo Karawo, Ngaokarawi	16	This game is done by imitating the behavior of cats and mice that are always hunting each other
4.	Congklak, Mpa'akajuji	14	This game is done by piercing the ground and using small stones (gravel) which are mapped from one hole to the next. The total number of holes is 16 with 98 stones or shells.
5.	Rope/ruber/ Mpa afenti	10	<ul style="list-style-type: none"> • Two people hold a string or a strung rubber band while the other child jumps. • Rope or rubber is rotated by 2 people, others will jump in to the rotated rope. The kid who fail to jump over the held rope or the rotated rope will get a turn to become a guard or rope holder.
6.	Tapak galah, Lile,	8	The game is made by two groups. One group as a guard and the other as an attacker. The game is played in a large outdoor area. The play area is drawn on the ground or floor with chalk or charcoal. The picture is rectangular and each line is guarded by one person.
7.	Kasti Ball	6	This game is like softball but uses a tennis ball or ball made of paper that is rolled up and tied with rubber to form like a ball.
8.	Seek and hide	6	The child who is the guard counts one to ten. The other child is hiding. Then the child guarding must look for his friends who are hiding. If the child who is hiding is found, he will be the guardian
9.	Mpa'acepehidi	5	Participants consisted of two groups, each group has a pillar or stone as a place of era or shelter (fortress). If the stone or pillar is captured by an opponent, then this kid is declared to be defeated and will be a prisoner of the opponent. Prisoner's group members will try to save the kid. At the end, if the stone or the fortress are successfully seized by the opponent, the opposing team is declared victorious. (Like playing the



No	Traditional games	N	Cara memainkan
			guardian of castle)
10.	Dragon Snake game	4	Children line up and go around to entering the tunnel guarded by two children holding hands facing each other. The last child who captured in the tunnel is then given the choice of to be a guard for group A or guard for group B.
11.	Cici La Riri, Puri-puri Kalo	4	This game is done by five-six children while singing. One child bent down and his back was used as a place to put the hands of the other children. The other children sit around a burnt child. When singing there is a small stone that is rotated in the hands of children. when the song stops, the stone is placed in one of the child's hands. Then the child who bends to bend and guesses the position of the stone while saying the child's name. If the guess is absent, then the child who is guessed, turns to a burnt child. If wrong, then he will bow again. Usually this game is done by girls.
12.	Game of war	4	Weapons are made from a banana midrib. There are criminals and heroes / cops.
13.	Rubber band throwing game	4	Plant a small stick or a spike in the ground. Children throw rubber bands one by one from a certain distance in turn. The child who succeeds inserting the rubber band into the stick or the spike is declared victorious, or be paid by the rubber band according to the agreement or initial agreement.
14.	Run in sack	3	The children race from the start line to the finish line using sacks from their legs to their waist. They run or jump on their tracks to the finish line. The child who arrives first will win.
15.	Snakes and Ladders	3	This game uses media in the form of paper, pawns and dice. The paper has boxes, picture with numbers from one to 100 and are equipped with pictures of stairs and snakes too. The game starts by throwing the dice. The number that appears on the dice indicates that the child must move the numbers according to the number in the box in order from number 1. If the player meets the stairs then the pawn can go up according to the stairs. If the player meets a snake (head), the pawn has to go down to the snake's tail. The player who reaches the box with the number 100 first will win.
16.	Contest filling water into bottles	2	This game is done individually. Children run from the starting line while carrying empty bottles toward the water container. There they filled the bottle to the brim and then returned to the starting line. The child who comes first with a bottle full of water is the winner.
17.	Playing telephone	2	This game is done using a used plastic cup which is connected with a rope at the bottom, then the children use it as a telephone and carry on a conversation. The sound will reach the listener if

No	Traditional games	N	Cara memainkan
			the rope position is tense.
18.	Mpa'agelo	2	This game is done using two pieces of woods and cut with a length of 50 cm and 10-15 cm with a diameter of about 1-2cm. Longer wood is used to hit small pieces of wood so they can slam. The farther the distance are, the better. If the wood that slams earlier can be captured by the opponent, the game has to change position of players.
19.	Playing piggyback	1	This game uses a banana midrib that is shaped to resemble a horse. The children put the artificial horse between the crotch like riding a horse.
20.	Mpa'akawongga	1	The "gasing" used in this game is a coconut or a small palm about the size of a hand that falls from a tree. Part of the coconut is stabbed with a stick and given a rope or rubber so it can be rotated. The longest it round, the more satisfied the player is.

The next research result is the name of the game which, according to the teacher, is still often played by people in the NTB Region and the reasons they chose the game are as follows.

Table 4.3: Games that are still often played by people in NTB and their reasons

No	Traditional Games	N	Reason
1.	Mpa'agopa, Sonda, Engklek	27	<ul style="list-style-type: none"> • Easy to play • Practice counting • Does not require a large place • Parents are easy to supervise
2.	Cat and Mouse	15	<ul style="list-style-type: none"> • Children are on location during the play (not going anywhere) • Easy to play, happy • Glad to play outdoor.
3.	Congklak, Mpa'akajuji	11	<ul style="list-style-type: none"> • Children are happy, this activity challenges children because it starts from finding stones as the medium, making a playground in the ground up to playing activities • Children are not sweating and having fun while sitting still • Can develop numeracy, fine motor skills and practice perseverance and patience as well as sportsmanship and honesty.

No	Traditional Games	N	Reason
4.	Marbles	11	This competitive game challenges children have fine motor skills and good strategy.
5.	Rope/ruber/ Mpa afenti	6	It is fun because children move swiftly and there are targets to be achieved. for example, how high a rope they can exceed.
6.	Rubber band throwing game	4	There is satisfaction and pride when successfully entering the rubber tossed into the target. Beside that the child who wins will bring a lot of rubber bands as his own.
7.	Seek and hide	4	Attract and challenge children to find strategies for hiding places that are hard to find or not easy to suspect guards
8.	Kasti ball	3	Channeling energy and needing strength, training cohesiveness, strength and physical endurance.
9.	Tapa Gala/Gobak Sodor	3	Group games that practice cohesiveness, strategy and ability in deceiving opponents and training, physical strength (running ability).
10.	Game of war	2	Interesting, especially for boys because it shows a heroic impression and strategy and it is describe real life (many children aspire to be police or army)
11.	Snakes and Ladders	2	Children are happy, do not need a broad playground, challenge children to win the game.
12.	Playing telephone	1	Interesting when making and curious about the success of the tools made. If successful, children will feel satisfied and practice it happily.

Implementation of traditional games in learning in kindergarten/ECE

In this article the implementation of the game will explain only the top five best known and quite often applied by the ECE teacher in her class.

The Mpa'agopa (Sasak Language) or Sonda / Engklek (Indonesian) game

The game is a game that is played by almost all children in Indonesia. This game has different names in each region, although the way they play has something in common. The shape of the play area can also be different, but still uses geometric shapes (picture 1). This game does not require complicated tools or requires a special time to make it. The tools used are only broken tiles (roofs) or pieces of wood and land or flat floor for drawing the game.

Players: This game can be done individually by at least two people who fight each other or a team (a team member of at least two people).

How to play:

- The players decide (can be with rock paper scissors or Indonesian call it *hompimpa*) to determine the sequence of the game.
- The first player stands in the starting area then throws (small piece of broken roof). Throws must point to the boxes in order starting from the box from the very front (marked in the star picture on it).
Player jumps to each box. If there is a one box, the player must jump on one foot (*engklek*) and land on two legs if they are in a lined box. When starting, the box which containing the small piece of broken roof must be skipped (must not be stepped on) and upon return, the player must take the small piece of broken roof with hands while still standing on one foot. Up to the initial position in the finish area. The player is declared a failure if stepping on the line or unable to jump with one leg.
- The winner is the player who can complete the round when the roaming passes through the mountains or at the top end of the playing area.

Stimulated Child Development Aspects

- Gross motoric or kinesthetic: Children are trained to jump, stand on one leg, balance, leg strength and hand strength.
- Fine motoric: throwing small piece of broken roof, grasping the small piece of broken roof, accuracy of eyes, holding a tool to draw the playing area.
- Cognitive: recognize geometric shapes, problem solving strategies, concentration
- Language: communication with friends, listening, reading images and writing.
- Social - emotional: patience waiting for their turn, sportivity, perseverance, loyal, confident.
- Morality: Honesty, respect for friends, be proud of yourself, pray before and after playing.
- Creativity: find the best strategy to win, choose the best broken roof.

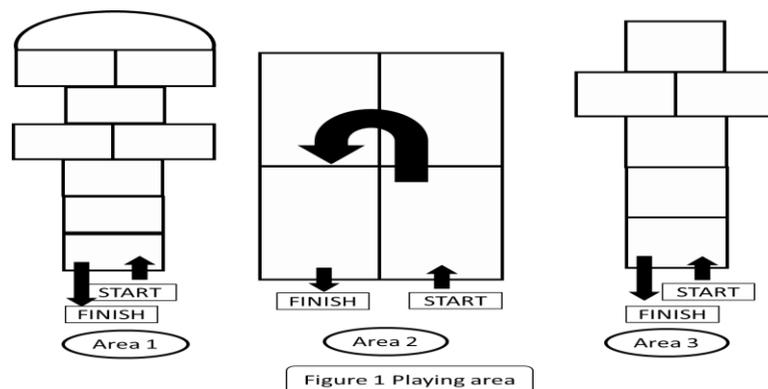


Figure. 1 Mpa'agopa, Sonda/Engklek

Marbles Game

Marble is a small pebble the size of gravel usually made of glass or marble. Marbles have a variety of types. Marbles have a variety of beautiful and unique color patterns. The shape of the marbles and how to play can be seen in Figure 2.



Figure: 2 Marbles game

How to play:

There are so many ways to play this game. The point is by flicking the marble with a finger and directed to a target in the form of a hole made in the ground with a depth of 3-5 cm and a diameter of 3-5 cm square or other marbles belonging to the opponent. Players who can hit the target will get the marbles at stake. Children who win are usually marked by the child who gets the most marbles to take home.

Stimulated child development aspects

- a. Gross motoric or kinesthetic: Children are trained to squat and stand alternately, strength of legs and thighs, balance and endurance.
- b. Fine motoric: train the fingers, coordinate between fingers, hold marbles, accuracy of the eyes, hold grains of marbles when counting them.
- c. Cognitive: recognize geometric shapes (circles), solve problems, concentrate when flicking marbles, and count and numerate, estimate distance and speed.
- d. Language: communication with friends, listening, getting to know new vocabulary.
- e. Social-emotional: patience waiting for their turn, sportivity, perseverance, proud of own performance, confident.
- f. Morality: honesty, praying, and appreciate friends.
- g. Creativity: find various strategies in play, adjust the game to the available area.

Mpa'akajuji Game (Sasak Language)

In Indonesian language, this game called Congklak with holes and grains (can be made from fruit seeds or small shells). This game's image is presented in Figure 3. In the 1970s the game was played on perforated soil. The holes in one row are peculiar, five or seven holes facing each other

and 2 large holes on both sides. Every small hole in the player's side and a large hole on the right side is considered to belong to the player. The game uses seeds or small stones or conch shells.

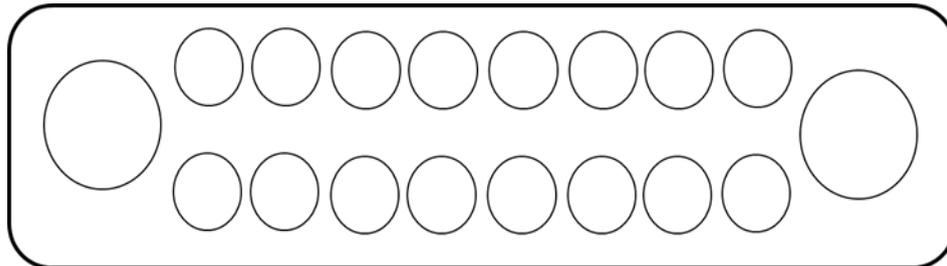


Figure: 3 Mpa'akajuji, Congklak

How to play:

Before the game started, each small hole is filled with seven seeds. Two players sit facing each other. One of the players who won during the draw with rock paper scissors can choose the position of the hole that that player will start with. If that player has chosen, the opponent will receive another hole as their own. Then they sat facing each other. The player who wins at the draw can start the path first by taking the seeds contained in one of the holes and then dropping the seeds one by one on another hole through which the player passes. This player will fill the big hole as his own with one of the seeds. The player will take all the seeds in the hole where the last seeds he dropped and continue his way through the next holes while continuing to drop each seed. Players will stop running seeds if the last seed they have fallen on an empty hole and the opposing party will start walking the same way. The game is considered finished when no more seeds can be taken (all seeds are in the big hole of both players). The player who has the most seeds in the big hole he has is the winner.

Stimulated child development aspects

- Fine motoric: train the fingers when the child is grasping many seeds, then dropping them one by one into the hole. coordination between fingers, grasping congklak seeds, eye accuracy.
- Cognitive: recognize geometrical shapes (circles), solve problems, concentrate when dropping seeds one by one into a pit, and count and count, learn simple mathematical operations (plus and minus).

- c. Language: communication with friends, listening, getting to know new vocabulary related to the Congklak game.
- d. Social-emotional: patience waiting for their turn, sportivity, perseverance, trust in others.
- e. Morality: honesty, respect friends, pray.
- f. Creativity: find various strategies in playing, choose and look for seeds or gravel for game seeds.

Ngao Lobo Karawo (Cat and Mouse) Games

This game is a group game. This game is based on the philosophy that cats and mice can never be friends and cats always hunt mice in various ways. There are players who act as a cat and a mouse. While other children act as fences that will help keep mouse from the cat so the mouse not getting caught.

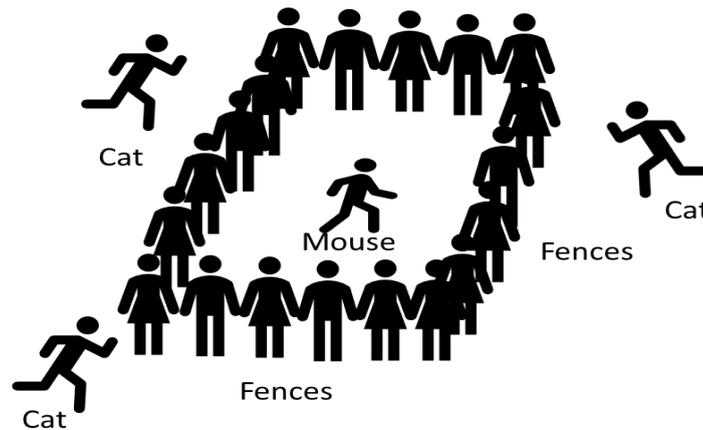


Figure. 4 Cat and Mouse Game

How to play:

Before the game starts, the teacher first determines the child who plays as a cat and who play as a mouse. The amount is free, according to the situation and conditions when the game is done children who act as a fences join hands in a circle. The fences will move from standing or squatting to prevent the cat from chasing the mouse, but letting the mouse escape the fences. Mouse that is caught will join the fence and join hands. And the mouse who, caught by the cat will become a cat. A cat that has not caught a mouse will remain a cat until the cat has caught a mouse. The game will continue as agreed and the cast of the mouse and the cat can be replaced by different children so that each child can get a turn. This game's picture is presented in Figure 4.

Stimulated child development aspects.

- a. Gross motoric and kinesthetic: ability to run, bend, crawl, walk, avoid, balance, endurance or stamina.
- b. Fine motoric: train the fingers, especially the ability to hold other people's hands, eye orientation, facial expressions.



- c. Cognitive: recognize the faces of others, solving problems, especially when you are a mouse or cat, concentrate on being a fence that has to bow or stand according to the situation, compile and implement strategies to avoid or catch, speed and accuracy in moving.
- d. Language: communication with friends, listening, getting to know new vocabulary, using various types of sentences (exciting sentences, commands, invitations and so on).
- e. Social-emotional: sportively, perseverance, proud of own performance, confident, and never give up.
- f. Morality: honesty, respect for friends, loyal friends, pray, play roles.
- g. Creativity: find a variety of strategies in play, creativity in choosing a strategy to avoid or capture opponents.

CONCLUSION

Traditional game in West Nusa Tenggara, is actually the same or almost the same as the game found in other regions in Indonesia, only different from the name or tools and the materials. The way to play those games are almost the same. These traditional games can stimulate almost all aspects of child development, but it is still not optimal because many ECE teachers in NTB does not even know and have never applied the game despite knowing its benefits for stimulation of early childhood development

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Biodata

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THE DEVELOPMENT OF SOCIAL THEMATIC MATERIAL PRESENTATION IN ELEMENTARY SCHOOL USING DIGITAL COMICS

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ABSTRACT

This research aims to develop social themed material in elementary schools using digital comics. The phenomenon behind this research is the concern about the lack of social-themed learning. Social-themed learning that has been going on makes students get bored quickly. The research problem proposed is How to present elementary social-themed material in digital comics. The first is research on the development of elementary social-themed material presentation models using digital comics. The development of the model was carried out through two stages, namely the analysis of the presentation of elementary social-themed material contained in the student book for the 2013 Curriculum and the development of the presentation model using digital comics.

Keywords: Social-themed material, digital comics

INTRODUCTION

Interaction of learning in class is often hampered by the communication factor where very few educators can speak directly to the goals to be achieved even though it has been through written media and power points. The obstacle of communication ineffectiveness is because educators tend to emphasize verbal communication and put aside messages/visual media. Visual media, especially images can capture the ideas or information contained in them more clearly than those expressed by words at relatively low cost (Munadi, 2013). Based on an article published in mit.edu, a neuroscientist from MIT found that the human brain can process an entire image that the eye sees as quickly as 13 milliseconds. However, because everyone finds it easy to get a picture, we think of it as "ordinary" or "too ordinary" so that we forget the benefits. With the above facts, the writer is interested in developing learning media that are interesting for students by combining visual and digital elements through comic media. Comics were chosen because they have a simple nature in their presentation, and have a story sequence element that contains a large message but is presented in a concise and easily digestible manner and is equipped with dialogic verbal language. The packaging of comics as a digital learning media feels very close to students who are familiar and are closely attached to technological developments. Plus the form of a lightweight digital comic because it only needs to process image files that are not too large so that it is easier to access than

other digital media, even in unstable connections.

Students have different thinking concepts. The internet has shaped their mindset. However, an appropriate educational concept is needed to find exemplary characters. For this reason, character education through digital comics not only contains historical events but also reflections to explore values so that they understand that their life history begins with the struggle of heroes who fight for the nation with blood and tears, contrary to the era of students through digitalization can easily get their needs. If it is not fostered through educational media, the impact will be very dangerous for the life of the nation, the expected character of the nation in every curriculum is useless because not all educators are able to deal with students. So it is appropriate for this study to focus on character education as learning about the value of life delivered with fun methods through digital media comics.

This research puts elementary textbooks as research subjects. The research subjects focused on the presentation aspects of elementary school social-themed textbooks. In the 2013 curriculum, elementary social-themed material was presented in an integrated manner with other subjects in a thematic form. Therefore, the determination of elementary school social studies subject matter is done by basing themselves on Basic Competence (KD). This research is a research development of the presentation model. The subject of the research was the elementary social studies textbook which in the 2013 curriculum was presented thematically. At the presentation analysis stage, research will be conducted on 1 book from low class students and 1 book from high class students.

Comic or comic in Indonesian is an art form using images arranged in such a way as to form a tangle of stories (Ranang, Basnendar, and Asmoro, 2010: 245). Making comics is to frame time and arrange it into stories. Photograph certain moments and arrange them into a visual storytelling. Moments arranged in a certain sequence can create a filmist-like impression (Hikmat Darmawan, 2012: 52). Comics have elements that are simple, direct, fast actions and describe events (Ahmad Rohani, 1997: 78).

The purpose of comics is to entertain readers with light reading. Comic display forms are more attractive and reach a wider audience in various ages (Ranang, Basnendar and Asmoro, 2010: 8). Stories that are concise and attract attention, equipped with action and a more lively atmosphere, and are processed by the use of main colors freely become the advantages and appeal of a comic (Nana Sudjana and Ahmad Rivai, 2005: 64)

There are 4 software applications used in developing digital comics including:

1. Flash is a software that has the ability to draw as well as animate, and easy to learn Flash is not only used in making animations, but in this day and age flash is also widely used for other purposes such as in making games, presentations, building the web, learning animations, even also in film making. The animation produced by flash is an animation in the form of movie files (Dedy Izham, 2012). Flash used in this media is Adobe FlashCs.
2. Corel Draw is a vector graphics editor developed by Corel, a software company headquartered in Ottawa, Canada. Corel Draw used in this study is Corel Draw X5 (Saepuloh, 2008).



3. The Comic Life program is an award-winning application program for creating comics, because this program can also produce various images, photos, cards, and so on. Comic life makes it easy for users to create page layouts by using templates that are already available (Saepuloh, 2008).
4. Adobe Photoshop, or commonly called Photoshop, is an image editing software made by Adobe Systems that is specialized for editing photos or images and making effects (Yudha Yudhanto, 2007). Adobe Photoshop used in this development is Adobe Photoshop Cs 5.

METHODS

The process of developing character education through digital comics uses a research and development model (R&D) by Borg and Gall (2003) (in Gooch, 2012: 86). The stages of the R&D development model include:

1. Research and Information Collection

- a. Make initial observations to elementary school
- b. Conduct interviews with teachers
- c. Collecting literature reviews that support media development

2. Planning

- a. Formulating the goal of product development is to compose a model for presenting social-themed elementary material in the form of digital comics.
- b. Determine who the users of the product are. For example, users or targets of the products produced are elementary students. By taking class 2, 4 and 6 samples
- c. Describe the components of the product and its use, namely choosing the form of comics, making story frames, making story scripts, and making story scripts, and making illustrations.

Next is the preparation of materials used to make comics

3. Development of initial forms

- a. Arranging the grading instrument which becomes the criterion in determining the quality of digital comics products.
- b. Make assessment instruments to obtain data with rating scores 1-5
- c. Validate assessment instruments
- d. Compilation of digital comics



- 1) Make a story plan and write a script
- 2) Determine the design of the image illustration
- 3) Make a design drawing manually
- 4) Confort the image design into digital form through the Toondo Application
- 5) Printing the results of digital images into book form

e. Conduct media validation to material experts and test media experts

MAIN RESULTS AND DISCUSSION

Research on the development of digital comics as a learning medium uses the Research and Development (R&D) procedure with the ADDIE development model. The stages of development that are passed are as follows: 1. Analysis Phase (Analyze) At this stage, researchers identify the problem and the right solution. Things done in the analysis phase are, a. Needs analysis, b. Hardware (hardware) and software (software) Software used to develop digital comic media is Clip Studio Paint EX (32-bit) v.1.6.2 and is Adobe Photoshop CC 2014. While the hardware needed is a computer with specifications compatible with the software version used. c. Competency and instructional analysis Competency and instructional analysis relates to competency standards and basic competencies that will be published in the media.

In social themes learning applies curriculum 13 (K13). Socially themed material contained in the media in accordance with Competency Standards (SK) understanding social phenomena and Basic Competence (KD). 2. Design Phase (Design) The design phase is the design phase of the product (media) made, including: a. Plot design Plot design is done to determine how the plot and story events of the digital comic learning media will be made so that it becomes an interesting, intact and structured story. In the plot design, the main character, theme, direction of the story and plot description are determined. b. Character design Making the physical appearance, personality and other details required from the character are based and adjusted to the information from the plot design. c. Scenario creation Screenplay creation is simplified and integrated into the panel layout process. 3. Development Phase (Develop) At the development stage begins the panel layout process (storyboard), manuscript and recreating comics and bookbinding to realize the designs that have been made. a. Panel layout (storyboard) Storyboarding is done on HVS A4 paper starting with making panels, initial sketches and dialogues. b. Manuscript and recreating comic Making rough images and moving manuscripts into digital form by scanning. The scanning results are then processed using Clip Paint Studio software to be made recreating. c. Bookbinding In the bookbinding process a portion of the page is cut to get an appropriate size so that it is ready for publication. After the publication process is complete the digital comic learning media can be accessed through the webtoon application which can be downloaded.

Design of Digital Comic Theme: Environment



A. Root

The root is the bottom part of the axis of the plant and usually develops below the surface of the soil, although there are also roots that grow outside the soil. The first roots in seed plants develop from the apical meristem at the tip of the embryonic root in the germinating seeds. Embryonic roots are also called radicles.

B. Rods

The stem is an axis with leaves attached to it. At the edge of the growing point axis, the stem is surrounded by young leaves and becomes terminal shoots. In the older part of the stem, the leaves are far apart, the node where the leaf is attached to the stem can be distinguished from the internode (internodus), the stem section between two consecutive nodes. In the armpit of the leaf there are usually axillary buds. Depending on the growth of the segment can be distinguished several types of plant forms.

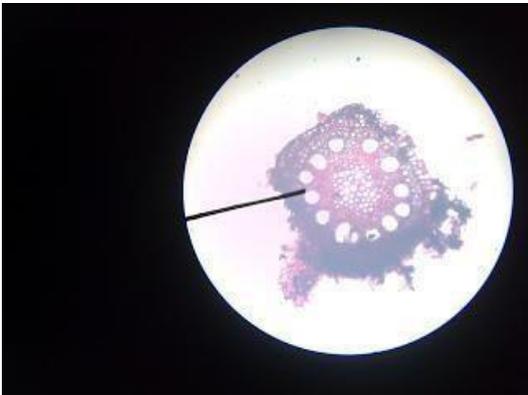
C. Leaves

Angiosperms leaves are very diverse in their anatomical and morphological structures. In most of Angiosperms can be distinguished leaf base, petiole, and leaf blade. The shape, structure and size of the three sections are useful in determining the classification of leaves. At the base of dicotyledon leaves are often found bulges called fulcrum or stipules. The supply of vascular tissue for stipules is obtained from the leaf path. As with roots and stems, leaves consist of a dermal tissue system, namely the epidermis, vascular tissue, and basic tissue called mesophylls. Because the leaves usually do not experience secondary thickening, the epidermis survives as a dermal system. However, on long-lasting bud scales, it is possible to form periderm.



Photograph / draw observations.

Observation result

MONOCOTIL	DICOTIL
 <p data-bbox="339 1391 639 1424">Corn root cross section</p>	<p data-bbox="979 1003 1219 1037">Root cross section</p>

Discussion Questions

1. What are the differences between the roots, stems and leaves of monocotyledonous and dicotyledonous plants?
2. What is the difference between primary and secondary roots?
3. The function of roots, stems and leaves for plants?
4. Explain the kinds of tissue found in root organs, stems and leaves of plants?
5. What is the role of water in the survival of plants?

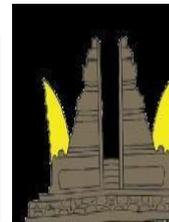
Design of Digital Comic Worksheet Theme : Know My Culture

Discuss with a group of friends!



1. Pay attention to the picture of custom clothing beside this! Are Clothes Do they use the same customs? Explain!.....

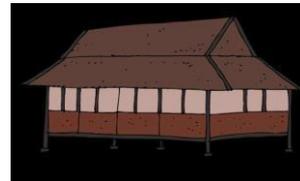
.....



Look at the picture of the traditional house

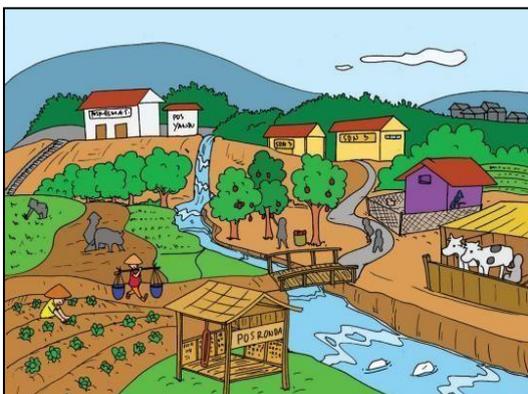
1. Beside this! whether home
2. Do you see any customs ??
3. Explain!

.....



Design of Digital Comics Worksheet Themes : Place to Stay

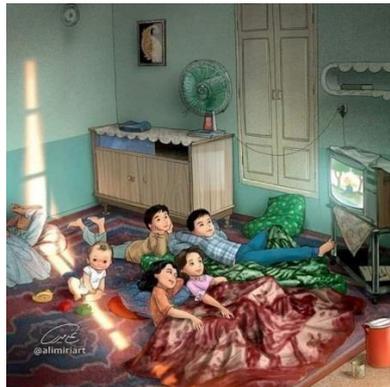
What is the state of your residence?
 In your neighborhood ... what activities do you have? ...

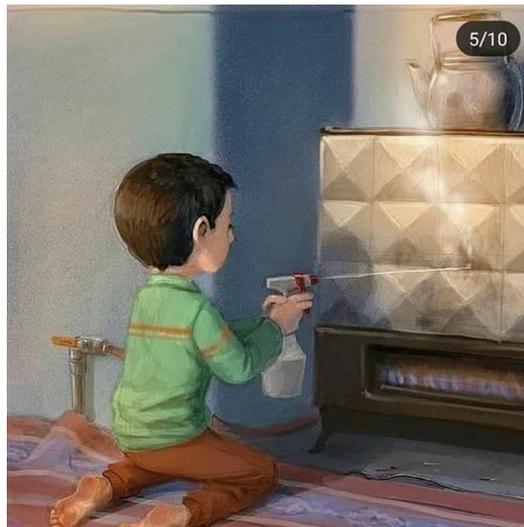
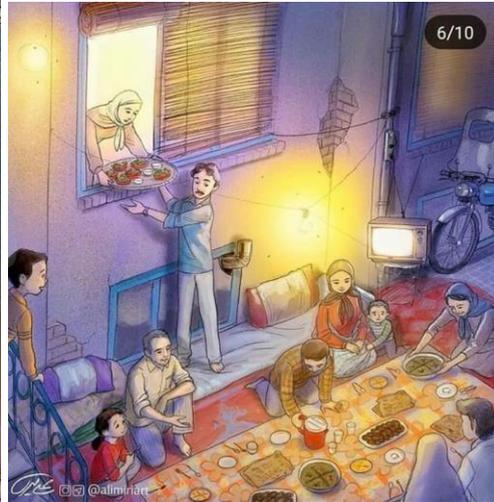


Design on Digital Comics Worksheet Theme : My House on Earth



Design of Digital Comic Themes : Together







CONCLUSION

Based on the results of research and development that has been done can be concluded as follows:

1. Digital comics as social-themed learning media developed with the ADDIE model can be developed and used as supporting materials for elementary student learning.
2. In the research and development of digital comics an assessment of the feasibility of learning media is carried out by material experts, media experts, and subject teachers. The aspects assessed include material, linguistic, visual and cohesive aspects. From the results of the assessment of experts obtained an overall average of 4.42 included in the very feasible category. Whereas in the reusability test when field trials on 31 students obtained an average of all aspects of 5.69 included in the feasible category. So that digital comics as social-themed learning media in elementary schools can be used to improve student learning competencies.

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DEVELOPING FILM STUDENTS DOCUMENTARY STORYTELLING TECHNIQUES: MAPPING STRATEGIES

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ABSTRACT

Changes in technology and the manner in which media produces and consumes technology creates new opportunities for documentaries. It allows for the telling of new stories in various different ways letting documentaries remain ambiguous while its parameters continue to broaden and transform. Documentaries are considered a form of filmmaking that is unique because it makes way for the common person to address large, important issues that are able to effect society. It also involves a small portion of power as it addresses a wide range of subject matters such as history, anthropology, trends, social and political constructs as well as ethical issues and moral responsibilities. This study therefore, investigates the manner in which ideas for stories and the storytelling of documentaries are formed and formulated. Through action research, the study engages the participation of film students in their attempt to obtain, gain and conjuring acceptable documentary story ideas. This research identifies students use of strategic mapping and information gathering strategies as a means of helping them understand and develop the layers required in planning documentary content.

Keywords: documentaries, storytelling, mapping

INTRODUCTION

Documentary feature films differ from fictional features in that documentaries, "... address *the* world in which we live rather than *a* world imagined by the filmmaker, they differ from the various genres of fiction in significant ways" (Nichols, 2001). With the advancement of technology and the various platforms that are created because of these technologies, film documentaries today are a combination of fact and fiction told through various platforms in numerous ways. Nevertheless, while filmmaking techniques evolve, priority towards identifying significant documentary stories to



tell remains important. Nichols explains that documentary stories are a twining of three different perspectives and refers to them as the triangle of communication – that of the filmmaker, the film and the audience. He believes in telling the story from various perspectives a further underlying story unfolds. In the generating of documentary story ideas, it needs to be noted that, “the concepts and issues we say documentaries are about are themselves invisible,” as much of the meaning of a truly significant story is hidden or subtle in its presence and effect. An example of this expression is, we cannot see poverty as a concept, and we can only see specific signs and symptoms of a deprived existence, of poverty. Hence, students need to be able to come up with documentary ideas that are conceptually sound yet visually driven. This mindset needs to be setup, established and developed in students during the early stages of documentary making, as students need to be able to distinguish content based on facts in contrast to fiction. Therefore, with regards to the teaching and learning process of filmmaking or documentary making, students and learners of the field need to be able to appropriately identify and develop suitable documentary ideas to be produced.

While film students start out to understand the process of documentary filmmaking and storytelling, many struggles in terms of identifying appropriate content suited for that of a documentary. Often, students/filmmakers have a broad theme that they start off with such as, the environment. However, the focus of a documentary needs to be much narrower as to the fundamental grits of a chosen subject matter. An initial idea regarding the environment for example, should focus on problems related to say – sea/ocean pollution, and so forth. Going from the general to the specific helps the story find a clear purpose and direction. In addition, it needs to be mentioned that good documentaries come from good research. Good research allows the development of a number of skills such as information gathering, information selection, communication skills as well as reporting skills. These are the skills that forms and embodies the students’ ability to gain, manage and organise mass amounts of information in order to create a documentary. As Dovey and Rose (2013) highlight, with the presence of different media platforms, different processes and approaches need to be reviewed in order to create the new form of the documentary. This too poses a challenge for the student/budding filmmaker. Therefore, what strategies are to be employed in efforts to tackle the process of identifying, selecting and developing documentary story ideas?

As mentioned, the aims of this research are to identify appropriate strategies in obtaining and generating documentary story ideas; develop these storytelling techniques to formulate documentaries; and, to suggest techniques in identifying, selecting and developing identified content for these documentaries. The significance of this research is its ability to provide filmmaking students with appropriate strategies in identifying documentary story ideas. The scope of the research is on filmmaking students who take a documentary writing class. It is however, limited to a group of students from two semesters, and does not address a broader sampling.

A number of researches that address efforts in identifying appropriate documentary ideas can be found in the works of Natusch and Hawkins (2014), Uricchio (2014), Parker (2014) and Dovey and Rose (2013), to name a few. Research by Natusch and Hawkins (2014) explores the analysis of two



forms of documentaries in assessing the documentary modes as proposed by Nichols. Natusch and Hawkins suggest that while Nichols proposes the modes on a macro level, it is also applicable to that at the micro level through the use of in-depth scene analysis. In contrast to the approach of this study, Natusch and Hawkins however, propose an empirical approach towards the process of evaluating documentary content. Their microanalysis is of the different modes on two different documentary films that result in an enhanced approach to film theory. Dovey and Rose (2013) on the other hand, identify various forms of the documentary in context with the development of the internet. They explore the different platforms available that allows for documentaries to be distributed to a wider viewership. The nature in which the visual platform of presentation differs also suggests the manner in which documentary subject matters are introduced to the public. Identifying appropriate content determines viewership in which the work of Dovey and Rose propose new modes of documentary that they depict as, participatory.

In comparison, work by Uricchio (2014) proposes several considerations in preparing documentaries for the digital age. These considerations include the user's experience, understanding and behavior, the ability to allow the story to determine its form, the use of experiments as a process of learning, cross border collaborations, interactive conversation and participation as well as the use of archives creatively and consideration of the long term impact of the content. Uricchio presents a strong construct of approaches in developing the overall process of documentary making. However, in a monograph by Das (2007), she explains approaches to which documentary scripts are to be written. The core of her approach is research in terms of developing strong, good and credible documentaries. These are approaches that budding documentary filmmakers need to understand and apply in their journey to developing good content. The literature addressed suggest various approaches that can be used in efforts to develop and enhance student content seeking techniques in identifying and selecting suitable stories for documentaries. These strategies through various stages can garner to a more constructive and well-formed documentary.

Nevertheless, one close demonstration of the strategy that this research takes in relation to the mapping of documentary story ideas is demonstrated in work shared by Parker (2014). Parker shares the process she applies in generating documentary story ideas as follows – to gather the first draft of ideas based on a mind-map, through the identification of key words. This is followed by a listing of words associated to the key words. The key words identified bring about various suggestions of idea development lead to the possible angle or perspective that the documentary would or could focus on. Next, the narrowing down of the ideas initially identified through further consideration and thought in selecting the best topic of subject of interest. In turn, the selected idea, is drafted into a short paragraph that encompasses an introduction or overview of the subject matter, its purpose and its focus. Once there is a clear idea of each subject matter, the idea with the most potential and interest is selected.



METHODS

Action research was identified as the most appropriate method for this research as it allowed for the direct engagement and participation of the film students. It was intended to bring about a direct and immediate practical change in their learning environment. It also allowed for direct collaboration and participation of these students in efforts to identify appropriate documentary idea/storytelling techniques. Therefore, the strategy applied to this process is exploratory through the participation of selected documentary film students. There are four (4) basic steps in the action research cycle – plan, act, observe/collect data, and reflect/review. The planning phase encompasses the need to identify the problem, inform the participants as to the purpose of the research and organize the conduct of the research. Act(ion) follows and requires for the appropriate actions to be executed during the research such as conducting a trial, collecting information and questioning students’ actions. Next, the observation phase is significantly about observing the students’ reactions to the action taken, in which students have to analyse, report and share. Finally, the reflection stage calls for a review of the actions that have taken place – evaluate, implement or revisit. It is a form of inquiry conducted as a means to inform and improve students’ practice, their understanding, and decision-making in their practice, as well as gauge the effect of their practice on the research.

The following is a summary of the research process applied:

Phase / Steps	Issue(s)/Action(s)/Findings
Early Reflection – What are the problems that occur?	Students struggled in identifying appropriate story ideas/themes/concepts
Focus of research	To develop strategies in identifying story ideas
Research objectives	<ul style="list-style-type: none"> • To identify strategies for story/storytelling ideas • To develop strategies for story/storytelling ideas
Research Design	Action Research
Plan	<ul style="list-style-type: none"> • Duration – two (2) semesters • Group sample – two (2) groups • Students were informed as to the purpose of the research
Act	<ul style="list-style-type: none"> • Act 1: Ten (10) documentary films are screened. • Act 2: Students are required to draw mind maps of possible documentary stories based on key words and first impression responses.



	<ul style="list-style-type: none"> • Act 3: Students are given reviews of the documentaries to obtain better insight as to the purpose of the documentaries • Act 4: Students are to re-map their ideas and extend those ideas beyond the initial mind map created into a three-column grid mind map.
<p>Observe/Observation</p>	<p>Result of Act 1: Students are provided input and visual simulation as to form of a full-length documentary feature film.</p> <p>Result of Act 2: Based on their impressions from the screened documentary, students draw a mind map of based on first impressions/thoughts/ideas.</p> <p>Result of Act 3: Student gain further insight into the documentary based on reviews and articles written.</p> <p>Result of Act 4: Students are to generate a new mind map based on the three-column grid map. They re-evaluate their initial input based on actions in Act 1 – Act 3. They reconsider their responses, and to generate extended responses that are now no longer based on first impressions but on knowledge of the subject matter.</p>
<p>Research Findings</p>	<p>Students obtain an idea as to the nature of a feature length documentary.</p> <p>Students realise that first impressions/first responses do not make for good story ideas as they are not carefully thought through.</p> <p>Students are able to identify and develop better story/storytelling ideas after they are provided with initial input and information.</p> <p>The story/storytelling ideas generated by the strategic mapping are better composed, structured and organized. The ideas are thought through and re-considered/re-evaluated prior to giving/providing a final idea.</p>
<p>Reflect/Reflections</p>	<p>The actions taken were effective in identifying students thought process in coming up with story ideas. This is because first impression and initial response is important in sorting out thoughts/ideas of potential for further development.</p>

	<p>The strengths of the actions are in its ability to assess students' capability of generating and managing ideas. It is important for students to know the potential of a given idea.</p> <p>The weaknesses of the actions are in its ability to ensure consistency among the students for future idea generating projects.</p> <p>Repeat of action will develop and encourage consistency within the students. While the actions are effective, in time, it can be refined in its process and execution.</p>
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Table 1. Summary of the action research process

MAIN RESULTS AND DISCUSSION

The research was conducted on two (2) documentary writing classes, over the duration of two (2) semesters. The number of students who participated in the study was 162 respectively.

Prior to the execution of the actions, ten (10) documentary feature films were screened to the students. The purpose of the screening process was to introduce students to feature length documentary films. These feature length documentaries range from approximately one to two hours long. Introduction to these documentaries provides students with an overview as to the scale of the story that they need to create. This overview provides students with tacit knowledge of the documentary form. It functions as an information gathering strategy in which they store information about the documentary prior to suggesting key words in mind maps later in Action 2. While the early phases of the actions were confusing for the students, after a few repeated cycles they were able to pick up on the strategy, momentum and the response demand of the actions.

After the screening of the documentaries, Action 2 requires students to verbally respond in the form of one-word first impressions/one-word first response. Students' key word identification is mapped onto the board. The students are then tasked to draw a mind map by writing key words as to what were the important components of the documentaries. They are tasked to associate the main idea/theme of the film with a single word that they believed is reflected by the story. This phase of the action indicates students' ability to respond and react to stimuli on a first impression/first response basis. They are not tasked to self-evaluate or evaluate their responses at this point in time. Action 3 provides another phase of information gathering on the part of the students. Students are given/read reviews of the documentaries. This process enables students to evaluate their initial impression while also gaining new information on what they initially thought they knew about the documentary. This insight begins to pave the direction for a reconsideration of their initially identified key words.

The final phase, Action 4 indicates students' successful review and re-evaluation of their initial mind map that was based on first impressions. Action 4 however tasked the students to extend their mind maps beyond their first impressions, and to associate their initial ideas with other possible words that were important to the film. Students re-designed and re-mapped their ideas into a 3-column frame. They then identified key words that are unique or different. A new idea was formed and extended beyond the initial word selected. As a result, a new set of key words was mapped during Phase II. Students were further tasked to re-evaluate their responses and extend their key words from Phase II to identifying a new story concept in Phase III. This action created the opportunity for students to identify and create a possible documentary idea in which this new concept is re-mapped to identify relevant key words to focus the documentary story. The final step was in the selection of their preferred key word or subject matter. The following is an example of the task:

Phase I	Phase II	Phase III
First word impression / response	Second extended word / impression / idea	Third extended word / impression / idea
<i>March of the Penguins</i>		
Survival		
Love		
Family	Relationship	
Life	Importance	
Death	Priority	
Migration		
Danger		
Hope	Circle of Life	A New Day
Hardship		

Table 2. Example of the strategic mapping of student's response

It can be reported that out of the 162 students who participated in this study, 122 (75%) of them were able to generate initial mind maps. As the research progressed with additional input and information, by the time students reached Action 4 of the process, only half were able to extend the mapping to a more enhanced level. Towards the end of the cycle, as students reflected on their work



and the key words identified, only 25%, 40 students out of 162, were able to generate potentially acceptable documentary ideas. The findings suggest that to a given point, students' attentiveness towards documentaries waver. One strategy to overcome this problem is to be able to select strong sample documentaries that can retain students' attention.

Nevertheless, the students' ability in identifying and extending key words allowed for the selection of extended ideas that can be developed into potential documentaries. Students are to build on the new idea as a means of pitching and later writing and developing a documentary script. Further constructive discussion and feedback takes place to allow students to argue and debate their views and opinions as well as re-evaluate their responses as a means of formulating a good documentary story idea.

CONCLUSION

In conclusion, the outcome of this research towards teaching and learning strategies of documentary storytelling puts together one method of students applying strategic mapping approaches towards creating a more focused documentary idea. The strategic mapping identified allows for a more organised evaluation of the possibility/potential of the story ideas. The results of the research can be extended in the teaching and learning of documentary filmmaking or writing as a method of refining strategies towards generating new ideas. The strategy forces students to break-away from the norm of mind mapping to calculatedly plan and organise allowing them to develop suitable techniques in efforts to determine suitable documentary content. This strategy enhances the type of documentary stories told as well as allows for the students to visually plan and structure the content of their documentary idea. This effort also enhances the quality of the ideas identified for documentary making through strategies that the students research the subject matter and enhance their understanding of its approaches. The types of documentary stories told and identified by the students allow for strong visual conceptualisation of the story, simultaneously enhancing their understanding of documentary storytelling. Information gathering strategies and input received from the documentary screenings as well as the reviews provided also allows for a more comprehensive analysis of documentaries and documentary ideas. It provides students with additional information for them to evaluate their initial impressions of a story. The first layer of a story often does not reflect the essence of the story or its core theme. Efforts need to be put in place to seek out the core meaning of documentaries. The results indicate that with each mapping strategy/extension of ideas a fresh, special, and engrossing involvement with various aspects of the story is engaged.

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EXPLORING THE ESL INSTRUCTORS' PRINCIPLE ASSESSING LANGUAGE IN HIGHER EDUCATION SETTING

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ABSTRACT

Language Assessment Literacy (LAL) field has evolved and expanded to explain and include the knowledge base, skills and principle of the ESL instructors. This sub-field that nestled under language assessment and teacher education has quickly gained traction on its importance and relevance to the challenges that the language instructors faced. In the context of language teaching and learning, the skills and awareness of assessment of language is often being treated as of lesser importance. ESL instructors are exposed and taught the basics of language assessment as part of their teacher education course, but progress and revision of these knowledge and skills in language assessment are rarely followed-up when they enter the workforce. LAL provided the framework for the language instructors to work on in their language assessment practice. Teachers were made aware of the crucial roles they played in the language assessment classroom, but discussion on their self-awareness of these critical roles need more understanding. Hence, this study aimed at exploring the second language instructors' assessment principle in the context of higher education. It also seeks to see how these language instructors adapted their assessment principle in the existing assessment practices. The language instructors reportedly favour the principle of assessment for learning instead of the assessment of learning for their language classes. The teachers also believed in exercising their personal judgement when it comes to interpreting the process and outcome of the assessment. The study concluded with the realisation that the language instructors are required to make informed decisions that needed them to balance the theoretical elements of language assessment and making informed judgement and interpretations of the assessment to satisfy various stakeholders in the education system.

Keywords: Language Assessment Literacy, Assessment Principle, Higher Education.



INTRODUCTION

There has been a growing interest in the field of Language Assessment Literacy (LAL) in recent years. This is due to the needs to improve the teachers' professionalism and competency in educational assessment and by extension, to the language teachers for language assessment literacy. Research in this field will create opportunities for language teachers for enhancement in their professional development as teachers.

In LAL, despite the ongoing debate as to what constitutes it, remains relevant, not only in the Applied Linguistic sphere, but also in the implications it gives to the teacher-training field. The basic scope of LAL includes three components which are; *knowledge*, *skills*, and *principles* in language testing (Davies, 2008; Fulcher, 2012; Malone, 2013). These components have remained persistent in much of the study on language testing and assessment. The current debate on the LAL rests in the specifics that make up these components; to what extent and depth it covers, and the stakeholders involved (Giraldo, 2018). These discussions of the field of LAL have opened up the room for further exploration and study on its component. This is crucial in order to shed some light and contribute to the general body of its field.

In the component of *knowledge*, it covers the theoretical considerations of language assessment. Teachers are usually taught the theoretical foundations of language assessment such as validity and reliability of the assessment prepared. Another aspect under the *knowledge* component is the knowledge of major issues in applied linguistics; the trends and changes in how language is assessed. Lastly, as Giraldo (2018) puts it in his study, the elements that build up *knowledge* component is 'teachers knowledge of their own context for language assessment'. Contextualised knowledge of assessment will help the language teachers make better decision in the assessment process. By having this knowledge component, the language teachers will have a strong background to work on when they become a full-fledged language teacher in practice.

The second component, *skills* in language assessment, as proposed by Giraldo (2018) comprises of five elements, namely; instructions skills, design, measurement skills, quantitative method, and technological skills. These skills sum up the technical ability of the language teachers to properly executed a well-planned assessment. It started in the preparation of the assessment, the implementation of it, and the post-process of the assessment itself. These skills are considered the basics that will guide the language teachers to be a better language assessor. The extent to which of the skills the language teachers required to master vary by positions and institutions.

For the purpose of this study, it will look into the third component of LAL, which is the *principle* in language testing and assessment in detail. Not to undermine the other two components, but for the purpose of this small-scale study, a broader perspective on all the components is impossible to be covered by this study alone. Hence, the focus is solely to look into the issue pertaining to the principle in language testing and assessment in LAL. The *principle* component in LAL can be described as 'awareness of and action towards the critical issues in language assessment' (Giraldo, 2018). Giraldo first make the distinction and separation of the components in LAL in his meta-analysis study of the literature in language testing and assessment. The study provided the working descriptors of the specifics that fall under each component. The descriptors for the *principle*

component in LAL can be seen in table 1 below.

Table 1. Descriptors in the Principle component in LAL

Principles	
<i>Awareness of and actions towards critical issues in language assessment</i>	
57	Clearly informs the inferences and decisions that derive from scores in assessments.
58	Uses assessment results for feedback to influence language learning, not other construct-irrelevant sources (e.g., personal bias towards a student).
59	Treats all students, or users of language assessment, with respect.
60	Uses tests, test processes, and test scores ethically.
61	Provides assessment practices that are fair and non-discriminatory.
62	Critiques the impact and power standardized tests can have and has a stance towards them.
63	Observes guidelines for ethics used at the institution in regard to language assessment.
64	Criticizes external tests based on their quality and impact.
65	Implements transparent language assessment practices; informs students of the what, how, and why of assessment.
66	Implements democratic language assessment practices, by giving students opportunities to share their voices about assessment.

According to Giraldo (2018) the underlying constructs of ethics and fairness, and transparency and democracy were the basis of this component. The descriptors in table 1 highlighted the importance of these constructs as the code of conduct for those involved in language assessment. The discussion on the component of *principle* in language assessment centred on the self-awareness of the language teachers in their practices of language assessment in the second language classroom. The descriptors pointed out the statements that can start the process of self-reflection and deliberated professional evaluation of what may or may not have been done. Factors that influenced judgements, perceptions, and interpretations of the process of assessment, students undertaking the test, and the circumstances surrounding the assessment should be made aware by the language teachers in order to be more informed and professional in their work.

Scarino (2013) have debated on the needs for the teachers to have assessment literacy, from the perspective of understanding their own principles and interpretations in language assessment. The argument lies in the stake and power that the teachers hold in language assessment, notwithstanding it could be conflicting to their own personal principle, and the harm it will do to students if it was not appropriately used. Scarino (2017) in later study highlighted the challenges in developing the assessment literacy of the teachers and further concluded that the challenges were both conceptual and interpretive. Teachers' account and perspective should be taken into consideration when it comes to designing a standardised assessment, as they will be the one implementing it. But despite this knowledge, teachers' views were still overlooked in the grand scheme of the assessment process.



BACKGROUND OF STUDY

Assessment principles and beliefs of second and /or foreign language teachers have been studied from many perspectives. It can viewed from the micro perspective of assessment on specific language skills, such as reading, writing, speaking, listening, and grammar (Gabinete, 2017; Guadu & Boersma, 2018; Han & Kaya, 2014), and also from the macro perspectives of the language assessment; the interpretation, biases, judgements and perceptions on and towards language assessment (Elshawa, Nadzimah Abdullah, & Md Rashid, 2017; Malone, 2013; Mansory, 2016; Mohd Rashid Bin Mohd Saad et al, 2013; Scarino, 2013). The teachers' principles in language assessment, as emphasised by these studies mattered to the overall understanding of language assessment as teachers are viewed as important, if not critical in the success of the assessment. It contributed to the body of knowledge of the LAL field.

All of these studies underscored a significant discussion on the crucial needs for the understanding of the principles of language assessement of the language teachers. Because of its broad perspectives and scope, it is best to note that, despite these studies focusing on teachers' principle, the aspect where teachers are viewed as unique individual in the highly structured assessment system is still lacking in discussion. In view of the assessment principle of the language teacher, it would be apt to go through the origin of how language is being viewed from the perspectives o learning theories. Traditional assessment has its base in cognitive view of learning as well as pyschometric testing (Scarino, 2013). Alternative assessment on the other hand, is in favour of the view of sociocultural learning theory, where language is assessed not in vacuum, but in a contextualised manner. Social interactions and the relationships between the users and the surrounding give effect to how language is being used and assessed.

The former assessment belief tends to see assessment as objective procedure, which normally conducted in a single event, with the performance of the students being assessed in a norm-referenced manner. The stakes are high and the ones monitoring and governing these assessments are usually the authority in the education system. Summative assessment is the most common feature of this assessment belief with standardised final examination, end-of-year assessment, univeristy entrance exam and many other similar assessments. The main interest of these assessments is mainly in the assessment *of* learning.

The later assessment beliefs on the other hand, focus on the process that the students went through to demonstrate their ability in using and producing the language. It allows for a more holistic and developmental way of learning to see progress made based on the evidences collected throughout the assessment period. The method employed for this assessment belief is usually formative assessment. Students are given projects, tasks, and activity to do in the period of the learning in order to gauge their understanding of the learning process. It is also done to inform the teachers on the ways to improve or intervention needed to help the students' progress better in learning. Teachers will mostly be responsible in overseeing these assessments as it usually occurred within the walls of the classroom. The interest of this assessment principle is of assessment *for* learning.



Despite the presumably stark contrast of both these assessment principles, language teachers were in most cases need to conduct both these assessments. They are expected to shift and accommodate the needs of these assessments regardless of their own principle in language assessment. Scarino (2013) noted the challenges these teachers faced in balancing their own principle and beliefs with the theoretical, practical and institutional needs of the assessment. Mohd Rashid Bin Mohd Saad et al (2013) stressed that teachers' assessment principles were commonly neglected because of the practice of top-down managerial approach to assessment in the education system. This leaves the language teachers to fend for themselves to decide and make the best-informed decision for their students.

Therefore, this study aimed to look into the second language teachers' principle in assessing students in the language classroom. The study was also set out to identify how the second language teachers adapt their language assessment principle into the existing English language assessment in their respective workplaces.

The research questions that this study was set out to answer were seen as:

1. What is the second language teachers' principle in assessing students in the language classroom?
2. How do the second language teachers adapt their principle into the existing assessment practices of their workplace?

The significance of the study can be seen in how the principle of the language teachers fit into the trends of language assessment in general. Their views and principles in language assessment will contribute to the body of knowledge in LAL. By understanding the principles that shaped these teachers, the practice of language assessment can be improved to make it better in the future. It will also be significant in how the theories of language learning can give impact to the classroom teaching and learning.

The scope of the study is the language assessment in the tertiary education setting in Malaysian context. The assessment practice in tertiary education differs slightly to that of the primary and secondary education. Tertiary education practised a mostly formative assessment of language in comparison to lesser portion of formative assessment in primary and secondary education, in favour of the summative assessment of language. The levels of education chosen are diploma and degree level study, excluding the post-graduate level, since there are no compulsory English proficiency courses offered at this level. These levels were chosen as it has similar practice in language assessment, albeit differing in some part such as the difficulty and skills assessed. But generally, the structure and framework were largely the same.

METHODOLOGY

The study employed qualitative research design using phenomenology approach in order to understand the principle that shaped the language teachers as they are today. It is considered apt and fitting to explore this topic in this manner, as data collected through interviews with multiple



individuals who have experienced the phenomenon will serve a richer context for the understanding the phenomenon that occurred (Creswell, 2018).

The next step in the phenomenology paradigm was to formulate the interview protocol to gather informants' remarks on the issue. A detailed description of the interview protocol can be seen in Appendix A. The main questions and probing questions were designed to obtain responses that give answers to the research questions. Each of the informants were made aware of the purpose of the interview session and have given their written consent to be interviewed and the data collected used for the purpose of the study. The sample of the consent form can be viewed in Appendix B. The transcripts of the interview session were given to the informants for validating purposes. Only a session each was conducted with the informants and no further follow-up interviews were made. This is in part the limitation that this study faced in terms of the time and resources in order to be able to do as such. In order to achieve substantial and relevant information, the chosen informants for the data collection were English language teachers. Specifically, these language teachers must have at least a five-year working experience in tertiary education to warrant adequate experiences in teaching and assessing students at this level of education. These informants must also have experience teaching English language proficiency courses in their workplaces. From the interview transcription, three recurring themes were identified and it can be seen as:

- Assessment for learning
- Assessment of learning
- Exercising personal judgement

Assessment for learning

In the theme of assessment for learning, the categories of codes include the personal relationship with students, conflicting role of teachers, and assessment beliefs. It looked into how and what are the language teachers' responses and preferences when it comes to using the language assessment to promote better teaching and learning activity. It focuses on the ongoing assessment to inform the teachers on ways to improve the process of teaching and learning. Students are viewed as a complex individual highly entwined with context of which they identified their identity and the social interactions they have using the language.

Assessment of learning

The assessment of learning covered the coding of technical knowledge of teachers, and adherence to standards. This theme explained the principle that language assessment is conducted to check the level of learning that has taken place. It also looked into the knowledge of the language teachers in executing the assessment process. The assessment is viewed as highly standardised and structured.



Exercising personal judgement

In this theme, the codings included were personal apprehension and personal judgements. It can be described as the teachers' reflection of their readiness and preparedness in handling responsibilities. It also discusses the personal stand and decision-making process of the teachers with the constraints and boundaries that they still need to adhere to. The initial coding process of the data and how it was later categorised to arrive to the themes can be seen in Appendix C. The initial codings turned up about 51 codes. These codes were grouped to seven categories. The three final themes were formulated to best represent the coding process and the data collected.

MAIN RESULTS AND DISCUSSION

Assessment for learning

Both Informant A and B showed strong preference towards the principle of assessment for learning. In a narrow sense, the assessment for learning is akin to formative assessment in learning. Both the informants have experiences teaching proficiency courses with only formative assessment as its main assessment and they believe it is the way to go for these proficiency courses. They have shared the reasons in their preference and it can be further seen in the next paragraphs of this discussion.

Informant A mentioned that the formative assessment allows the teachers to see the effort the students have put into coming up with the end product of the assessment. She also believed that the effort by the students and the progress could be clearly measured and reviewed when it is done formatively. She stressed that amount of effort put will be reflected in the learning of the skills. She related that her previous students from four to five years ago seems to have more effort put into the learning and doing the assessment, in comparison to her students now. A factor she guessed that contributed to this is the rise in technology. Students are more relaxed and have more resources at their fingertip, but even with this much access, it does not translate to more learning and better assessment experiences.

She also emphasised that formative assessment allows for teachers to give their personal touch to the students and encouraged engagement of learning in the classroom. She felt that the rapport that was created with her students has helped them in their ease and readiness to do the assessment given. She reported to have an increased sense of excitement when she can enjoy the small accomplishments of the students in the classroom. She can clearly see how the students made progress throughout the learning period and the assessment have helped her in understanding her students better.

As for Informant B, she described her preference of formative assessment over the summative assessment as partly due to its practicality and ease of handling. She recalled the situation where she feels the formative assessment encouraged more participation and commitment in the language classroom from the students by removing the stress that usually comes with summative assessment, such as final examination. She mentioned that she was able to help her students more when the



process of learning and assessment is dynamic. In what she called a non-linear process where certain points of the past assessment can be revisited to be reviewed and improved together with the students. On the part of the students, she believe that they were more informed of the requirements of the assessment given because there was a process of negotiating the needs and demand of the assessment earlier, and they can still consult the teacher to further ask for assistance and help in completing the assessment.

In terms of their judgement of the students, both informants reported to have a slight conflict in their role as both the teacher that promotes learning and the language assessor that made the assessment of learning. External factors such the attitude, personality, and physical challenges of the students have sometimes contributed to biasness in assessing the students. Informant B stated that this is unavoidable in her part as the language teacher and assessor. She argued that it is impossible to separate the sociocultural elements of the situation and to only focus on the language use of the students. This view of hers is consistent with the principle of assessment for learning. These external factors were in fact part of what makes the language assessment whole and highly contextualised. In the context of sociocultural learning, this notion is largely celebrated and encouraged.

Both the informants did have some reservations when it comes to formative assessment. They believed it is best conducted individually to actually see the progress of each individual student. The assessments done in groups will not be as accurate a representative of the students' individual performance.

Notwithstanding, the multi-dimensional and complex perspectives of interpreting the assessment are what drawn the language teachers to this principle of assessment. They have reportedly mentioned:

‘How do you measure *proficiency*? It is abstract skills that can't be quantified whenever we want it to be.’

The nature of language proficiency as ongoing acquired skill makes it all the more difficult to assess. Hence, the language teachers shared their view of assessment as a way to promote more learning, and not to actually measure the amount of learned skills, which in later situation did not create a meaningful learning for the students.

Assessment of learning

From the perspective of assessment of learning, it can also be viewed as summative assessment where it is more objective and standardised in nature. Both the informant agreed on its role in the language classroom, but it should not be only focus in the learning process. The responses by both the informants were fairly consistent and somewhat almost similar in many aspects. They believed that the marks from the summative assessment did not really represent the students' performance. They mentioned that students could sometimes not perform well in the final assessment despite actually having high competency in the language. Many factors contributed to this situation and in some of the factor, it is beyond the control of the students themselves.



The informants also reported feeling inadequate in their working knowledge of preparing the final assessment. It is common practice in their workplaces to have the teachers prepare the final examination questions themselves. In order to assess the learning, these feeling of inadequacies might cause the issue of validity of the assessment itself. They have said that they received help in preparing and setting the assessment, but even with it, they still feel overwhelmed with the task they need to do to ensure the assessment can assess what the students have learned.

In this theme, the informants felt the pressure to adhere to the standard prepared by the coordinator of the courses. The informants also agreed with the process of creating the assessment and the validity process it went through. In some part of the interview, they agreed that the summative assessment is necessary to see the students' performance but did not necessarily representing the students' performance as a whole.

The language assessment principle of these language teachers is not mutually exclusive of both. It can be said that both the informants were in favour in the principle of assessment for learning. But, this does not discount the fact that they also believe in the assessment of learning, because they still need to implement it in their language classrooms. They understand the need to understand and have working knowledge of both assessments in order to effectively function in the classroom. Believing in the assessment of learning does not change their core principle of language assessment, which is to view it as a highly contextualised process of language used whilst interacting with the many sociocultural elements of the learning.

Exercising personal judgement

The workplace of the informants requires them to observe the rules and requirements in the language assessment. Within this constraint, they still reported a fair amount of freedom in executing the assessment in the language classroom. Informant A have reported the conflict she felt when given assessment which she seemed (at that moment) unfit to be given to her students because of many reasons. One of it is the level of difficulty of the assessment. The assessment given was originally standardised to be used for that particular english proficiency course, and despite that, she have chosen to not use it because she felt the outcome would not be as valid and representing her students ability. In doing so, she said that she has somewhat go against the standard, but she believed in her own judgement of the situation and context of her students to do so. She later informed that she has voiced her concern of the assessment to the coordinator and after discussing with all the teachers teaching the course, they reached a consensus of its unsuitability to be used to assess that particular language component. The coordinator later prepared a more fitting assessment to replace the earlier one and Informant A mentioned that she finally used the assessment given after satisfactorily reviewed it.

This incident shows how the language teachers have to exercise their own personal judgement in deciding the appropriateness of the assessment. The limit to which, how far, and to what extent the judgment can run differ in each workplace. The key issue here is the ability to stand their ground to do what they feel right based on their personal and professional judgment of the situation.



For the case of Informant B, she informed that she did make adjustments and tweaks to the standardised assessment prepared by the coordinator in ways she sees fit to her students' level and circumstances. Upon questioning on correctness of the practice to her workplace, she mentioned that she felt that it might not be allowed for teachers to do so, but she did nonetheless. She did not feel as if she has made any disservice to any party in doing so, but she felt that it was the correct thing to do to be fair to her students. When further asked if it is a norm for the language teachers to make that adjustment in her workplace, she mentioned that she would not know of it as she did not discuss her actions with her colleagues. This incident raises the issue of transparency and democracy as suggested by Giraldo (2018). The language teacher must decide whether to be transparent in their judgement and provide justification in every decision made in order to be fair to the students and to the standards it was originally prepared.

In terms of the monitoring made by the workplace of the informants, it was minimal. They stated that there was no formal monitoring to ensure that the assessment has been conducted by the teachers. They are trusted to execute the assessment given in their classroom at their own pace and time, within the period of learning time. By having this sense of freedom, they are not necessarily pressured to have the assessment as perfect as possible, but instead, it was more of a personal struggle to create a balanced and fair assessment to all of their students within the walls of their own understanding of how assessment should and could be conducted. This also allows for the language teachers to have the self-measured ethics and fairness in their judgement of the students. They will need to see the effect of their decision in the short and long term.

CONCLUSION

The language teachers have to operate on a seemingly contrasting paradigm of language assessment principles on a daily basis. But in truth, the differences are not easily distinguished because of the blurred definition of what both entails these days. Wearing multiple hats and juggling the theory and practice have put the language teachers on their highest professional capacity on a daily basis. By having a strong understanding of their own view, beliefs and principle on language assessment will help make the process smooth and preferably to the extent of being effortless. Much greater discussion and study are needed to help in equipping these teachers with the assessment literacy they needed. This in return will yield a better teaching, learning, and assessment practices in the second language classroom in the future.

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Biodata

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ADAPTING AND MODIFYING TEACHING TO BETTER SUIT LEARNERS' NEEDS

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ABSTRACT

Many teachers feel that their job is completed when they have imparted and disseminated information to their students. The process of communicating is however only successful when what is understood by the learner is on par with the message communicated by the teacher. For such effective teaching and learning to take place, teachers are making efforts to enhance students' readiness to participate in classroom interaction. The first part of this paper explores how teachers can enhance their students' readiness to participate by getting feedback from them. Based on research conducted in Sarawak, East Malaysia, it presents students' own views on the conditions that encourage participation. These conditions are related to classroom activities, attitudes and behaviour of the teacher, students' communicative competence and their preferred learning styles. Teachers can and should also learn from students. Therefore, teaching must be seen in the same light as communicating. There may be, however, factors which prevent the original message sent by the teachers as being correctly heard, understood, and interpreted by the learners. The second part of this paper therefore, discusses the teacher's own duty to ensure that what is taught is what is learnt. This paper further explores how the language teacher may use several creative and innovative teaching strategies such as adjusting seat arrangements, being sensitive to noise, eliciting feedback through questions and encouraging peer learning to realize this objective. This paper argues that for teaching to equate learning, there must be no miscommunication in language teaching.

Keywords: Teaching, Feedback, Communication, Learning Styles

INTRODUCTION

Many teachers feel that their job is completed when they have imparted and disseminated information to their students. The process of communicating is however only successful when what is understood by the learner is on par with the message communicated by the teacher. For such effective teaching and learning to take place, teachers are making efforts to enhance students' readiness to participate in classroom interaction. It is indeed wise to gauge the students' second language beliefs about the



nature of language learning and for the teachers to know what aspects are most important in the language learning process in order to enhance language learning. There is also a need to establish students' beliefs about language learning before the teacher is able to develop effective teaching strategies. Beliefs and values influence every human action. In the same way as a teacher teaching ESL brings into the classroom certain beliefs, assumptions and knowledge that influence the activities they choose to carry out; the same can be said of the students who have their own ideas of language learning. The uniform ESL curriculum used for government schools, irrespective of whether they are in the urban or rural areas also see the need of how the teacher - fronted approach which does not really produce good students in the rural areas can give way to a more learner – centred approach based on the students' perspectives on language learning, thereby shifting heavier learning responsibility and autonomy to the learners themselves. "Restricting the teaching of English to a mere memorisation of grammar rules in primary schools has indeed reduced it to a mere obsolescence in the ESL pedagogy, and the fact that this trivializes the learning of English renders nothing more than a disservice to the students whose English Language proficiency is generally not very good" (The Borneo Post, 16^h May, 20018).

BACKGROUND OF THE PROBLEM

Since the students, are active participants in the learning process, come into the classroom with their own perceptions, conceptions, and ideas about learning that may be at variance with those held by their ESL teachers, a situation which does not enhance or maximize learning is resulted. For teachers, it is then important that they find out how their learners learn best, their learning preferences and see how their learners make sense of their learning. With this knowledge, they can at least better understand their learners; thus adapting and modifying their teaching to better suit their learners' needs. Such concerns will ensure effective teaching in the classroom.

Investigating learners' ideas or perspectives on English Language learning is therefore an attempt to bridge the gap between learning and effective instruction so that teaching can equate learning. The current emphasis on learner-centred approaches implies the need to take into account the learners' needs and perceptions. For the teachers, gaining better knowledge of one's learning is a manifestation of the reflective approach to effective teaching which will help teachers in their self- development as educators.

OBJECTIVE OF THE PAPER

The first part of this paper explores how teachers can enhance their students' readiness to participate by getting feedback from them. Based on research conducted in Sarawak, East Malaysia, it presents students' own views on the conditions that encourage participation. These condition conditions are related to classroom activities, attitudes and behaviour of the teacher, students' communicative competence and their preferred learning styles. Teachers can and should also learn from students.



ESL teachers should examine the students' perspective of learning the English language through activities associated with listening, speaking, reading and writing skills in order to maximize learning. The second part of this paper examines other creative and innovative teaching strategies to enhance learning in the ESL classroom, using David's (2007) work as a point of reference.

DEFINITION OF TERMS / CONCEPT

An examination of past studies related to investigation of learners' perspectives on learning and language learning illustrate the use of various terms by researchers. Omaggio (1978 :2) cited in Wenden (1987 : 103) wrote about good language learners' " insight into the nature of the task of learning" while Hosenfeld (1978) in Wenden (1987 : 103) referred to students' "mini-theories" of second language learning. Others, such as Horwitz (1987) and Mantle-Bromley (1995), employed the term 'beliefs' when investigating learners' perceptions of language learning. In educational psychology of research, the term 'conception' was used by Pramling (1983 ; 1988), Purdie, Hattie and Douglas (1996) while Berry and Sahlberg (1996: 22) use the term 'ideas' which they define as 'a combined set of conceptions, belief and views'.

The advent of the Internet has significantly contributed to the boom in educational technology and rapid growth of online education in recent years (Carnevale, 2004), and language instruction is no exception. With it comes terms associated with learning such as e-learning or online learning. Godwin-Jones (2003) claims that the Internet has enabled delivery of language instruction with lower cost, thus providing more opportunities for educational institutions to deliver courses online. In addition, Burston (2003) emphasizes the importance of investigating the effects of IT on language instructors such as teacher beliefs about their new roles, their expectation of students, and their need for professional development.

The employment of varying terms by different researchers mirror their own understanding of what learners bring to the language learning process. For example, the use of the term ' beliefs' by Horwitz mirrors the presence of firm opinion on language learning held by the students which terms like 'conception', and ' assumption' probably would not reveal. Another possible reason for the use of various terms is that they may be researching different facets of the issue.

The Significance Of Investigating Learners' Views Of Language Learning

Willing (1988), Harmer (1991) Nunan (1991) agree that it is important for learners to take an active role in their own learning. The knowledge of learner's ideas of language learning is beneficial to both teachers and students. Harmer (1991) states that it would be good if students can be encouraged to concentrate on their own learning strategies and take charge of their own learning as far as possible. A language learner's awareness of the learning process and approaches to learning will consequently lead to self-assessment and eventually more self-directed and successful learning will result. To assist learners in making decisions with regards to learning, they first require knowledge about 'the language itself (through language awareness activities), about language learning techniques and processes (through experimentation and reflection) and about themselves as language learners (through regular self-assessment and introspection)' (Ellis and Sinclair: 1989:2).



Wenden adds that for language learners, it includes “beliefs, insights and concepts that they have acquired about language and the language learning process” (Wenden: 1991:34). Warshauer (2000) argues that language learning is such a complex social and cultural phenomenon; therefore, short-term quantitative studies are not sufficient to account for such a complex context. The use of qualitative methods help us to make an in-depth investigation on why learning works or does not work, and how it affects both students’ language learning processes and teachers’ instructional processes.

Knowledge of learners’ ideas about language learning will prove useful in narrowing the gap between teaching and learning. Numerous researchers have acknowledged instances of mismatches between learners’ and teachers’ perceptions of the teaching-learning process in terms of such issues as the rationale for tasks (Kumaravadivelu:1991;Block:1996) and the usefulness of language learning activities (Nunan:1988). These differences may have a negative effect on the teaching and learning process whereby the learners may view a given task negatively because they do not see the importance of the task. One example of this is the use of communicative based language activities which teachers prefer but adult learners do not. Therefore, knowledge of the learning styles of language learners will help avoid a mismatch of teaching-learning strategies which could have disastrous outcomes. A study by Nunan (1988) showed that there exist obvious mismatch in what the students desire and what the teachers assume they prefer. Allwright and Bailey (1991:144-145) also concurred with Nunan’s views. They stated that some learners prefer to be quiet and listen in order to learn, while their teachers held an opposing view. A study by Slimani (1989) too illustrates this mismatch whereby it was discovered that some learners perceive that they benefit from listening to their peers speaking and not when they themselves are talking. The idea of mismatch between the learners’ ideas of learning a language and those held by teachers has been brought up by many researchers.

Based on Brindley’s findings (1984:97) cited in Nunan (1988:94), there is a strong basis for investigating learners’ ideas of language learning. The issue of opposing ideas and suitability of language learning activities can be minimized if not eradicated completely. As stated in (Wenden: 1987: 113), having knowledge of learners’ ideas on language learning will provide insight into their learning difficulties and also provide a glimpse into the resistance learners may have towards certain activities. In other words, a knowledge of learners’ ideas towards language learning, not only help the learner be aware of the way they learn but also help teachers to understand the differences in perceptions towards the suitability of learning strategies employed in the classroom. Such knowledge will ensure effective teaching to take place, which will enhance learning.



Nowadays, language online courses, which consist of both online components and face-to-face components, have been offered by many colleges and universities. These courses are designed to avoid the constraints of time and space associated with traditional instruction, making it possible for students to study at their own pace. Chenoweth, Ushida & Murday (2006) focused on linguistic gains, and reported students' language gains to evaluate online language courses and concluded that the Carnegie Mellon University Language Online courses have been successful because student performance was comparable in the online and offline courses, and teachers have not noticed problems with online students' abilities in subsequent semesters.

RESEARCH METHODOLOGY

The sample population of this study comprised 155 students taking English Language Courses (ELC 121) for 3 programmes namely - Diploma in Office Management, Diploma in Information Management and Diploma in Science at UiTM Sarawak, Malaysia. A set of questionnaire consisting two tasks was used to collect information on students' idea about language learning.

Task 1: The first section encompassed the demographic characteristics such as students' ethnicity, number of years they have been learning English, how frequently English was used at home, other languages spoken at home, other languages students were learning besides English. The second section of Task 1 was a rating activity to investigate students' ideas of their preferred language learning activities. It was a ranking task where students had to rate the usefulness of various language learning activities on a scale of 1 to 5. One (1) being the least useful and Five (5) the most useful. There were 24 questions, with 6 questions for each dimension. Some of the activities listed for the students to rate have been adapted from Willing (1988); Eltis and Low (1985) and Alcorso and Kalantzis (1985) as cited in Nunan (1988). These activities are categorized as follows:

a. Listening Skills

Listening to recorded conversations, cassettes, radio, teachers explaining new words, teachers explaining grammar rules, other students discussing in groups, other students reading and answering questions orally on a given passage.

b. Speaking Skills

Practicing pronunciation in class using a recorded voice, playing on-line language games in English, participating in public speaking, conversation in groups, acting in English and conversation in pairs

c. Reading Skills

Reading and finding meaning of new words using online dictionary, reading short stories and articles online, reading and correcting own mistakes for grammar, reading and answering questions on a passage silently, reading and correcting own mistakes for compositions and reading with answering questions on a passage aloud in class.

d. Writing Skills

Constructing sentences based on grammar items, writing guided compositions in class, writing e-mail, copying stories from the internet, script writing for role play and journal writing.

Task 2: A Likert-type rating scale to investigate pupils’ perception of how they learn English language. The pupils were asked to rate statements based on a Likert-scale between 1 to 5, with 1 indicating strong agreement and 5 indicating strong disagreement. These statements have been adapted from Nunan (1995), Wenden (1991) and Oxford (1990). Task 2 contained items related to a variety of statements about learning English. Those items were aimed at providing insight into the preference of pupils in learning English. In other words, Task 2 aimed to answer the research objective: *What are the preferences of students in learning English?*

DATA ANALYSIS PROCEDURE

The data collected was analysed using SPSS version 14.0 Frequency distributions were used to identify the profile of the respondents. Descriptive statistics and inferential statistics such as t-test and ANOVA were used to identify any significant difference that exist between the perspective on learning English and the various demographic characteristics at a significant level of 0.05. The statistics used in answering the four research questions is as shown in Table 1 below.

Table 1. Stastical Analysis of Research Questions

No.	Research Questions	Statistics
1	What are the students’ perspectives on learning the English language through activities associated with speaking, reading and writing skills?	Descriptive (mean and standard deviation)
2	What are the differences between male and female students’ perception on second language learning?	Inferential (T-test)
3.	To determine the preference of students in learning English	Descriptive (mean and standard deviation)

The examination of students’ perspectives on learning the English language through activities associated with listening, speaking, reading and writing skills is indicated in Table 2 and this answers the first research question.

Table 2. Overall Minimum, Maximum, Mean Scores and Standard Deviation of the Four Aspects of the English Language Skills

Skills	Minimum	Maximum	Mean	Standard Dev.
Speaking	2.17	5.00	3.63	0.56
Reading	1.83	5.00	3.57	0.59
Writing	1.67	5.00	3.52	0.67
Listening	2.33	4.50	3.38	0.53

On the whole, students feel that all the four aspects are useful. The mean scores ranges from 3.38 to 3.63, which is above the average score of 3 based on Likert scale of 1 to 5. Among the four aspects, speaking is viewed as the most useful (mean score 3.63) while listening, the least useful in learning English (mean score of 3.38). Therefore, the students will be investigated based on the 3 aspects namely; speaking, reading and writing.

Table 2.1. Mean and Standard Deviation on Speaking Aspect

No.	Activities	Mean	Standard Deviation
1	Practicing pronunciation in class using a recorded voice	3.86	0.86
2	Playing on- line language games in English	3.69	0.91
3	Participating in public speaking	3.69	0.97
4	Conversation in groups	3.55	0.85
5	Acting in English	3.51	1.01
6	Conversation in pairs	3.47	0.97
	Overall	3.63	0.56

Further analysis on the speaking activities reveal in Table 2.1, that practicing pronunciation in class is deemed the most useful activity (mean score of 3.86), followed by playing games (mean score of 3.96). And among the activities listed, it seems that students do not like conversation in pairs if given a choice.

Table 2.2. Mean and Standard Deviation on Reading Aspect

No.	Activities	Mean	Standard Deviation
1	Reading and finding meaning of new words using online dictionary	3.94	1.00
2	Reading short stories and articles online	3.85	0.84
3	Reading and correcting own mistakes for grammar	3.55	1.08
4	Reading and answering questions on a passage silently	3.52	1.00
5	Reading and correcting own mistakes for compositions	3.30	1.09
6	Reading and answering questions on a passage aloud in class	3.29	1.05
	Overall	3.57	0.59

Based on the mean score in Table 2.2 above, the most preferred reading activity is that which involves reading and finding meaning of new words using online dictionary (with a mean score of 3.94). This is followed by reading short stories and articles online. Among those activities that are not much preferred by these students are reading and correcting own mistakes for grammar, reading and answering questions on a passage silently and reading and correcting own mistakes for compositions accordingly. The least favoured reading activity is that of reading and answering questions on a passage aloud. This may very well reflect the general attitude of second language learners of English in Malaysia whereby they rather keep quiet and not learn anything than opening their mouth and making mistakes, thus, embarrassing themselves in class.

Table 2.3. Mean and Standard Deviation on Writing Aspect

No.	Activities	Mean	Standard Deviation
1	Constructing sentences based on grammar items	3.79	0.89
2	Writing guided compositions in class	3.67	0.94
3	Writing e-mail	3.55	1.14
4	Copying stories from the internet	3.43	1.05
5	Script writing for role play	3.41	1.12
6	Journal writing	3.32	1.06
	Overall	3.52	0.67

The respondents in this survey indicated their preference for writing activities that require them to construct sentences on given grammar items. This is a positive finding as far as the Malaysian primary school ESL syllabus is concerned because its main objective is to provide students with a strong grammar foundation as it is believed that a comprehensive knowledge of the grammar rules will ultimately lead to students being able to express themselves well both in writing and speaking. On the extreme continuum is Journal writing. With a mean of 3.32, it is the least preferred writing activities among the respondents. Many respondents were of the opinion that guided composition writing is quite useful to help develop writing skills. Copying stories from the internet and script writing for role play, with a mean of 3.43 and 3.41 respectively, is comparatively not much favoured by the respondents. The mean and standard deviation on the Listening aspect is shown in Table 2.4 on the following page.

Table 2.4. Mean and Standard Deviation on Listening Aspect

No.	Activities	Mean	Standard Deviation
1	Listening to teacher explaining grammar rules in the classroom	3.85	0.93
2	Listening to teacher explaining new words in the classroom	3.74	0.92
3	Listening to online language instructor	3.40	0.99
4	Listening to other students discussing in groups	3.35	0.96
5	Listening to other students reading and answering questions on a passage orally	3.01	1.02
6	Listening to online conversation	2.99	1.07
	Overall	3.38	0.53

With regards to activities related to the Listening skill as listed in Table 2.4 above, listening to teacher explaining grammar rules seems to be the most preferred activity. This is followed by listening to teacher explaining new words and also listening to the online instructor. Generally, the majority of the respondents rather listen to the teacher as compared to online conversation. This is reflective from the mean score assigned to the following two activities: listening to other students discussing in groups (mean score of 3.35) and listening to other students reading and answering questions on a passage orally (mean score of 3.01), as compared to Listening to teacher explaining grammar rules (mean score of 3.85) and Listening to teacher explaining new words (mean score of 3.74).

The answer to the second research question which examines whether there are differences between male and female pupils' perception on second language learning is presented in Table 3. It presents the results of t-test related to the four aspects according to gender.

Table 3. T-test for Listening, Speaking, Reading and Writing by Gender

Aspects	Gender	n	Mean score	Standard Deviation	T-test for Equality of Means	
					T	Sig. (2-tailed)
Listening	Male	77	3.34	0.52	-1.132	0.259
	Female	78	3.43	0.52		
Speaking	Male	77	3.58	0.64	-0.898	0.371
	Female	78	3.67	0.48		
Reading	Male	77	3.51	0.61	-1.250	0.213
	Female	78	3.63	0.57		
Writing	Male	77	3.43	0.71	-1.785	0.076
	Female	78	3.62	0.61		

The t- test was conducted to determine if there is a significant difference in the perspectives on learning English language from four dimensions according to gender. Table 3 shows that female students have relatively higher mean scores for all the four dimensions as compared to male students. However, t-test reveals that these differences are not significant ($p = 0.259, 0.371, 0.213$ and $0.076, \alpha < 0.05$). It therefore can be concluded that there is no significant difference in the perspective on learning English language between male and female respondents from all the four aspects.

The third research question is answered through the data presented in Table 4 which determines the preference of pupils in learning English

Table 4. Students' preferences in learning English

No.	Activities	Mean	Standard Deviation
1	I like to be told the reasons for my mistakes in writing	4.83	0.74
2	I prefer the teacher to correct all my mistakes in speaking	4.48	0.82
3	I prefer the teacher to correct all my mistakes in writing	4.36	0.95



4	I like to be told how I can do better next time	4.35	0.75
5	I pay special attention to grammar	4.34	1.60
6	I like to be told the reasons for my mistakes in speaking	4.29	0.81
7	I like the teacher to explain everything to us	4.25	0.84
8	I like to have my work graded	4.22	0.85
9	I try to identify the problems I face in learning English.	4.12	0.76
10	I try to do something about my problem in learning English.	4.12	0.84
11	I pay special attention to pronunciation	4.12	0.91
12	I encourage myself to speak English even when I am afraid of making a mistake.	4.10	0.79
13	I try to find out how to be a better learner of English by going online	4.09	0.85
14	I try to continue learning English outside the classroom	4.06	0.74
15	I try to think in English	4.05	0.83
16	I like to speak English with my friends and classmates outside the classroom	4.04	0.78
17	I pay special attention to vocabulary	4.04	0.91
18	I try to relax whenever I feel afraid of using English.	4.03	0.92
19	I try not to get upset if I make mistakes	4.01	0.79
20	I think about my progress in learning English by doing more activities online	3.98	0.88
21	I have reasons for improving my English	3.97	0.88
22	I compare what I say with what my teacher says to see if I am using correct English	3.95	0.76
23	I think about what I have learnt in the classroom	3.95	0.78
24	I plan my timetable so I will have enough time to study English.	3.93	1.00
25	I ask my classmates to correct me when I make a mistake	3.92	0.88

26	I look for clues online that will help me understand how language works	3.83	0.87
27	When I don't know the meaning of a word, I guess it	3.76	0.96
28	I learn more when I study in a group	3.67	1.13
29	I learn better when the teacher is teaching me compared to learning in a group without the teacher	3.59	1.11
30	I have good techniques to learn English	3.54	1.11
31	I prefer the teacher to let me correct my own work	3.50	1.47
32	I prefer the teacher to allow me to discover my own mistakes	3.32	1.56
33	I learn better by doing work by myself than listening to the teacher	3.27	1.06
34	I like to study English by myself	3.07	1.19
35	I prefer to let other classmates correct my written work	2.94	1.18
36	I only need the teacher and classroom activities to learn English	2.80	1.21

Table 4 displays the findings in relation to students' preferences with regards to certain statements about learning English. The objective of this task is to identify students' views on how they perceive given statements which are representative of the following categories:

- Attitude towards error correction
- Attitude towards autonomy
- Attitude towards group and individual work
- Goal setting behavioural statements
- Role of affective state
- Attitude towards feedback

Based on the mean scores of each item in Table 4, it can be concluded that the majority of the respondents like to be told the reasons for their mistakes in writing (mean score of 4.83). They also indicated their preference for having the teacher to correct all their mistakes in speaking. Generally, it can be stated that statements representative of attitude towards error correction have revealed higher mean scores, indicating that the majority of respondents are of the view that error-correction is an important aspect of learning a language.



The results in Table 4, also provides a clear indication of respondents attitude towards autonomy; the majority is of the view that they do not prefer to correct their own work (mean score of 3.50), to discover their own mistakes (mean score 3.32), and doing work on their own without having to listen to the teacher (mean score 3.27). The lowest mean score among the 36 statements is assigned to the statement “I only need the teacher and classroom activities to learn English” (mean score of 2.80) indicating the respondents’ acknowledgement of the importance of using the target language beyond the limits of their classroom.

IMPLICATIONS

The implication for classroom practice is that teachers should ensure they provide enough input as required by their learners, perhaps through using the target language in classroom management and when organising classroom learning. However, it is not intended that teachers revert to high amount of teacher talk as some students also show that they need to practice and learn speaking with their peers and that they do not require teacher input all the time.

The findings of this study show that learners possess varied views on language learning and are generally aware of how they themselves are learning. It is suggested that teachers’ perceptions of the usefulness of language learning activities be investigated to find out if there are any mismatches between their views and those of the learners. Teachers carrying out the study could also be asked to evaluate the usefulness of this exercise to gauge their perceptions towards learner training.

Teacher, too, can and should learn from students. The feedback or findings of this study show that communication is after all a two-way process. When students inform the teacher about what their views of ESL learning are, the teacher should make use of the information. With the help of the feedback information, the teacher should determine what is going right or wrong with the ways, methods and procedures he has used or uses to transfer information. He can consequently improve on his teaching techniques. Therefore, teaching must be seen in the same light as communicating.

Using David’s (2007) work as a point of reference, the second part of this paper explores how the language teacher may use other creative and innovative teaching strategies such as adjusting seat arrangements, being sensitive to noise, eliciting feedback through questions and encouraging peer learning to enhance learning.

Seating Arrangements

Seating arrangements are important. The teacher should get the learners to sit in a circle to gather feedback by watching out for non-verbal cues to determine whether they have understood the information disseminated (David, 1996). Such non-verbal feedback can be seen in nods or shakes of the heads, eye contact, smiles of confidence or of hesitancy, silence etc. Hence, the teacher too should also make up part of this circle. Non-verbal feedback is especially important in the Malaysian context, as many students tend to fight shy of openly admitting they have not understood the teacher. As they speak, the teacher should praise them for at least trying. The learners should be allowed to share their feelings and thoughts too in a caring and conducive environment.



Sensitivity to noise

Teachers must be perceptive and aware of the noise level in the classroom. When a teacher says something and some students start chatting as if they were asking questions from each other, this should alert the teacher that some problem in understanding his message has arisen. Malaysian students tend to be a bit inhibited when it comes to asking or requesting a rephrase or a repetition from the teacher or even in asking him what he meant. Teachers must therefore be alert to other feedback signals such as noise and other non-verbal signals.

Checking on understanding

To check or confirm understanding the teacher, can be done through both spoken and written output, obtain feedback on whether what has been taught has been understood. Communicative activities, either spoken or written should alert the teacher whether the teaching point made has been understood. Such exercises and activities alert the teacher as to whether what has been learnt is what has been taught. Spoken strategies by the teacher to elicit feedback include redirects, teacher directed questioning strategies, and communicative tasks. Redirects are a procedure by which a teacher redirects his communication. An example would be asking one student to report to her peer what the teacher had said. This is an informative way of determining whether students have understood the teacher's message.

For the older students, a summary of the lesson is essential to ensure that the key points of the lesson have been understood. The learners can also be asked to provide an oral or written summary of the main issues understood and learnt. This will immediately inform the teacher if what he has said has been completely understood and if not the teacher can take immediate steps to rectify the situation. Also, teachers can ask their students and analyse their responses to measure and evaluate the understanding of learners.

Sensitivity to Students' Questions and Responses

Students, by providing examples in their responses to information disseminated, check on their understanding of something that had been earlier taught. Some brave students make inquiries to clarify doubts and teachers should never dismiss these queries. Sensitivity to the ways many Malaysian students generally express disagreement is important as disagreeing with a teacher is a face-threatening speech act seldom used by the language learner or student.

Readjusting Information

The teacher should, based on the content of the feedback received, adjust his communication accordingly. The teacher, as a result of the responses of the students, can readjust instruction in response to student behaviour, relate new knowledge to previous knowledge, monitor the effects of a particular teaching methodology, identify the bits of information which have been misunderstood, and make decisions on the way to represent the information.



Peer Learning

Incidentally, the teacher does not need to be the sole transmitter of information. William and Stith (1980) identified five functions of peer interaction: companionship, testing ground for new behaviour, knowledge base, teaching rules and logical consequences and reinforcement of gender roles. Peer learning is a powerful means of learning as students learn through their peer networks. Peer learning also appears to act as a strong motivational tool for those who feel they are lacking in some ways as compared to their peers. If, through the feedback of some students, the teacher is given to understand that there has been a communication breakdown, he can turn to students who appear to have understood, (as noted in their body language) and use them as secondary informants to retransmit the information to the student (s) who appear not to have understood the teacher.

Peer feedback helps motivate the learner to try harder and peer guidance is sometimes useful as students for instance, read each other's writing and learn what comprises good writing. This is helpful especially in a classroom of thirty to forty students as it leaves the teacher time to focus on learners who need more attention.

The use of peers as role-models can be psychologically uplifting. Seeing their peers, being able to ask relatively eloquently in English does give some of the less proficient learners a psychological boost. "They, they can do it so can I!"

CONCLUSION

Investigating learners' perceptions about language learning has a dual purpose of raising learners' awareness of how they themselves are learning and for the teachers, to gain a better understanding of their learners' perceptions of the language learning process which may perhaps translate into more useful and effective classroom practice. For the learners, it is a step towards developing their meta cognition and understanding of how they and others are learning with the ultimate aim of discovering more effective ways of language learning. Language learning is realized when students internalise information imparted by teachers and the language teacher can enhance his students' linguistic skills through effective teaching strategies. So how does effective teaching enhance learning? Effective teaching and effective learning take place when a number of efficient and effective teaching strategies, such as those discussed above, are used.

According to David (2007), "all too often what goes on in the mind of the learner remains an enigma to those who teach. Thus, getting various kind of feedbacks from the learner opens to the teacher the mind of the learner" only happens when the teacher gets to know how the learner responds to his teaching.



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Biodata

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SPEAKING ANXIETY AND SECOND LANGUAGE LEARNERS: LEARNERS' PERSPECTIVE

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ABSTRACT

Malaysian graduates were reported to facing a serious problem when trying to converse in the English Language and this situation is due to the language anxiety that impedes their confidence in using the language. The purpose of this research is to explore which of the three kinds of anxiety (communication apprehension, anxiety test and fear of adverse assessment) are most commonly encountered by learners and the amount of anxiety among learners about talking in English as a second language. Only one tool will be used in this research; a questionnaire tailored from the Horwitz Language Classroom Anxiety Scale (FLCAS). Sources of data analysis were acquired from the questionnaire that was distributed. All information from the questionnaire have been tabulated and analyzed. This research embraced a qualitative analysis strategy, where the information collected were summarized and structured on a topical basis, complemented by a graphical presentation of tables and tabulation of percentages to make comparisons and provide a clearer image of the findings. Two hundred learners from PTPL College, Seremban, participated in this research. The results of this research indicate that learners are worried with the duties and activities of talking and learning English. The most prevalent form of anxiety experienced by learners is fear of negative evaluation. A very helpful and practical recommendation has been made for educators to assist learners overcome speaking anxiety.

Keywords: language anxiety, FLCAS, anxiety

INTRODUCTION

Anxiety in second language or foreign language has given rise to a great deal of interest in literature (Subasi, 2010 ; Mak, 2011). Koba, Ogawa & Wilkinson, (2000) described anxiety as a situation in which individuals do not feel comfortable and experience apprehension or fear as the consequences of anticipating something threatening. Speaking has been identified as the most anxiety-provoking



skill and is the most prominent cause of anxiety in language classrooms (Saltan, 2003 ; Ozturk & Gurbuz, 2013). Anxiety in the second language can be seen as a situation where students do not feel comfortable using it and fear has conquered the learners, leading them not to be able to perform well in the college or even in an authentic situation where it is vital for them to use the language. Suleimenova (2013) observed that the worry over communication skills among second-or foreign-language learners in latest years may give rise to an elevated rate of speaking anxiety. In his research, the foreign language students indicated that they were stressful, nervous and worried while learning to talk using the target language and said that they had difficulties in understanding the language. Similarly, Karatas et al. (2016) endorsed Suleimenova's (2013) concept of learners in language classrooms having to practice orally in front of their colleagues and having to engage in group debates. When communication skills are the focus of the language classroom, learners will feel intimidated and viewed negatively to undertake such a job. The anxious sense of communication is the consequence of a variety of sources and variables. Communication apprehension, anxiety testing, and fear of adverse assessment are some of the variables that hinder learning motivation. Horwitz et al. (1986: 128) describe communication apprehension (CA) as "a form of shyness characterized by fear or anxiety about communication with individuals." Students with a high rate of fear for communication may have issues learning the target language and this may affect the learning process.

Failure to express and comprehend each other will lead to interactional anxiety (Huimin, 2007). Test anxiety is one of the most common sources reported by Horwitz in her research that relates to "the sort of performance anxiety that arises out of fear of failure" (p. 127). There are four stages of test anxiety: test anticipation, test preparation, test phase and test response (Covington, 1985). Students start evaluating their own preparation, their previous knowledge, the level of test difficulty and predict their potential performance in the test anticipation stage (Balemir, 2009). Students will begin to feel nervous when they understand that a test will fail (Aydin, 2001). In the second stage of test preparing, learners will begin preparing for the test, perceiving the efficacy and preparing for the exam. They placed unworkable requirements on themselves and feel that any less than outstanding grade is unacceptable to anxious learners even though it is good enough for others (Namsang, 2011). The third stage of test anxiety is the stage of testing in which the learners feel repressed and frustrated due to anxiety. Usually their adverse perceptions of taking a test are acknowledged in the last phase (Aydin, 2001). The feeling of nervousness about a certain examination is the result of a fearful feeling that affects the ability to think. Test-anxious learners tend to have racing thoughts that are difficult to control and empty out (Huimin, 2007). Low self- esteem learners created anxious feelings about what others, peers, classmates, would think about because of fear of negative feedback and evaluation (Krashen, 1981). In addition, learners' faith in language learning can be a causal factor that contributes to learners' linguistic anxiety (Young, 1991). What makes students stressful is that their beliefs do not correspond to the true scenario (Ohata, 2005). Misunderstandings about their role could possibly cause fear among the students. Brandl (1987, cited in Tanveer) argues that teachers think that their task is to "correct and not encourage learners when making mistakes exacerbates second-language / foreign-language anxieties among learners." Gardner (1985) also outlined a correlation between



teaching attitudes and abilities, how attitudes determine their participation in language learning and the rationale for their participation in language learning. He points out that these factors should be considered important as well.

METHODOLOGY

The sample for this research included 200 graduate students from four faculties: the School of Business & Management Professional (SBMP), the School of Information and Science Engineering (SISE), the School of Culinary Arts (SCA) and the School of Health Sciences (SHS) at the private college in Seremban, Negeri Sembilan. Only one tool used in this research; a questionnaire tailored from the Horwitz Language Classroom Anxiety Scale (FLCAS). The items submitted in the FLCAS reflect communicative apprehension, anxiety test and fear of adverse assessment. The questionnaire consisted of 32 items, each on a 5-point scale corresponding to Strongly Agree (Scale point 5), Agree (Scale point 4), Not Agree or Disagree (Scale point 3), Disagree (Scale point 2) and, finally, Strongly Disagree (Scale point 1). It is made up of three parts. Section A was designed to gather private information on topics; gender, English speaking skills and experience in learning to talk English and Section B was a self-managed inventory. All information from the questionnaire have been tabulated and analyzed. This research embraced a qualitative analysis strategy, where the information collected were summarized and structured on a topical basis, complemented by a graphical presentation of tables and tabulation of percentages to make comparisons and provide a clearer image of the findings. The information was evaluated using a descriptive approach that involves frequencies and percentages. The complete score for the 33-item questionnaire ranged from 33 (minimum optimal value) to 165 (highest optimal value) and from 1 for highly disagreed to 5 for highly agreed. For the purposes of the assessment, alternatives 1 and 2 will be grouped under the reduced range; option 3 will be grouped under the mild range and alternatives 4 and 5 will be grouped under the greater range.

Maximum score: $33 \times 5 = 165$

Minimum score: $33 \times 1 = 33$

Highest score possible-lowest score possible: $165 - 33 = 132$

Difference between concentrations: $132/3 = 44$

MAIN RESULTS AND DISCUSSIONS

Research Question 1: Most prominent type of anxiety

Fear of Negative Evaluation with a mean of 50.9 is the most prevalent form of anxiety experienced by learners which is similar to the findings by Balemir (2009), Abdullah and Abdul Rahman (2010) and Chan, Abdullah and Yusuf (2010). According to Shams (2006, as quoted in Tanveer 2007), fear of negative evaluation counts only the feedback from the teacher, but also the perceived reaction

from other learners in the school. The highest rated product in the group is 'I keep thinking that other learners are better off in English than I am' with 73% and the second most rated product is 'I always feel that other learners talk better than I do' with 64%.

Table 1. Fear of Negative Evaluation

Items	Total no of students who choose 'Agree' and 'Strongly Agree'	%
1. I never feel quite sure of myself when I am speaking in my English class.	107	53.5
3. I tremble when I know that I'm going to be called in English class.	82	41
7. I keep thinking that other students are better in English than I am.	146	73
11. I don't understand why some people get so upset in the English class.	108	54
13. It embarrasses me to volunteer answers in the English class.	90	45
15. I get upset when I don't understand what the lecturer is correcting.	101	50.5
17. I often feel like not going to my English class	56	28
19. I am afraid that my English lecturer is ready to correct every mistake I make.	94	47
22. I feel pressured to prepare well for English class.	114	57
23. I always feel that other students speak better English than I do.	128	64
31. I am afraid that other students will laugh at me when I speak English.	93	46.5

Research Question 2: Level of anxiety faced by the students

The amount of anxiety experienced by learners is calculated on the basis of the formula set out earlier. This formula is replicated and adjusted from Rosnah and Siti Nurfishah (2009). A total of 200 participants were identified and the general level of anxiety was calculated and reported in Table 5. The majority of learners experience a mild amount of anxiety with 80.5% or 161 participants. In the meantime, 17 per cent of participants experienced a high level of anxiety with 34 learners and 2.5 per cent were discovered to experience a low level of anxiety. This is quite distinct from what Rosnah and Siti Nurfishah discovered in their research in which the largest proportion of their sample participants experienced the lowest amount of anxiety with 47.54 per cent, 31.14 per cent experienced a mild level of anxiety, and the remaining participants experienced low levels of anxiety but in line with Balemir (2009), Abdullah and Abdul Rahman (2010) and Chan, Abdullah and Yusuf (2010). Horwitz (1986) stated that, many scientists have discovered that a high level of anxiety leads to a low level of accomplishment of the target language. For instance, Kim (1998, quoted in Horwitz 1986) who focuses on the Asian context stated that he discovered a adverse connection between students' anxieties and accomplishments, and added that there is another distinctive finding that learners are more comfortable in reading class compared to oral-speaking classes. This reinforces the fact that 'language classrooms involving oral communication are more anxious than traditional school environments' (Horwitz, 1986).

Table 2. PTPL Seremban students' level of anxiety

Level of language anxiety	No of students	Percentage
Low (33-77)	5	2.5 %
Moderate (78-121)	161	80.5 %
High (122-165)	34	17 %

CONCLUSION

The purpose of this research was to determine the amount of anxiety and the dominant factor that adds to the anxiety of Malaysian undergraduates speaking English. Results from this research have shown that most of the 200 respondents experience anxiety in the English classroom. Based on the results, the majority of these students are moderately anxious to speak. English classrooms may be a place that makes them feel most awkward. However, the experiences of the participants were equivalent to both favorable and negative variables. Even having a sensation of stress when



speaking English may be seen as adverse, however, some participants have been able to categorize it as a healthy learning experience. Results also indicate that participants have shown their experience of studying English to be enjoyable and difficult, but to speak English in front of other people is a serious business. Ellis stated three factors linked to anxieties, which are the competitive nature of learners; the threatening questioning of educators and the absence of a relaxed second-language setting. Speaking in front of the class also explains the entire process of activity, be at the center of attention, where every word is spoken and every movement is watched and observed. In fact, this is what caused the learners to feel uneasy. They do not like to be observed or, in other words, to be assessed by both professors and colleagues. Apparently, this conduct is related to the self-esteem of the participants. The more confident an individual is, the more relaxed he or she is. Surprisingly, not all participants in that situation do not feel comfortable to be judged by others as indicated by the number of learners who like their errors to be highlighted. Because the main issue here is not what others might believe of their weaknesses, but how they can genuinely enhance themselves by remarks and critics from others.

Knowing what causes the participants to feel so nervous about talking English in the classroom, it is therefore essential to understand the coping strategies required for the learners. The function of the teacher may not be a significant stressor among the participants, but the significance of having a good teacher with an efficient manner of learning and the required methods is undeniable. Here are the suggestions for educators that are worth considering. 1) Teachers should encourage and show a favorable attitude towards language learning. 2) Teachers should be knowledgeable about students' language skills. 3) Teachers with a good sense of humor are thought to be able to decrease anxiety among learners. 4) Teachers should offer more opportunities for learners to speak.

By applying these suggestions in the classroom, it is expected that our Malaysian learners will eventually feel comfortable speaking English, no matter what the scenario may be. Good communication skills and less fear in talking should now be at the same level as outstanding examination grades. Thus, the whole goal of overcoming speech anxieties focuses not only on the need to master the language learned, but also on the need to create a strong human capital for the future of our nation.

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STUDENTS' EXPERIENCE OF USING MATCHING CARD GAME IN UNDERSTANDING ENGLISH-MALAY PROVERBS

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ABSTRACT

Figurative language is a neglected topic in the linguistic field, even though it is widely used by speakers of diverse languages whether intentionally or unintentionally. Metaphors, irony, proverbs, and hyperbole are some of the common types of figurative language that people use for various purposes. Nonetheless, confusion might occur when one tries to use it in their second language (L2) or foreign language (FL). Thus, this study aims to promote understanding of proverbs in both Malay and English languages using card game. This research was quantitative in nature which used survey questionnaire. The survey was carried out to 56 students at UiTM Perak Branch. The findings showed that majority of the respondents showed positive engagement to the matching card game in terms of their competence, sensory and imaginative immersion, flow, tension/annoyance, challenge, negative affect, and also positive affect. Match 'em Right, an English-Malay proverbs matching card game was invented to promote understanding especially among the youngsters of the meaning of proverbs in both languages. This eventually will help these youngsters use the proverbs correctly either in their writing and also speech. It is hoped that this study will highlight the potential of the card game in promoting understanding of proverbs between both target languages in a fun and ingenious way.

Keywords: Students' Perception, Card Game, Understanding English-Malay Proverbs, ESL learners.

INTRODUCTION

Figurative speech is a common way to deliver one's thought to another in everyday conversation. The beauty of language lies on these figurative idioms, proverbs which reflects the spiritual treasures of language of the people and culture. People use proverbs, idioms, sarcasm, irony, hyperbole, metaphor, simile, metonymy, teasing, and puns in their speech for various aspects of lives and purpose. However, when one tries to use it in another language other than their mother tongue, complication and confusion might occur as most second language (L2) or foreign language (FL) speakers are not familiar with the proverbs of the referred language. Most of them will opt for direct translation of the native language proverbs instead of using the proverbs of the language they speak with similar meaning. As Johnson (2006) explained that games offer a meaningful context for learning, thus, Match 'em Right, a matching card game, was crafted to help these L2 and FL speakers to not only experience the excitement of game playing but also enrich their knowledge of the language and culture that they are learning or speaking.



Teaching and learning proverbs is important for the learners' ability to communicate effectively, because learning one's cultural and metaphorical features could ease the second or foreign language learners to get a grasp of the language itself (Mieder, 2014). However, second language learners face difficulty in understanding English proverbs. Based from an initial investigation conducted to study students' knowledge in identifying the English proverbs that have similar meaning with the Malay proverbs, the finding reveals that majority of the students failed to know the right English proverbs of the Malay proverbs that they know. Some of them do not even know the meaning of the Malay proverbs even though they have heard them before.

Among others, Baker (1992) feels that proverbs are culture specific, in which they convey culture-specific images and concepts that will be difficult for second language learners to translate them literally because they are not well-versed in the second language culture. Furthermore, it is because every culture has its own and distinguished linguistic feature for example in terms of its grammatical structure (Hambleton & Zeniski, 2011) and word order (Omar, Haroon, & Abd Ghani, 2009). Thus, problems will arise when these second language learners try to translate or find the parallel version of the second language proverbs in their mother tongue.

Hence, it is common to see second language learners use proverbs or idioms that have been translated directly from their native language without realizing it is wrong. As most people are visually oriented (Heinich & Molenda, 1993), with the help of card game which includes colourful images and interesting gameplay namely Match 'em Right card game, this can offer pleasure and social enjoyment which tend to improve people's memory retention in using the proverbs (English and Malay) as well as understanding them. Card games do have number of features and physical and/or social benefits such as portable and accessible for all, help both adults and children improve their fine and gross motor skills, exercise the mind (Scolastic, 2010), as well as giving the chance to interact with others in an intimate setting while engaging in a little friendly competition.

Through the invention of Match 'em Right card game, learners can quickly attain communicative skills in foreign languages and cultures. Thus, this approach has high density to be one of the interactive tools, not only in classroom but also in general social setting which helps to improve the knowledge of proverbs as well as the use of proverbs in daily context. Not only that, according to Gardner's Theory of Multiple Intelligences, by playing card games in class, it encourages kinaesthetic intelligence, and visual-spatial intelligence as it involves the learners to focus on movements, interactions and pictorial representation. Thus, card game does not only offer social enjoyment and cross-cultural enrichment, but also promotes intelligence development among its players (Campbell, Campbell, & Dickinson, 2003). The learning process through observation, action as well as interaction enables learners to facilitate learning and understanding better (Kruger, Herzog, Baby, Ude, & Kragic, 2010). Card games allows learners to assemble cards, disclose, exchange, sort, and count them, are thought to be beneficial in a variety of ways ranging from the cognitive aspects of language learning to more co-operative group dynamics (Malarcher, 1997). They are also very easy to attract the attention of young learners because they sometimes incorporate the element of unpredictability and luck, especially if they involve the use dices or when the players need to pick a card at random (Ellington, Gordon, & Fowlie, 1998). However, in determining whether a game is enjoyable to its players, there are certain criteria that need to be analysed among its players.



Analysing user experience is one of the ways to learn whether a game gives positive or negative experience to its players.

There are many theories and approaches to analyse user experience in playing a game. However, the integral factors in evaluating the game experience in this study are mainly based on flow and immersion as these elements are best used in evaluating one's fun and enjoyment in playing a game (IJsselstejin, de Kort, & Poels, 2007; Sweetser & Wyesth, 2005). Immersion is usually used to define user's engagement in the "game-laying experience" while maintaining some consciousness of the reality (Banos, Botella, Alcaniz, Liano, Guerrero, & Rey, 2004; Singer & Witmer, 1999). Meanwhile, flow is used to delineate the feelings of enjoyment that happen when one achieves a balance of skill and challenge when playing a game (Csikszentmihalyi & Csikszentmihalyi, 1988; Moneta & Csikszentmihalyi, 1996, 1999). According to Csikszentmihalyi and LeFevre (1989) and Moneta and Csikszentmihalyi (1996), when one has an explicit objective and an instantaneous performance feedback structure when playing a game, it escalates the probability of flow, which means it somewhat boosts one's learning. Thus, an optimal experience of flow shows a reliable indication of enjoyment in playing a game. A game should also be challenging enough so it will not bore or discourage the player (Sweetser & Wyesth, 2005). However, the level of challenge should be at an appropriate level to its players for if the difficulty level is too high, it will make the players anxious, and if the difficulty level is too low, the result is apathy (Johnson & Wiles, 2003). In order for the player to experience joy and for games to be considered enjoyable, the challenge should match with the player's skill (Sweetser & Wyesth, 2005). Hence, challenge, together with player skill is another criterion in evaluating game experience.

Thus, all of these lead to the aim of this study which is to learn the user experience of the players after playing Match 'em Right card game in understanding and remembering English and Malay proverbs. From here, it can be determined whether the players of the card game have a positive experience in playing it or not.

Hence, this study addresses two research questions which are:

1. What are the students' perception on the experience of the core module using language game?
2. What are the students' perception of their social presence of the referred language game?

METHODS

This study, which was quantitative in nature, used a survey to obtain data. A set of questionnaire was adapted and distributed to a group of Diploma students at UiTM Perak Branch after they were



exposed to matching card game in their English class. The participants in this study were 19 male and 37 female students from the total of 56 students. All were diploma students enrolling in the Faculty of Architecture, Planning and Survey at Universiti Teknologi MARA Perak Branch. Prior to this study the students have taken one English class. When they enrolled in the class, they were in their second semester. The participants were exposed on English-Malay proverbs in their writing class to encourage them to apply the proverbs in their writing. After being exposed on these proverbs, a matching card game was used to enforce and strengthen the participants' understanding of the proverbs. The aim was to create a fun learning experience for the participants and to move away from the conventional traditional classroom. A set of questionnaire to determine the participants' perception on the use of matching card game was administered immediately after the participants had tried several attempts on using the card.

The instrument used in this study was adapted from IJsselstejin, de Kort, and Poels (2013). The questionnaire was divided into three sections. In the original set of questionnaire there are 4 section; however, for this study the researchers decided to only use two section which focused on the experiences and perceptions of the participants. The first section included questions on the biodata of the participants such as gender, age and their English result from the previous semester. The second section focuses on the participants' perception on the Core Module of the matching card game. The questions include statements on the participants' experiences while doing the task such as I felt content, I felt happy etc, while the third section puts e mphasis on the participants' perception on the aspect of the Social Presence Module of the matching card game. The questions in the third section investigated psychological and behavioural involvement of the players, for instance, questions such as I felt connected to the other(s), I found it enjoyable to be with other(s). The internal consistency of the questionnaire was reported at 0.85 by using Cronbach's alpha, which indicated an acceptable internal consistency. The Rasch estimate of person reliability (the Rasch analog to Cronbach's alpha) was .83 and the item reliability was .96 (Brockmyer, Fox, Curtiss, McBroom, Burkhart, & Pidruzny, 2009) .

Before the respondents were given questionnaire, they were divided to small groups and played an English-Malay proverbs matching card game, namely Match 'em Right. This card game allows the players to compete to learn and remember the right English proverbs that have similar meaning with the common Malay proverbs in a fun and ingenious approach. Match 'em Right requires the players to find the right match of English and Malay proverbs which have similar meaning in order to win the game. There were three sets of card decks which each comprises different matching proverbs. The players were required to play with all thr ee sets of card decks before they were required to answer the questionnaire.

The results of the participants scores were analysed based on scoring guidelines taken from IJsselstejin, de Kort, and Poels (2013). The items score for section two which focused on the Core Module were analysed on items such as competence, sensory and imaginative immersion, tension, challenge. The items on Section three deals with statements on Social Presence Module. The scoring guideline on these items was based on empathy, nega tive feelings and behavioural involvement. The data obtained for this study then were tabulated and analysed



using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics such as frequencies and percentages were employed in analysing the scoring guidelines.

MAIN RESULTS

The frequencies and percentages were used to determine the students' perception in using matching card game in understanding English-Malay proverbs. The questionnaire is divided into two components: Core Module and Social Presence Module. The Core Module consists of seven sub-dimension scales which include competence, sensory and imaginative immersion, flow, tension/annoyance, challenge, negative affect, and positive affect. The Social Presence Module consists of three sub-dimension scales which include empathy, negative feelings, and behavioural involvement. The responses from these students were analysed using 5 Likert scales ranging from not at all to extremely which display the students' perception for all the subscales.

The Respondents' Perception of Card Game Experience: Core Module

To determine the respondents' perceptions towards the card game experience, the responses on the Core Module subscales were tabulated and the frequencies and percentages for all the items in the section were calculated. The Core Module section includes seven sub-dimension scales (competence, sensory and imaginative immersion, flow, tension/annoyance, challenge, negative affect, & positive affect). The respondents were requested to answer the sub-dimensions which are in the form of Likert scales ranging from "Not at all" to "Extremely". The results in Table 1 till 7 display the overall frequencies and percentages in relation to each subscale.

The results in Table 1 displays the overall frequencies and percentages in relation to the respondents' competence in playing the matching card game. The results indicate that most of the selected items are under the range of Moderately and Fairly which indicate that most of the respondents were engaged to the game as they were competent in playing it. The results show that almost 70% of the respondents fairly believed that they were skilful in playing the matching card game (% = 69.9, N = 39). Majority of them also fairly believed that they were quick at reaching the game's target (% = 50, N = 28) when playing the card game. Almost 50% of the respondents fairly believed that they were good at playing the game (% = 42.9, N = 24) and successful in it (% = 41.1 N = 23). However, there were less than 2% of the respondents did not feel that they were good at playing the game or able to reach the game's target (% = 1.8, N= 1) compared to the other respondents. This finding indicates that the card game is enjoyable as the challenge in the game matches with their skill (Sweetser & Wyesth, 2005).

Table 1. Perception on competence subscale (N=56)

No	Item	Not at all (%)	Slightly (%)	Moderately (%)	Fairly (%)	Extremely (%)
2	I felt skillful	-	1.8	8.9	69.9	19.6
10	I felt competent	3.6	7.1	35.7	25	28.6
15	I was good at it	1.8	5.4	26.8	42.9	23.2
17	I felt successful	-	3.6	30.4	41.1	25
21	I was fast at reaching the game's target	1.8	-	26.8	50	21.4

The results in Table 2 displays the overall frequencies and percentages in relation to the respondents' sensory and imaginative immersion in playing the matching card game. The results show that most of the selected items are under the range of Fairly and Extremely which indicate that most of the respondents were immersed to the game. As immersion is one of the elements used in evaluating one's fun and enjoyment in playing a game (IJsselsteijn, de Kort, & Poels, 2007; Sweetser & Wyesth, 2005) the result indicates that the card game is enjoyable to be played with. The findings show that majority of the students fair ly believed that the matching card game allows them to explore things (% = 51.8, N = 29), and they were impressive with the game (% = 53.6, N = 30). Almost 50% of them were also extremely interested in the game's story (% = 46.4, N = 26). Almost half of th em were also fairly aesthetically pleased with the card game (% = 42.9, N = 24), felt imaginative (% = 46.4, N = 26), and believed that it enriches their experience when playing it (% = 46.4, N = 26). This finding highlights the potential of the card game in educating the users as the proverbs used as the game story contain much educational wisdom, have long been used as "didactic tools in child rearing, linguistic and religious instructions in schools, and in teaching about general human experiences" (Mieder, 2004, p.146). However, there were less than 2% believed the opposite (% = 1.8, N = 1).

Table 2. Perception on sensory and imaginative immersion subscales (N=56)

No	Item	Not at all (%)	Slightly (%)	Moderately (%)	Fairly (%)	Extremely (%)
3	I was interested in the game's	-	-	10.7	42.9	46.4
12	story	-	1.8	30.4	42.9	25
18	It was aesthetically pleasing	3.6	1.8	17.9	46.4	30.4
19	I felt imaginative	-	1.8	14.3	51.8	32.1
27	I felt that I could explore things	-	-	16.1	53.6	30.4
30	I found it impressive	1.8	1.8	23.2	46.4	26.8
	It felt like a rich experience					

The results in Table 3 displays the overall frequencies and percentages in relation to the respondents' flow in playing the matching card game. The results show that most of the selected items are under the range of Fairly and Extremely which indicate that most of the respondents did

not have negative feeling towards the game they played as the card game offers social enjoyment, cross-cultural enrichment, and also promotes intelligence development among them (Campbell, Campbell, & Dickinson, 2003). The findings exhibit a majority of the students fairly felt that they were deeply concentrated in playing the matching card game (% = 51.8, N = 29). Almost 50% of the respondents fairly felt that they were fully occupied with the game (% = 46.4, N = 26).

Table 3. Perception on flow subscales (N=56)

No	Item	Not at all (%)	Slightly (%)	Moderately (%)	Fairly (%)	Extremely (%)
5	I was fully occupied with the game	-	-	14.3	46.4	39.3
13	I forgot everything around me	14.3	7.1	25	35.7	17.9
25	I lost track of time	30.4	21.4	19.6	21.4	7.1
28	I was deeply concentrated in the game	-	3.6	12.5	51.8	32.1
31	I lost connection with the outside world	19.6	10.7	33.9	25	10.7

The results in Table 4 shows the overall frequencies and percentages in relation to the respondents' tension or annoyance in playing the matching card game. The results show that most of the selected items are under the range of Not at all which indicate that most of the respondents agreed that the game does not trigger tension or annoyance among them. This highlights that the card game attracts the attention of young learners because it incorporates the element of unpredictability and luck, especially when the players need to pick a card at random (Ellington, Gordon, & Fowlie, 1998). From the responses, most of the respondents did not feel annoyed with the game at all (% = 41.1, N = 23). However, there were less than 6% of them extremely felt irritable when playing the game (% = 5.4, N = 3). This is probably due to the content of the card game is proverbs that are culture specific, in which they convey culture-specific images and concepts that will be difficult for second language learners to translate them literally because they are not well-versed in the second language culture (Baker, 1992).

Table 4. Perception on tension/annoyance subscales (N=56)

No	Item	Not at all (%)	Slightly (%)	Moderately (%)	Fairly (%)	Extremely (%)
22	I felt annoyed	41.1	17.9	23.2	10.7	7.1
24	I felt irritable	37.5	21.4	21.4	14.3	5.4
29	I felt frustrated	30.9	16.4	23.6	20	9.1

The results in Table 5 shows the overall frequencies and percentages in relation to the respondents' challenge in playing the matching card game. The results show that most of the selected items are

under the range of Moderately and Fairly which indicate that most of the respondents believed that the game is fairly challenging. Most of the respondents fairly felt that the matching card game challenged them (% = 44.6, N = 25). This indicates that the card game is enjoyable as in order for the player to experience joy and for games to be considered enjoyable, the challenge should match with the player's skill (Sweetser & Wyesth, 2005). However, less than 4% slightly felt it was challenging (% = 3.6, N = 2).

Table 5. Perception on challenge subscales (N=56)

No	Item	Not at all (%)	Slightly (%)	Moderately (%)	Fairly (%)	Extremely (%)
11	I thought it was hard	10.7	7.1	30.4	37.5	14.3
23	I felt pressured	28.6	19.6	23.2	21.4	7.2
26	I felt challenged	-	3.6	19.6	44.6	32.1
32	I felt time pressure	28.6	17.9	21.4	21.4	10.7
33	I had to put a lot of effort into it	16.1	10.7	21.4	39.3	12.5

The results in Table 6 shows the overall frequencies and percentages in relation to the respondents' responses towards the negative affect in playing the matching card game. The results show that most of the selected items are under the range of Not at all which indicate that most of the respondents did not have negative feeling towards the game they played. From the four items listed, item 7 showed a high percentage compared to the other items. Majority of the respondents agreed that playing the matching card game did not give them bad mood at all (% = 53.6, N = 30). This concludes that the card game allows the players to have positive experience due to the numerous benefits that it has (Scolastic, 2010; Campbell, Campbell, & Dickinson, 2003; Ellington, Gordon, & Fowlie, 1998). However, there were less than 4% who extremely thought the opposite (% = 3.6, N = 2).

Table 6. Perception on negative affect subscales (N=56)

No	Item	Not at all (%)	Slightly (%)	Moderately (%)	Fairly (%)	Extremely (%)
7	It gave me a bad mood	53.6	25	7.1	10.7	3.6
8	I thought about other things	21.4	17.9	25	23.2	12.5
9	I found it tiresome	35.7	16.1	28.6	12.5	7.2
16	I felt bored	26.8	32.1	26.8	8.9	5.4

The results in Table 7 shows the overall frequencies and percentages in relation to the respondents' responses towards the positive affect in playing the matching card game. The results indicate that most of the items selected are under the range of Extremely and Fairly. From the five items listed, items 4 and 6 showed a high percentage compared to the other items under the range Extremely. Almost 60% of the respondents extremely felt that it was fun playing the matching card game (% = 58.9, N = 33), and majority of them extremely felt happy with the game (% = 53.6, N = 30). Then, almost 60% of the respondents fairly felt content when playing the game (% = 57.1, N = 32). As the



card game offers a meaningful context for learning (Johnson, 2006), variety of ways ranging from the cognitive aspects of language learning to more co-operative group dynamics (Malarcher, 1997), and unpredictability and luck (Ellington, Gordon, & Fowlie, 1998), it allows the players to experience fun, happiness, and contentment when playing the game. However, there were less than 4% of them believed that they were slightly felt good when playing the game (% = 3.6, N = 2). Overall, the findings reflect that majority of the respondents agreed that the game gives positive effects to them.

Table 7. Perception on positive affect subscales (N=56)

No	Item	Not at all (%)	Slightly (%)	Moderately (%)	Fairly (%)	Extremely (%)
1	I felt content	-	-	14.3	57.1	28.6
4	I thought it was fun	-	-	5.4	35.7	58.9
6	I felt happy	-	-	5.4	41.1	53.6
14	I felt good	-	3.6	12.5	44.6	39.3
20	I enjoyed it	-	-	10.7	44.6	44.7

The Respondents' Perception of the Card Game Experience: Social Presence Module

To determine the respondents' perception towards the card game experience, the responses based on the Social Presence Module subscales were tabulated and the frequencies and percentages for all the items in the section were calculated. The Social Presence Module consists of three sub-dimension scales which include empathy, negative feelings, and behavioural involvement.

The results in Table 8 shows the overall frequencies and percentages in relation to the respondents' responses towards the empathy in playing the matching card game. The results indicate that most of the items selected are under the range of Extremely and Fairly. From the six items listed, items 4 and 8 showed a high percentage compared to the other items under the range Fairly. Almost 60% of the respondents fairly felt connected to the others while playing the matching card game (% = 58.9, N = 33), and almost 50% of them fairly admired the others when playing the game (% = 48.2, N = 27). This is due to the card game involves more co-operative group dynamics (Malarcher, 1997), thus allowing the players to have positive experience with the others when playing it. However, there were less than 2% of them did not find it enjoyable to be with others when playing the game, were not happy when others were happy or the other way around and did not admire the others (% = 1.8, N = 1). Overall, the findings reflect that majority of the respondents agreed that the game allows them to empathize others.

Table 8. Perception on empathy subscale (N=56)

No	Item	Not at all (%)	Slightly (%)	Moderately (%)	Fairly (%)	Extremely (%)
1	I empathized with the other(s)	5.4	17.9	42.9	28.6	5.4
4	I felt connected to the other(s)	-	1.8	14.3	58.9	25
8	I found it enjoyable to be with the other(s)	1.8	-	16.1	46.4	35.7
9	When I was happy, the other(s) was(were) happy	1.8	1.8	10.7	42.9	42.9
10	When the other(s) was(were) happy, I was happy	1.8	-	12.5	46.4	39.3
13	I admired the other(s)	1.8	3.6	26.8	48.2	19.6

The results in Table 9 shows the overall frequencies and percentages in relation to the respondents' responses towards the negative feelings in playing the matching card game. The results indicate that most of the items selected are under the range of Fairly and Moderately. From the five items listed, item 11 showed a high percentage compared to the other items under the range Fairly. Almost 50% of the respondents fairly felt they influenced the mood of others when playing the card game (% = 48.2, N = 27). However, there were less than 6% of them believed that they were slightly felt they influenced the mood of others and the other way around (% = 5.4, N = 3). Overall, the findings reflect that majority of the respondents agreed that they experienced some negative feelings when playing the game.

Table 9. Perception on negative feelings subscale (N=56)

No	Item	Not at all (%)	Slightly (%)	Moderately (%)	Fairly (%)	Extremely (%)
=- derghm bdery rt7o.nbgtyu; k	I felt jealous about the other(s)	19.6	16.1	30.4	25	8.9
	I influenced the mood of the other(s)	14.3	5.4	21.4	48.2	10.7
	I was influenced by the other(s) moods	16.1	5.4	28.6	35.7	14.3
	I felt revengeful	35.7	14.3	19.6	14.3	16.1
	I felt schadenfreude (malicious delight)	16.1	12.5	32.1	28.6	10.7

The results in Table 10 shows the overall frequencies and percentages in relation to the respondents' responses towards the behavioural involvement in playing the matching card game. The results indicate that most of the items selected are under the range of Fairly. From the six items listed, items 5 and 6 showed a high percentage compared to the other items under the range Fairly. Almost 60% of the respondents fairly felt that paid close attention to the others when playing the game (% = 58.9, N = 33), and almost half of them fairly believed that the others paid close attention to them when playing the game (% = 48.2, N = 27). However, there were less than 2% of them

believed the opposite (% = 1.8, N = 1). Overall, the findings reflect that majority of the respondents agreed that the game gives positive effects to them.

Table 10. Perception on behavioural involvement subscale (N=56)

No	Item	Not at all (%)	Slightly (%)	Moderately (%)	Fairly (%)	Extremely (%)
2	My actions depended on the other(s) actions	3.6	3.6	30.4	46.4	16.1
3	The other's actions were dependent on my actions	5.4	7.1	41.1	33.9	12.5
5	The other(s) paid close attention to me	1.8	7.1	23.2	48.2	19.6
6	I paid close attention to the other(s)	-	1.8	17.9	58.9	21.4
14	What the other(s) did affected what I did	7.1	5.4	33.9	41.1	12.5
15	What I did affected what the other(s) did	12.5	1.8	37.5	39.3	8.9

CONCLUSION

Overall results reflected positive perceptions among respondents in learning proverbs using card game. The responses from both core module and social presence showed significant result as the card game were found to be effective in promoting positive game experience. Respondents rated the card game to be more engaging as they were competent in playing it, allows them to explore things and create fairly challenging learning environment. Furthermore, the card game tends to be hassle-free and did not trigger any tension among the players. As the card games do have number of features and physical and/or social benefits (Scolastic, 2010), variety of ways ranging from the cognitive aspects of language learning to more co-operative group dynamics (Malarcher, 1997), they easily attract the attention of young ones because of the element of surprise involved (Ellington, Gordon, & Fowlie, 1998). Thus, it has been discovered that the use of a learner-centered approach like educational card games can facilitate learning and improve better understanding through the process of observation as well as interaction (Kruger, Herzog, Baby, Ude, & Kragic, 2010) which to a greater extent than the conventional method.

Although there were few minorities reported to have some negative feelings during the social presence of the game play, again this could vary from one individual to an individual. Qualitative interview can be conducted for future research in order to fill in the gap of these negative feelings. Environment setting is another issue that should be taken into consideration when conducting the game as this would create conducive social presence among the players. The results of the evaluation on learners' perception of the educational card game clearly showed that the learners were engaged and find the game in general to be very satisfactory as a supplementary material for reinforcing acquired knowledge on proverbs. Furthermore, learning one's cultural and metaphorical



features could ease the second or foreign language learners to get a grasp of the language itself (Mieder, 2014).

Due to the overwhelming feedback received from its users and is statistically supported as an effective material in heightening their interest in learning proverbs, educators around the world should consider implementing it. Educators are recommended to come up with their own set of terms to be included in the set of cards and also opt to formulate other rules aside from the ones that presented in the prepared game to allow creativity to take place which learners can also enjoy playing it in a different manner. Likewise, the educational card games can also be developed for other lessons or other disciplines which could reinforce effective learning. It is believed that the nature of the card game is applicable to most available disciplines and recommends parallel studies to be conducted, especially for a wider range of samples or population. This helps to further strengthen the claim of the effectiveness of this card game in helping to reinforce learning among learners.

As mentioned before, the current study sheds some light on the potential of card games in an educational setting. The results are clearly in favour of adapting card game as one of the approaches for learning. Not only it has positive effects on the game experience among learners, but also triggers their motivation in learning the acquired skills and knowledge. This resonates with Johnson's (2006) notion that games offer a meaningful context for learning. Present research findings thus may encourage the use of card game in all various field of education. A study on the effectiveness of educational card games for learners of different ability levels or learning preferences, which was not covered in the current study, could also be conducted further.

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COLOURS: AN ALTERNATIVE TO INDIRECT CORRECTIVE FEEDBACK IN ESL CLASSROOM

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ABSTRACT

The study aims to explore the implementation of colours as indirect written corrective feedback (WCF) among ESL students. A qualitative data was collected from a group of ESL learners in a tertiary education. Students were asked to write paragraphs of selected topics and rewrite them based on the corrective feedback given. Two pre-tests and two post-tests were carried out to determine which grammatical errors they committed the most. The results of the study unveiled that the usage of colours as an alternative in correcting students' essays affected the students' writing performances positively. It had significantly increased students' awareness when they received such feedback. It was discovered that the type of grammatical errors that they made the most was morphological errors. When comparing between pre-tests and post-tests, the number of such errors had reduced tremendously. The results of this study support the notion of Noticing Hypothesis that learning is effective when students are able to notice their errors. In fact, it shows some light on the usage of colours as a way to help students identify errors easily which has assisted the process of learning and driven them to progress further. This study emphasizes on the implementation of colour-coded system as a method in giving indirect corrective feedback among educators in ESL context. Therefore, the pedagogical implication of this study is that colours could be used as an alternative to indirect corrective feedback due to its ability to immediately direct students' focus towards specific grammatical errors in writing.

Keywords: Colour corrective feedback, ESL, writing, grammatical errors, performance

INTRODUCTION

Abundance of studies concerning the significance of written corrective feedback (WCF) in ESL writing since Truscott's (1996 as cited in Ferris, 1999) claim of its ineffectiveness have shown that WCF has triggered the interest of many classroom practitioners and researchers. In 1996, Truscott made a bold statement when he believed that providing feedback on L2 students' writing was harmful and worthless as time and energy were wasted for both teachers and students. He claimed



that teachers can opt for other options to correcting students' grammatical mistakes and abandoning them was the best choice. He mentioned that, "correcting learners' errors in a written composition may enable them to eliminate the errors in a subsequent draft but has no effect on grammatical accuracy in a new piece of writing" (Ellis, Sheen & Murakami, 2008, p. 354). Ferris (1999) who considered Truscott's view as premature and overly strong critically objected his idea. She stated that correcting students' errors can be effective and affected at least some of them positively if they were corrected selectively and clearly. Polio (2012 as cited in Asassfeh, 2013) later supported her belief and mentioned, "could be effective in certain conditions" (p. 375). Past studies have revealed that a writing process includes editing and reviewing one's grammatical usage (Corpuz, 2011 as cited in Black & Nanni, 2016; Faraj, 2015; Alfaki, 2015). In other words, teachers or educators must pay attention to how an essay, for instance, is constructed such as by looking at the use of accurate grammatical patterns, appropriate choice of words and varied sentence structures so that it is easily comprehended, readable and understood by its readers. Even though all four language skills are always emphasized and highlighted, undoubtedly, writing skill is the hardest skill to master. As error correction is deemed to be a potential focus-on-form instrument (Ellis, 2005; as cited in Van Beuningen, 2010), it enables students and teachers to focus on specific problems of linguistic features and correct the errors in writing. Additionally, Johnson (1988, 1996; as cited in Ellis, 2015) added that feedback given leads students to skill development whereby they attend to the mistakes when they are performing the skill itself. The feedback makes them think and compare between the output they produce with target language forms that are received from the feedback. Eventually, they attempt to 'communicate' with the interlanguage system by making sense of what is considered as accurate grammar while writing.

Though many studies have revealed how vital corrective feedback is in developing students writing skill, there is an issue of how much input can be retained by the learners? Noticing Hypothesis proposed by Schmidt and Frota (1986; cited in Chi, 2018) believed that what is noticed will be learnt. The term *noticing* is defined as "conscious registration of the occurrence of events" (Schmidt, 1995, p.29). Noticing is regarded as a crucial aspect in language learning as it allows learners to realize and become aware of the existence of something in the input (Schmidt, 1995, 2001, 2010). Concisely, for learners to overcome errors made, they must be able to see and attend to the target features first before any form of learning takes place. This is aligned with how corrective feedback works whereby when feedback is provided to the students, they will notice errors made and correct them. Krashen's (1982) Affective Filter Hypothesis on the other hand, proposed that affective filter is a psychological problem that may hinder language learning process. It causes one's inability to absorb comprehensible input completely as one's emotions like lack of self- confidence or self-esteem reduce the amount of language input which eventually affects one's language intake. Thus, learners with high self-confidence, high-motivation and low level of anxiety will likely to receive, obtain and retain more input. Krashen (1982, as cited in Ishak, 2017), claimed that there should not be any error correction in classrooms that can create an environment which promotes low filters in learning a language. This can be assumed that teachers' feedback plays a vital role in influencing learner's affective filter (Hui Ni, 2012). Therefore, it can be suggested that regardless of any type of corrective feedback chosen to



help students notice the kinds of errors they made, acquiring L2 may still be a problem if they feel demotivated and anxious to see how poor they perform in a writing task.

There has been a diverse array of researches which investigate the usefulness of certain types of WCF as well as the combination of different types in enhancing students' L2 development. The two most common feedback used to correct students' writing errors are direct feedback and indirect feedback. Direct feedback is defined as a written corrective feedback technique which helps students to correct their errors by providing the correct linguistic forms or linguistic structures (Ferris, 2006; as cited in Almasi & Tabrizi, 2016). Teachers can write the correct form or the expected answer above or near the grammatical error (Bitchener et al., 2005) such as by striking out the incorrect morpheme, word or phrase; adding the correct morpheme, word or phrase, or providing the correct form for students to amend or learn from (Ellis, 2008). Indirect feedback, on the other hand, is another written corrective feedback technique which assists students to correct their errors by indicating the existence of errors without providing the correct linguistic forms or structures (Ferris & Roberts, 2001; as cited in Almasi & Tabrizi, 2016). Though expected responses are not provided, students are aware of the mistakes they made as teachers can provide hints to show the location or the type of error. Underlining, circling, using coding, marking, highlighting (O'Sullivan & Chambers, 2006; as cited in Seiffedin & El-Sakka, 2017) or simply crossing in the margin next to the line including the error (Talatifard, 2016) are some of the indirect clues teachers usually apply when correcting students' piece of writing. There has never been a conclusive decision as to which type works best in assessing the compositions of L2 students. Even though some studies (e.g. Bitchener & Knoch, 2010; Lee Chieng Shea, 2014) revealed that direct WCF is beneficial in certain conditions, there are also other studies (e.g. Lalande, 1982; van Beuningen et al., 2012; Rahimi & Asadi, 2014; Ghandi & Maghsoudi, 2014) which revealed the success of indirect WCF. However, such studies have revealed certain findings which have broadened further explorations in certain areas. In terms of learners' learning retention for instance, according to Mattisson (2014), though correcting students' writing directly is quicker than correcting it indirectly, the corrections or recommendations made are likely forgotten and ignored. In fact, it is earlier argued that indirect feedback "requires learners to attend to their errors through engaging them in problem solving activities" (Ferris, 2004, p. 60). By applying indirect corrective feedback, it is suggested that it is more fruitful for the students as they are guided towards independent learning and promote long-lasting effect on acquisition. Since hints or clues are given using codes for instance, students must learn to figure out how to correct their own mistakes. This implies that they must have a certain level of L2 acquisition in order to self-correct; confirming that indirect feedback is prone to be used among high-motivated students (Sheen, 2011) or more advanced learners (O'Sullivan & Chambers, 2006).

No matter what type of CF chosen, it is crucial to look at the students' responses when they receive the correction (Khodareza & Delvand, 2016). It is expected for students to revise or rewrite a new piece of writing to show how they respond to the feedback given by teachers. If they are able to identify the errors and correct their mistakes, it shows that they have become a part of language



learning. Thus, how students perceive such feedback has to be considered in selecting a WCF as it affects students' learning performances. Ferdouse (2012) conducted a study to determine whether using error codes is useful in correcting errors. The study involved 20 students of second trimester from Stamford University Bangladesh which were then divided into two groups. Group 1 received error code correction, but Group 2 did not receive any. The essays they wrote were corrected and recorded. It was discovered that 80% of students from Group 1 reported that errors codes were very helpful because they could locate and correct them easily based on the grammatical knowledge they learnt in secondary schools. The study emphasizes that feedback chosen must not be rigid and standardized but flexible in integrating students' needs and attitudes. In fact, Hyland (2003, p.181) also mentioned that, "this technique makes correction neater and less threatening than masses of red ink and helps students to find and identify their mistakes and makes corrections look less damaging." Eslami (2014) carried out a study on 60 low-intermediate EFL students in Iran to compare the direct red-pen technique and indirect technique usage of simple past tense errors on three pieces of writing. A series of pre-test, immediate and post-test were done to obtain the results. The finding unveiled that indirect feedback outperformed direct red-pen in improving students' grammatical accuracy in the long-run, supporting that indirect WCF and colours play roles in assisting language learning. In addition, A. Hamid et al. (2018) recently studied the effect of colours as a form of CF among a group of EFL learners. Two informational process essays of different topics were marked using symbol error codes and colour-coded system to identify the types of grammatical mistakes they committed the most. The study which focused on immediate retention disclosed that colours can function as a form of indirect CF to correct students' errors as they are noticeable. In fact, it also showed that students do more morphological errors than other types of grammatical errors. Colour coding could be a new creative technique to mark students' errors (e.g. green colour to indicate SVA) as students can identify their weaknesses if they see one colour dominates others or vice versa. Furthermore, Ryan (2012) also added that providing too much feedback, for instance, marking their papers in red, could trigger anxiety and evoke the feeling of embarrassment. Though students prefer to self-correct and learn from own mistakes, they value their own pride and ego which could eventually hinder one's language learning development.

Therefore, insufficient past studies concerning indirect corrective feedback and the implementation of colours as a method in assisting language teachers have become the basis to carry out the present study.

METHODS

The aim of this paper is to discover the effect of using colours as an alternative to indirect corrective feedback among ESL learners. A group of 40 ESL learners were chosen to participate in the study. All of them took an English course as part of the requirements of the programme. The English course is a compulsory course for Part 3 students which covers reading, speaking and writing skills. The respondents of this study took their English Placement Test (EPT) while in Part 1 and passed the test. Thus, their proficiency level is ranked good. The students attended a 4-hour class every



week. As for their writing assessments in this course, the students were assessed on writing an expository essay and evaluative commentary. They were taught to produce an effective expository writing comprising of an introductory paragraph, three body paragraphs and one concluding paragraph. While for the latter assessment, the students were assigned to evaluate an argumentative article by looking at the strengths and weaknesses of the article and to state whether to agree or disagree with the author's stand by providing their own justification. In marking the students' work, the lecturer usually applied indirect corrective feedback to show the errors. Indirect corrective feedback was implemented since it seems to be more effective than direct corrective feedback. In one study by Jusoh, Ali and Daud (2016) on a group of ESL learners, indirect corrective feedback showed much improvement to the learners. This includes the use of symbols to indicate the error. For example, symbol of SVA refers to the error in subject-verb agreement and SP for spelling error. However, for this study, apart from using symbols to indicate the errors, the lecturer also used another approach which was colour-coded system in correcting the students' work. A table consisted of the list of errors and colour codes was given to the students prior to the study. The students were informed earlier regarding the use of both symbol and colour-coded system as indirect corrective feedbacks. The lecturer also explained the use of this indirect corrective feedback and notified them that it would not affect their grades.

It was carried out for 5 weeks, just before the first writing assessment, the essay writing, was conducted. The lecturer who was also one of the researchers must conform to the syllabus and curriculum; thus, the study was carried out accordingly. To answer the research question, the students were required to write two paragraphs based on the given topics. The paragraph must consist of a topic sentence, supporting details and a concluding sentence. The topics selected by the lecturer were (a)'The Benefit of Part-time Job' and (b)'One Way to Reduce the Use of Plastic Bags'. These two topics were marked using different approaches by the lecturer. Topic (a) was marked using error symbol code while colour-coded system was used in marking topic (b). The lecturer explained clearly to the students regarding the length of the paragraph as well as the feedback given (error symbol code and colour-coded system). Within 5 weeks, the lecturer covered all topics under expository essay writing and at the same time assigned the students the above- mentioned topics.

The writing was conducted in class for 30 minutes. Before the pre-test, the lecturer briefed the students on the use of error symbol code in correcting the paragraphs. The lecturer then collected the paragraphs right after the students completed the session. After marking or correcting the errors, the lecturer returned the paragraphs to the students during the next class. In the post-test, students rewrote their paragraphs and did the corrections highlighted by the lecturer. Once the students finished rewriting the paragraphs, the lecturer collected them and marked them again. The number of errors committed by the students in the pre-tests and post-tests were then recorded. The same procedure was applied for the second paragraph which was marked using colour-coded system.

Throughout the study, error symbol code and colour-coded system were used in correcting the students' writing. Error symbol code was used for the first topic, while colour-coded system was used for the second topic. The error symbol code (see Appendix A) was an indirect corrective feedback used by the lecturer to highlight the errors done by the students in their writing. For example, SVA was used to indicate the error in Subject-Verb Agreement and WC for Word Choice. On the other hand, colour-coded system was another indirect corrective feedback which was adapted from a study conducted by A.Hamid, Nasri and Ghazali (2018). This system was designed from three types of error: (1) morphological errors (Subject-Verb Agreement or Singular-Plural e.g. They *has* to be on time and verb tense e.g. She *walk* to school yesterday), (2) semantic errors (word choice e.g. I *defiantly* want to buy the watch and spelling errors e.g. The *horse* was built in 1989) and (3) mechanical errors (punctuation e.g. How are you! and capitalization e.g. The event was held last *friday*). Both systems were presented to the students before they started the task. They were also provided with the information sheet to give them time to digest and understand the systems.

MAIN RESULTS AND DISCUSSION

To answer the research question, the number of errors before the symbol and colour-coded systems were introduced together with the number of errors made after the corrective feedback were received were recorded and presented. Before the editing symbols were introduced (symbol pre- test), the total number of errors made was 154. The numbers of morphological, semantic and mechanical errors were 96, 49 and 9 respectively. However, after editing symbols (symbol post- test) were implemented, the number of errors decreased to 33 which included 19 morphological errors, 13 semantic errors and 1 mechanical error. On the other hand, before the colour-coded system (colour pre-test) was introduced, the total number of errors was 192. The students made 112 morphological errors, 65 semantic errors and 15 mechanical errors. When the colour-coded system (colour post-test) was used to mark their paragraphs, the number of errors made decreased to 45 only. The numbers of morphological and semantic errors were 31 and 10 respectively while the number of mechanical errors was only 4. The errors made by the students in the three types of grammatical errors (morphological, semantic and mechanical) were compared in the table and figure as follows:

		SYMBOL		COLOUR	
		PRE	POST	PRE	POST
MORPHOLOGY	VT	41	9	65	21
	SVA	55	10	47	10
SEMANTIC	WC	35	12	48	6
	SP	14	1	17	4
MECHANICS	P	8	1	13	3
	C	1	0	2	1
TOTAL		154	33	192	45

Table 1. Number of errors committed in three types of grammatical errors

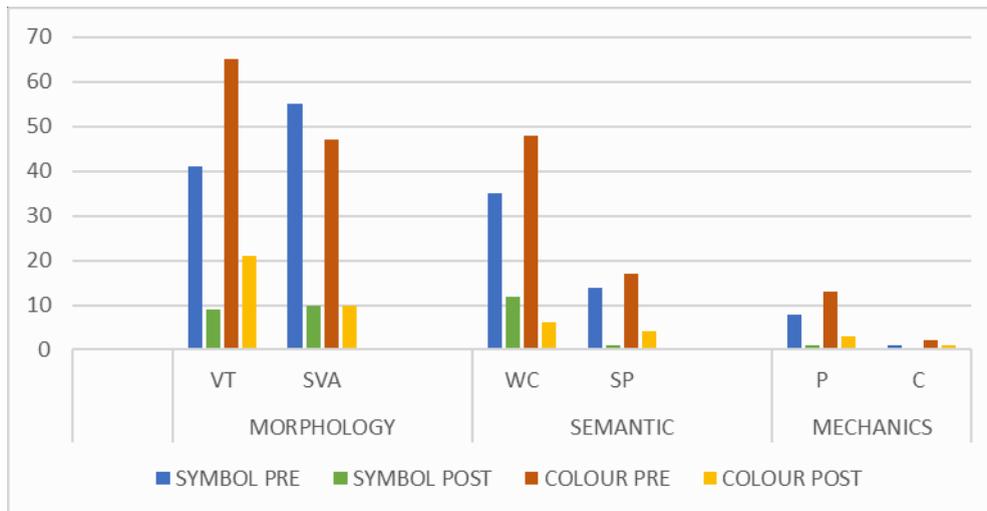


Figure 1. Number of errors committed in three types of grammatical errors

Figure 1 shows the total number of errors made by students in morphology, semantic and mechanic in both pre-test and post-test of symbols and colour-coded system. Based on the findings, it is clearly seen that the type of errors students committed the most was morphological errors for symbols and colour coded. In the symbol pre-test, students committed more Subject-Verb Agreement errors than Verb Tense errors;

Example (1a) : The *benefits* of part time job is to earn extra income for living. (SVA)

Example (2a) : We can also spend our free time wisely with a beneficial *activities*. (SVA)

Example (3a) : Part time job *offer* a good start-up for the graduates. (SVA)

Example (4a) : These will *leads* to a bright future as it is easier to work with someone. (VT)

Example (5a) : Having a lot of experiences will make it easier for us to *dealing* with any type of people and surrounding. (VT)

After the errors were identified using symbols (symbol post-test), they managed to correct their errors. There were also some students who changed the words which were initially wrong to other words but still managed to use the correct linguistic features;

Example (1b) : One of the *benefits* of part time job is to earn more money for living. (SVA)

Example (2b) : We can also spend our free time wisely with a beneficial *activity*. (SVA)

Example (3b) : Part time job *provides* a good start-up for the graduates. (SVA)

Example (4b) : These will *lead* to a bright future as it is easier to work with someone. (VT)

Example (5b) : Having a lot of experiences will make it easier for us to *deal* with any type of people and surrounding. (VT)



For the colour pre-test however, students committed more Verb Tense errors than Subject-Verb Agreement errors;

Example (1c) : This habit should be *apply* to each family so that their kids will follow and be more concern and care about their earth and environment. (VT)

Example (2c) : We should make this as a habit so that we will not *depending* on plastic bags anymore. (VT)

Example (3c) : Other than that, by calling a person who has the experience in the recycling field to give a talk could gain more trust from the audience that the use of plastic bags need to be *reduce*. (VT)

Example (4c) : Usually we always have one or two reusable *bag* in our house. (SVA)

Example (5c) : In foreign *country* such as United Kingdom and Japan, they always bring a paper or cloth bag with them to avoid themselves from using the plastic bags. (SVA)

When their errors were underlined using colour-coded system (colour post-test), the same students above managed to use the correct grammatical usage;

Example (1d) : This habit should be *applied* to each family so that their kids will follow and be more concern and care about their earth and environment. (VT)

Example (2d) : We should make this as a habit so that we will not *depend* on plastic bags anymore. (VT)

Example (3d) : Other than that, by calling a person who has the experience in the recycling field to give a talk could gain more trust from the audience that the use of plastic bags needs to be *reduced*. (VT)

Example (4d) : Usually we always have one or two reusable *bags* in our house. (SVA)

Example (5d) : In foreign *countries* such as United Kingdom and Japan, they always bring a paper or cloth bag with them to avoid themselves from using the plastic bags. (SVA)

Figure 1 also indicates the number of errors students made in terms of semantic for symbols and colour-coded system. Besides morphological errors, in the symbol pre-test it is seen that the students were also inclined in making semantic errors.

Example (1e) : Work experience is an essential quallkjkification before we apply for a *fixed* job. (WC)

Example (2e) : You can try to improve on how to communicate gently with your customers, cooperate well with your work *cliques*. (WC)

Example (3e) : We can also be independent by not having to rely on our parents for money to pay for university *bills* and *water* bills. (WC)

Example (4e) : It is easier to work with someone who have *experiance*. (SP)

Example (5e) : Part time job is a great activity for graduates that are waiting to be employed by an *employeer*. (SP)



After the students' errors were identified using symbols (symbol post-test), some students omit the errors they made by changing the words used with other words to ensure correct grammatical structures are applied. For instance:

Example (1f) : Work experience is an essential qualification before we apply for a job. (WC)

Example (3f) : We can also be independent by not having to rely on our parents to pay for tuition *fees, students loans* and *house rent*. (WC)

In the colour pre-test, the number of semantic errors increased even after they received the editing symbols feedback, especially in terms of Word Choice. There was also a slight increase of semantic errors in terms of Spelling;

Example (1g) : As we know from the name itself, reusable bags can be used for many purposes other than to carry stuff. *On the other hand*, reusable bags can be easily folded, stored, and brought along to anywhere we go. (WC)

Example (2g) : Every store's owner in this country is obligated to provide the customers with recycle bags or reusable bags instead of plastic bags as the *tools* to pack their store-bought stuff. (WC)

Example (3g) : It is very *convinnence* and easy to carry to anywhere. (SP)

Example (4g) : The main idea of reducing the use of plastic bags is bringing our own shopping bags with us as we do *grocerries*. (SP)

Likewise, there is an occurrence of omitting the error that was done in colour post-test. The student altered the sentence in order to revise the grammatical mistake;

Example (2h) : Every store's owner in this country is obligated to provide the customers with recycle bags or reusable bags instead of plastic bags to pack their store-bought stuff. (WC)

From Figure 1, it is indicated that there are only few mechanical errors made by the students in both pre-tests and post-tests. Students tend to do more Punctuation errors than Capitalization in the symbol pre-test;

Example (1i) : *By*, having a part time job it can help in gaining work experience. (P)

Example (2i) : *All in all* we need experience in order to do well in our job. (P)

Example (3i) : We will learn to appreciate things more and know the hardships of an *adult* life. (P)

Nevertheless, when they were corrected using symbols (symbol post-test), they managed to correct their mistakes;

Example (1j) : *By* having a part time *job*, it can help in gaining work experience. (P)

Example (2j) : *All in all*, we need experience in order to do well in our job. (P)

Example (3j) : We will learn to appreciate things more and know the hardships of an *adult's* life. (P)



Similarly, in the colour pre-test, students committed mechanical errors in terms of Punctuation more than they did in Capitalization;

Example (1k) : By using reusable bag we can also reduce the pollution made by the plastic bag itself. (P)

Example (2k) : In the end, by using shopping bag it can help reduce the use of plastic bag. (P)

Example (3k) : All in all, by bringing our own bag it actually brings much more benefit than harm with only a little amount of money used. (P)

On the contrary, in the colour post-test, students were able to identify their errors and used the correct punctuation in the sentences above;

Example (1l) : By using reusable *bag*, we can also reduce the pollution made by the plastic bag itself. (P)

Example (2l) : In the end, by using shopping *bag*, it can help reduce the use of plastic bag. (P)

Example (3l) : All in all, by bringing our own *bag*, it actually brings much more benefit than harm with only a little amount of money used. (P)

DISCUSSION

The findings of this study unveil that providing indirect corrective feedback affects the students' grammatical accuracy in writing positively. The outcomes of the study verify how important and imperative WCF is to be employed by educators in a writing class, particularly in ESL classrooms. The results prove Truscott's (1996) view that correcting students' grammatical errors is harmful and unacceptable. Applying WCF cannot be considered as wasting time or energy because it is proven that students can correct their own mistakes. When students receive implicit WCF in their writings, they are aware of the errors they committed. They know where the errors are and what type of errors they do. This correlates with the Noticing Hypothesis that learning only takes place when the errors are noticed. When the errors are evident, they can make necessary adjustments and correct themselves accordingly. Though corrections made may not be necessarily accurate, the attempts show that they engage in the learning process; thinking and deliberating of what is right and what is wrong. The present study also supports previous researchers (O'Sullivan & Chambers, 2006; Sheen, 2011) that indirect corrective feedback is suitable for students with high level of proficiency when they try to alter or omit the actual words or sentence structures to attain for correct grammatical structures. Regardless, teachers should opt for any WCF that is considered as appropriate to fit the students' level of proficiency, age or motivation.

Nonetheless, the choice of WCF must also be linked to students' responses. Corrective feedback that is chosen must not be detrimental to them as it could increase their anxiety level and evoke the feeling of being ridiculed when seeing errors are being corrected all over the place. The results of this study also support Ryan (2012), that students prefer a certain type of CF that do not make them feel belittled or embarrassed. Giving too much feedback such as by using a red pen could somehow



make students feel demotivated or discouraged; thinking they are very weak and poor in writing. The present study therefore, confirms that colours could be used as an alternative for indirect CF to reduce students' anxiety level. It is proven to be as good as indirect CF using symbols in decreasing the number of grammatical errors. Colours are easily noticed and can improve our ability to remember words or pictures (Myers, 2004). When different colours are used in providing feedback, students can easily remember the errors they do and increase one's cognitive retention. Though it cannot be generalized that students correct their errors due to colours, it is clear that when the students' errors are underlined with different colours, they manage to make the necessary corrections. Rather than having all errors marked with red which could elicit a threatening emotion and make students feel nervous, applying different colours may create a positive learning outcome. For instance, students may have more errors underlined in yellow showing that they are weak in tenses but none in blue to indicate that they are good in punctuation. The use of colours in showing feedback may increase their self-motivation that they are not really bad in writing. They just need to focus on certain areas that they are weak in by doing more practices and drills accordingly. Writing skill is a difficult skill for ESL learners; thus, educators have to play their part. As the use of colours has been proven as an alternative for indirect corrective feedback, educators can opt for this technique in guiding their students throughout the learning process.

Subject-Verb Agreement is one of the most frequent and problematic errors among learners. Thus, it is not surprising to see morphological errors showed the highest number for both topics assigned to the students. However, there was a significant decrease in morphological errors committed by the students. This indicates that the students who paid attention to the errors highlighted by the lecturer were able to make up their minds to self-correct the errors. It also proves the study by Jusoh, Ali and Daud (2016) that the use of indirect corrective feedback has a positive effect in helping the students to notice the errors and improve their Subject-Verb Agreement in future writing.

In a symbol pre-test, students committed Subject-Verb Agreement errors more than Verb Tense errors. In contrast, the colour pre-test showed more errors in Verb Tense than Subject-Verb Agreement. Interestingly, the number of errors in both revealed a similar decline that the number decreased to 10. Interference from L1 has always made Subject-Verb Agreement becomes the major issue in learning L2. Unlike SVA rule in English, verbs in Malay do not need to agree with the number of the subject, the omission of *-s* in (1a), (2a) and (3a) may be due to the interference from the learners' first language. However, examples given in (1b), (2b) and (3b) in the symbol post-test clearly showed how students had managed to retain the feedback given in the symbol pre- test by using the correct form of grammar in their writing. In one example, even though the student changed the word '*offer*' in (3a); which was initially wrong, to '*provides*' in (3b), but he managed to use the correct linguistic feature. By noticing the Subject-Verb Agreement error highlighted in (1a) '*The benefits of part time job is...*', the first student made an improvement in the post-test (1b) by writing '*One of the benefits of part time job is...*'.



While looking at the Verb Tense, it shows that students committed more Verb Tense errors than Subject-Verb Agreement errors in colour pre-test. In example (1c) ‘This habit should be *apply* to each family so that their kids will follow and be more concerned and care about their earth and environment.’ and (3c) ‘Other than that, by calling a person who has the experience in the recycling field to give a talk could gain more trust from the audience that the use of plastic bags need to be *reduce*.’, students might not understand or might be unclear about the rules of grammar in forming these sentences. Both sentences are in passive form. Thus, the verbs ‘apply’ and ‘reduce’ must be written in past participle. However, after the errors were highlighted, the students could use the correct form of the words. Despite many errors made by students in colour pre-test, they managed to identify the type of error and do the correction in the post-test.

In some cases, students ignored the errors highlighted by omitting the error and changing the words with other words. Errors most likely happen when the students do not know the right form or it could be due to not having acquire it entirely (Corder, 1973 as cited in Almuhimedi & Alshumaimeri, 2015). In (1e) for example, ‘*fixed*’ was highlighted since it is unsuitable as an adjective to describe the word job in the context. The student corrected it in the post-test by omitting the word ‘*fixed*’ and thus the new sentence became ‘Work experience is an essential qualification before we apply for a job.’ The cause of error in this sentence most probably due to the interference caused by L1 or as a result of translation process. The concept of “mother tongue interference” by Skinner refers to the process of learning a language as a habit formation, and therefore when new habits are learned the old ones will interfere with the new ones (Loewen, 2005 as cited in Almuhimedi & Alshumaimeri, 2015). Another example is in (3e) ‘We can also be independent by not having to rely on our parents for money to pay for university *bills* and *water* bills.’ The lecturer highlighted WC (Word Choice) for bills and water. When the student did the correction in the post-test, changing the whole phrase ‘university *bills* and *water* bills’ to ‘tuition fees, students’ loans and house rent.’ The omission of the error in example (1f) and changing the phrase in example (3f) could be due to several reasons. The students who participated in this study were exempted from taking English course in their first semester due to having passed the English Placement Test (EPT), therefore their English proficiency is considered good. Instead of committing the same error in the writing, the first student avoided using the adjective in describing the word job. While for the third student, he managed to change the phrase into a new one.

The present study also reveals that students did not commit semantic errors as many as morphological errors. Referring to the examples above, the errors committed show that the students misuse the meaning of certain English words which could be derived from their inadequate lexical knowledge. Al-Jarf (2011, p. 161) claimed that “sufficient lexical knowledge plays an important role” in determining whether SLA is either a challenging or unchallenging process. Besides that, in the colour pre-test, example (1g) shows that the student chose *On the other hand* when the word *In addition* should be used to portray the meaning of adding information. Furthermore, example in (2g) also indicates the incorrect usage of *tools* to describe the meaning of the word *alternative*. Some of the words are also semantically distorted when words are spelled wrongly. Examples in (4e) and (5e) show that the errors occurred due to misselection and overinclusion. Student in (4e)

misselected letter *a* instead of *e* while student in (5e) doubled the letter *e* when it is supposed to be spelled with single *e*. Examples in (3g) and (4g) of colour pre-test also indicate errors of misselection for the former and overinclusion for the latter.

Interestingly, after feedback was given using editing symbols and colours, the errors were omitted. In examples (1f), (3f) and (2h), though different words were used to be written in the revised paragraphs, the grammatical structures of the sentences are accurate. The changes show that indirect WCF fosters students to indulge in problem solving activities (Ferris, 2004) where they could independently correct themselves. The results, therefore, supports Sheen's (2011) belief that using a correction code might be more suitable for advanced students. Thus, such changes may somehow agree with Ferris's suggestion (1999) that students can be taught to successfully edit themselves if the errors appear in a patterned, rule-governed way. Lexical errors such as unnecessary words or missing words cannot be treated by just following a set of rules. Thus, underlining 'untreatable errors' like word choice may not be sufficient to help learners. Giving indirect corrective feedback may not be the only way but it must be combined with other types of feedback to provide the acquisition. In the colour pre-test, it is evident that the students committed more Word Choice errors than in the pre-test. Though they were corrected using symbols before, the feedback cannot be retained. This may be resulted in the choice of paragraph topic given to them. Unlike the topic for symbol pre-test, the colour pre-test topic may be a bit difficult to be written as it requires more knowledge and facts. Therefore, there is a possibility that more errors occur due to unfamiliarity with the subject matter. Though in the present study the identified errors were corrected after the post-tests due to students' level of proficiency, the semantic errors may still arise if students do know the right word to be used to represent the actual meaning.

The findings of this study also reveal that the students committed a small number of mechanical errors. In both pre-tests, students committed more punctuation errors as in Example (1i), (2i) and (3i) as well as (1k), (2k) and (3k). When the errors were highlighted using symbols and colours, the corrections were usefully made as in (1j), (2j) and (3j) as well as (1l), (2l) and (3l). The findings support the study by Ghabool, Edwina and Kashef (2012) that most Malaysian ESL learners have problems in grammar usage and punctuation when writing. Thus, feedback is indeed crucial to assist learners in recognizing the common problems they usually do. The effectiveness of using colours as a corrective feedback in this study correlates with the study by Olurinola and Tayo (2015) that colours is powerful in affecting learning, facilitating memorization and identifying of concept. Most importantly, the use of colours could reduce the probability of making the same errors again as they evoke visual experience which could lengthen the duration of cognitive information.

CONCLUSION

The present study examined the effects of using colours as indirect WCF towards ESL students' writing. Students were given the task to write two paragraphs on two different topics and their errors were highlighted using symbols and colours. After that, the paragraphs are returned to the



students for correction, which the paragraphs were analysed again to determine whether there are any differences in the frequency of errors committed by the students. It was found that both symbols and colour-coded systems have significantly reduced the number of morphological, semantics and mechanical errors committed. It can be seen that using colours as indirect WCF indeed is beneficial as it significantly lowered error frequency across all error types.

With regards to giving feedbacks in general, the study has shed some light on the importance of feedback. When feedbacks are given to learners, it enables the learners to notice the errors and allows them the chance to rectify their mistake. Denying them the chance might bring about negative repercussions such as allowing the errors to fossilize, causing error correction efforts to be more difficult. Regardless of feedback type, whether direct or indirect, written or verbal, it is imperative that teachers provide clear understandable feedback. Annotations on students' essay product or verbal reprimands of students' utterances would be futile if students' are unable to make sense of the scribbles on their essays. This case is especially true in the case of using indirect feedback. It is important for teachers to exercise caution when using indirect WCF where teachers merely highlight the error and indicate the error type.

There are some things that the researchers would recommend for future research. First is the ESL learner's proficiency. In the present paper, the sample is derived from semester 3 students who were exempted from taking English proficiency course in semester 1 following good results from their English Placement Test (EPT). It can be said that the sample consists of students with high English proficiency. This might explain the significant decrease in errors committed by the students following the feedback. Therefore, it might be worth studying whether the same magnitude of decrease can be replicated among samples with mixed proficiency or lower.

Another aspect that might be fruitful to study is the learner's retention after the feedback. Future studies might opt to investigate it by assigning a new topic after the post test. Doing this accomplishes two things. Firstly, we will be able to see whether giving indirect WCF is able to reduce the frequency of errors which is the same with present study. Secondly, the new topic will be able to determine the cause of the decrease of error frequency, if there is any decrease in the post test. Having a second topic enables researchers to ascertain the decrease that is achieved in the post test is due to students being able to understand the language rules and forms or merely having their errors pointed out. It would indeed be interesting to see whether Truscott's notion that feedback does not contribute to language learning is true.

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THE USE OF ENGLISH AS A MEDIUM OF INSTRUCTION (EMI) IN TEACHING INDONESIAN LANGUAGE FOR FOREIGNERS (BIPA) (A STUDY AT SOFIA UNIVERSITY, BULGARIA)

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ABSTRACT

Indonesian Language for Foreigners (BIPA) is one of the elective courses in the Department of South, East and South-east Asia Studies, Faculty of Classical and Modern Philology, Sofia University. In their daily life, the students use Bulgarian language to communicate. For that reason, the instructor uses English as a Medium of Instruction (EMI) to support the learning process in the BIPA's classroom. The purpose of this research is to investigate the use of EMI in teaching BIPA at Sofia University. The researcher used qualitative approach with case study design. The participants were 1 BIPA instructor and 4 Bulgarian students of the fourth semester of the Department of South, East and South-east Asia Studies who were in the intermediate class. The data was taken by using classroom observation and interview. Findings of the research showed that there were two benefits of using EMI in teaching BIPA. The first benefit was EMI as a *Bahasa Indonesia* vocabulary enrichment strategy and the second was EMI as a bridging process strategy that can be used to solve the cultural barrier between instructor and students in the teaching-learning activity. The cultural barrier that occurred during BIPA class was related to the idiomatic problem and the interpretation of concept.

Keywords: Bipa, Emi, Sofia University

INTRODUCTION

The definition of English as a Medium of Instruction (EMI) was proposed by Dearden (2005) from EMI Oxford. She stated that "EMI is the use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English" (p. 2). While Karakas (2015) defined EMI as "the use of English in the offer of university degree courses in higher education instead of the domestic language of the country in question" (p. 1). Nowadays, EMI is widely used by the teachers or lecturers to teach foreign languages, including *Bahasa Indonesia*.

Bahasa Indonesia, as one of the languages that has strong impact in the world has been learned, not only in Indonesia, but also in some universities abroad. Indonesian Language for Foreigners or *Bahasa Indonesia untuk Penutur Asing* (BIPA) is one of the programs conducted by *Badan Bahasa* (Language Body) of The Ministry of Education and Culture. In Indonesia, there are 45 institutions



who already held BIPA class, either in university or organization. Abroad, BIPA is taught in around 36 countries with 130 institutions consist of universities, cultural centre, embassy and organization.

On BIPA Congress 1999, it is showed that there were some challenges in BIPA's teaching. Firstly, only a few number of teachers who had experience in teaching BIPA abroad. The other problem that occurred is the lack of teachers' understanding of foreign students' experience (learners' perspectives) in learning BIPA (Alwasilah, 2000, p. 124). Another issue is not only students' limitation in acquiring new vocabulary of Bahasa Indonesia, but also the instructor's difficulties in making students acquiring new vocabulary. Moreover, the instructors also have to deal with cultural problem. The instructor needs to overcome the gap between students' first language (L1) and the target language which can cause a cultural barrier in the teaching learning activities.

BIPA is an elective course in Sofia University, Bulgaria. Learning foreign language is one of the main priorities for all students in Bulgaria's education. According to the data from YELL (2008), Bulgaria is the first country in Europe that has intensive foreign language learning in its curriculum. The main principle is the integration of foreign language learning and other subjects study. In this case, Sofia University had agreement with Indonesian Embassy in Bulgaria to provide Bahasa Indonesia class for the students.

Many research have been done to explore the phenomenon of the use of EMI. It can be seen from several studies that discovered the use of EMI in science, business, economy, and art class. However, there is lack of attention on the exploration of EMI in language class. For that reason, this present study investigates the use of EMI in BIPA class. The research setting was Sofia University due to the uniqueness of that place in which there had not been any research that investigates BIPA class in Sofia University before.

METHODS

The aim of this research was to investigate the use of English as a Medium of Instruction (EMI) in teaching Indonesian Language for Foreigners (BIPA) at Sofia University, Bulgaria. For this purpose, the researcher used qualitative approach with a case study method as a design. The researcher used purposive sampling to choose the participants of the study.

There were two kinds of participants in this research. The first participant is the BIPA instructor. He is the Indonesian Embassy staff in KBRI (Kedutaan Besar Republik Indonesia) Sofia, Bulgaria. During his activity as a local staff in the Indonesian Embassy, he teaches BIPA class in Sofia University, Bulgaria. The second participants were four students from Department of East, South and South-east Asia, Faculty of Classical and Modern Philology, Sofia University. They took BIPA class as an elective course and they were in intermediate level.

The researcher used classroom observation and interview as the instruments. For the classroom observation, the researcher observed the use of EMI where English is being used by the instructor and students as the medium of instruction in teaching and learning activity, because English is not their first language. The second data collecting technique that is used by the researcher was interview. It consists of several questions that are relevant to the research question. The interview



question also related to the instructor's background and the strategy that is being used in the classroom management.

The researcher analyzed the data by using the theory from Dey (1993). He stated that "the core of qualitative analysis lies in these related processes of describing phenomena, classifying it, and seeing how our concepts interconnect" (p. 31). It means that researcher will analyze the data by describing phenomena, classifying it based on the research question point and concluded it. The researcher was not explicitly divided the process into 3 steps as it is mentioned, but the researcher used those 3 steps as the essential idea to explain the analysis of the data.

First, researcher described the phenomena. Describing phenomena came from analysis of the data that the researcher gathered which involve two data collecting technique which were classroom observation and interview. Second, the researcher classified the data based on the research question. Lastly, the researcher connected the classified data to form a concept or theory. Since this research was founded based on grounded theory analysis, the researcher will use all of collected data and three analysis step above to form a theory as it is supported by Corby in Frankel, Wallen and Helen Hyun (2012, p. 346) in Perdani (2014) who stated that grounded theory is the analytic process through which data is fractured, conceptualized and integrated to form a theory.

MAIN RESULTS AND DISCUSSION

Based on the interview with the instructor, it was known that Indonesian language and culture class is an elective study for the students in the Department of South, East, and South-east Asian Studies on the Faculty of Classical and Modern Philology. This class already established in Sofia University since seven years ago. In the beginning, there were a small number of students, for instance five, four, or six. Then, since the embassy got help from Indonesia through SAME scheme, the number of students started increasing.

The class is divided into two classes which are beginner and intermediate. Unfortunately, the class in Sofia University is only up to intermediate because students' obligation to take the language class is only four times and only for four semesters. Indonesian embassy is trying to negotiate how to make Indonesian language and culture class becomes a basic class, not only elective but compulsory class.

In BIPA class of Sofia University, English is being used as a medium of instruction. Based on the interview with the instructor, the instructor did not know EMI as a scientific term, but he learnt about how English is used as means of communication of educated people in the world. Furthermore, the instructor explained that in the beginner class, he used English more frequently because the students did not know much about vocabularies of *Bahasa Indonesia*. However, in the end of the semester, the instructor used simple *Bahasa Indonesia*. The percentage of using English in the beginner class was 70%, while *Bahasa Indonesia* was 30%. In the intermediate class, the instructor used 70% to 80% of *Bahasa Indonesia* and the other 20% or 30% of English for the things that need to be explained, like in a text where there was a cultural term, it need to be explained in English.

Lin proposed that (2013, p. 3), “language is a carrier, which not only carries the information of language, but also carries the information of culture”. It means that learning language is related to cultural thing. However, the barrier that related to language and culture can occur and need to be solved. As it is also explained by Al Farabi (2015, p. 71) that cultural barriers are considered which become hurdles in understanding of teaching/learning different languages.

From the data analysis, there were two kinds of benefit when the instructor used EMI. The first benefit was EMI as a strategy to increase students’ vocabulary mastery. Another benefit of the use of EMI was the use as a strategy to solve the cultural barrier. Below are the explanation of the two benefits.

EMI as a vocabulary enrichment strategy

EMI can be used as Bahasa Indonesia vocabulary enrichment strategy. During teaching learning activity, it is a common thing for BIPA students in Sofia University facing problems in understanding or acquiring a new Bahasa Indonesia vocabulary. The problem become more complicated because the students’ first language is Bulgarian and the instructor himself did not able to speak Bulgarian well. As the result, the only solution to solve these problems was by implementing EMI as strategies in teaching vocabulary to the students.

There are five sequences in the strategy of enriching students’ vocabulary. The sequences could be seen in the chart below:

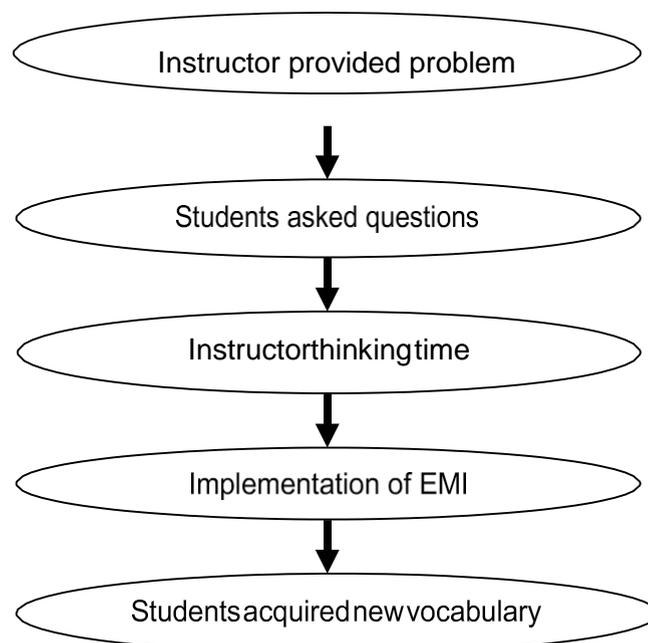


Figure 1: Vocabulary enrichment strategy

Based on the observation in BIPA class, the instructor gave various task to the students. It then raised problem, especially related to the vocabulary mastery. The students will ask questions after the instructor provided the problem from the task given, as it can be seen from sequence two. The questions were mainly about vocabulary that they did not know. Based on the transcript from the classroom observation, the researcher found several words that were asked by the students to the instructor. The list of the vocabularies could be seen in the table below:

List of Vocabularies	
English	Bahasa Indonesia
sleeping bag	<i>kantung tidur</i>
net	<i>jaring</i>
put up the tent	<i>memasang</i>
admire	<i>menggemari</i>
full	<i>kenyang</i>
got	<i>mendapatkan</i>
tell a story	<i>menceritakan</i>
wearing a swimsuit	<i>memakai baju renang</i>
especially	<i>khususnya</i>
stands	<i>kios</i>
unfortunately	<i>sayang sekali</i>
move	<i>gerak</i>
coastline	<i>pesisir</i>
shirt	<i>kemeja</i>
t-shirt	<i>kaos</i>
come in peace	<i>salam</i>
womanizer	<i>buaya darat</i>
to be patient	<i>lapang dada</i>
bridge	<i>jembatan</i>
roll	<i>menggulung</i>

After the students asking questions to the instructor, the instructor had some time to think about the answer. It was crucial for instructor to understand students' questions. The instructor also needs to find the appropriate word to answer the questions. In sequence four, the instructor used EMI to enrich students' vocabulary. The instructor found the suitable word in English and told the students the vocabulary in Bahasa Indonesia. Finally, the students acquired new Bahasa Indonesia vocabularies as it can be seen in sequence five. If students have many vocabularies in Bahasa Indonesia, the learning process will become easier.

Based on the observation, in the opening of teaching learning activity in intermediate BIPA class, the instructor used Bahasa Indonesia in almost all of the conversation with the students. It was supported by the data from the interview which the instructor stated that in the intermediate class, the instructor used 70%-80% Bahasa Indonesia and for the rest he used English. It can be seen on the excerpt below where S1-S4 (students) and I (instructor):

Excerpt 1

- I : *"Ya. Ada beberapa kosakata yang berguna untuk kita gunakan (filler) terkait (filler) liburan, regarding to terkait, regarding, regarding to, concerning to"*
- S1 : *"terkait"*
- I : *"terkait ya, terkait dengan, regarding to, terkait dengan liburan. Bisa kamu berikan contoh kira-kira kata-kata apa yang terkait dengan liburan?"*
- S1 : *"(filler)....istirahat"*
- I : *"istirahat"*

The process of using EMI as a strategy in teaching vocabulary also can be shown in the clip below:

Excerpt 2

- I : *"Berjejer what is berjejer. Berjejer is when you seated here here like in..."*
- S1 : *"a row."*
- S2 : *"A row is like this a column are there one behind next to each other. Berjejer in a row."*

EMI as a bridging process strategy

People in Bulgaria use Bulgarian as their first language and they use Cyrillic alphabet in the daily life. This Cyrillic alphabet applied in many public places that sometimes make the difficulty for foreigner who usually used Latin letter. However, beside Cyrillic, the public signs such as traffic and



street signs used Latin, so it can be helpful for the foreigner who can not read Cyrillic letter. Because of the use of the Cyrillic letter in most public places, sometimes we can only interpret the meaning by considering the cultural, social and physical world that surrounds it.

Bulgarian people with their rich language and culture exposed with foreign language learning from an early age. Learning foreign language is one of the main priorities of the education in Bulgaria. The number of schools implementing Early Foreign Language Learning policy is increasing constantly. A curriculum for Early Foreign Language Learning is adopted for English, German, Russian, French, Italian and Spanish. At preschool stage, foreign language learning is optional. In vocational schools, foreign language learning is directly connected with the profession studied. For young Bulgarians, learning language is a major tool to travel, study and work abroad. It is a significant factor for motivating and encouraging the young learner to learn foreign languages. Regarding to the policy, there are several challenges in the implementation mainly connected with teachers' qualification and financial issues. The main principle of the curriculum is the integration of foreign language learning and other subjects study. This approach has been implemented in other European school systems and is a way of integration of form and function in the educational system.

Bulgarian students can apply for upper secondary schools with foreign language instruction which are English, Spanish, Italian, German, Russian and French. In the first year, the students have an intensive training that is 19 hours per week. The training is divided into semi-intensive and extensive training (six hours in the eighth grade and two hours in the ninth, tenth and eleventh grade). By this, it is hoped that the students can reach a level of knowledge of the target foreign language that is being studied.

Beside those languages, Bahasa Indonesia is one of the foreign languages that are attractive to Bulgarian students, especially in Sofia University. The teaching learning activity conducted by using English to help students to understand the language. It can be seen that the students have mastered at least three languages that are Bulgarian, English and Bahasa Indonesia. In this case, Bulgarian that is students' first language can be called as source language and Bahasa Indonesia that is learnt by the students is called as target language.

Bulgarian language has several characteristics that different with Bahasa Indonesia. The first difference is the alphabet. The Bulgarian use cyrillic and Bahasa Indonesia use Latin. Next, there are 9 tenses in Bulgarian language, while in Bahasa Indonesia there are none, only the words that indicate the time. The other difference is in Bahasa Indonesia, there are two pronouns about "we", while in Bulgarian there is only one pronoun. The fourth difference is in Bahasa Indonesia, major roles have suffixes and prefixes, while in Bulgaria it is only the prefixes. The next difference is in Bulgaria, there are three genders, while in Bahasa Indonesia there is no gender. The sixth difference is in Bulgarian, there is also a special grammar particle about male gender that indicates whether the noun is subject or object. The seventh difference is in Bulgarian, commas have a huge role and there are lots of rules about it. The last difference is in Bahasa Indonesia, there is a "NG" specific sound while there is not something like that in Bulgarian.

In short, the differences between the source language and target language can cause difficulty for the students to learn the target language which is Bahasa Indonesia because those differences can produce cultural barrier. Based on the analysis of the data that the researcher got from the source, the cultural barrier that occurred during BIPA class was related to the idiomatic problem and the interpretation of concept.

Idiomatic Problem

There were some problems that are faced by the students related to the cultural barriers during the teaching learning activity in BIPA class. Here, EMI is used as a strategy to overcome the issue. For instance, we can see how the students and the instructor solve the cultural barrier that happened in the BIPA class from the conversation transcript below:

Excerpt 3

- I : *“Actually yes. Oke sekarang saya akan memberikan kalian ekspresi to show. We have some special expression characteristic of people. In the light way, in the soft way. Apa baca...”*
- S3 : *“Bermuka tebal “*
- I : *““bermuka tebal. Muka is wajah apa itu tebal thick. So bermuka tebal means somebody is not shy or over confidence. Orang itu bermuka tebal, he doesn’t know how to do it just show the people how to do it. Over confidence. Bad sense, arrogant. Somebody cannot do that, he just showed people, But he’s not shy.”*

In the transcript above, we can see that the instructor gave the new topic about “Expression” using Indonesian idiom such as “bermuka tebal”. Another idiom that was being discussed in the classroom were “panjang tangan”, “bunga desa”, “mata keranjang”, “hidung belang”, “buaya darat”, “lapang dada”, “buah tangan”, dan “buah hati”. The idiom mentioned above were idiom that does not exist in Bulgarian culture. Therefore, the instructor faced cultural barrier when he wanted to explain those idiom to the students. Here, the researcher only discussed one idiom that was “bermuka tebal”.

When the instructor explained about the idiom, it is a common thing for the language learner to find the comparison of target language that they learn to their first or second language. Unfortunately, in learning idiom, it will cause a problem because idiom is tightly related with the domestic culture of the language, therefore the students who lack of cultural knowledge about the target language will face difficulty.

However, since teaching learning activity was done by using EMI that gap between two cultures, in this case learners culture as a Bulgarian and Indonesian culture as a target language can be bridged each other. The bridging process of two cultures can be done when the instructor used EMI as a strategy. For instance, in the transcript above, the instructor explained the concept of “bermuka tebal” by giving another word for “muka” which was “wajah” and the English word for “tebal”

which was “thick”. Finally, he described briefly the meaning of “bermuka tebal” by using English that was “somebody is not shy or over confidence”.

Interpretation of Concept

Beside solving the idiomatic problem, BIPA can also be used to help instructor to interpret the concept that is being discussed. From the explanation above, we can see that the instructor still needs to have sufficient knowledge to explain a particular word or idiom that can raise a problem in cultural matter during teaching learning activity. Based on the analysis of the classroom observation done by the researcher, it was shown that in some situation, the instructor still face difficulty to solve cultural barrier. For instance, in the clip below, the instructor tried to explain the concept about “how to respond if someone sneeze”. The example can be seen on the transcript below:

Excerpt 4

- I* : “*bless everyone is blessing ya. Setiap orang memberkati.*”
- S1* : “*memberkati*”
- I* : “*Tuhan memberkati, God bless you. You can say Tuhan memberkatimu. Tuhan Memberkati is enough. Memberkati. Tuhan memberkati. But this is so much connected with the Christian, and the muslim say it are different. Basically muslim say the same but they used Arabic.*”
- S2* : ”
- I* : “*Yes, but it’s kind of habit thing that used to be done. Tuhan memberkati means God bless you. God bless you*”
- S1* : “*How do you say it in Arabic?*”
- I* : “*Barakallah*”
- S4* : “*Allah in everything. Barakallah. You said that when someone sneeze*”
- I* : “*No no, sneezes is zdravei. In Arabic yarhamukallah. But not for drinking beer*”

In the transcript above, the instructor tried to explain how to respond when people sneeze around you. The instructor explained that they can say “Tuhan memberkati” when people sneeze around you, (context as a subtitle). However, the instructor said that it was so much related to the Christian culture and then the students asked how to say “memberkati” in Arabic then the instructor said “Yarhamukallah”.



From the explanation, we can see that the instructor did explain the concept incompletely because it will become biased why Indonesian used Arabic to respond when someone sneeze around them. The instructor supposed to explain the reason behind it. For instance, Indonesian said “Yarhamukallah” or using Arabic expression when people sneeze, it is because Indonesian most populated by moslem. That is why, we used that expression. Meanwhile, in Western civilization which populated by Christian they used “God bless you” based on their teaching.

CONCLUSION

In conclusion, teaching BIPA demands a lot of things, such as sufficient knowledge of the instructor whether in the area of cultural understanding, language competence and pedagogic ability. However, one of the crucial thing for BIPA instructors is an ability to use EMI as a strategies in teaching and solving cultural barrier in order teaching learning activity can be run well as it is expected. The researcher found two benefits of EMI. Firstly, EMI can be used as a strategy to increase students’ vocabulary mastery, and secondly, it can be used as a strategy to solve cultural barrier.

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MAPPING LEARNING STRATEGIES AND MOTIVATION WITH PERSUASIVE PRINCIPLES TO INFORM THE DESIGN APPLICATION

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ABSTRACT

Persuasive technology is a technology that exists to change users' behaviour and attitude. The capability to persuade users is particularly useful in a certain field including E-learning. Having an E-learning application that suits students' learning strategies and motivation to improve their academic performance would be beneficial. However, identifying learning strategies and motivation that have an impact on students' academic performance is a challenge especially for tertiary education students. This study identifies the learning strategies and motivation using Motivated Strategies for Learning Questionnaire (MSLQ) instrument and determines the subscales that have the most significant impact on students' academic performance. The aim is to map the learning strategies and motivation subscales identified with persuasive design principles according to the Persuasive Systems Design (PSD). The mapping process involved a design expert in-depth interview session. The results showed that there are 26 persuasive design principles related to the learning strategies and motivation subscales that can be used to inform the design features of an E- learning application. Tunnelling, tailoring, praise, rewards, reminders, expertise and social learning are among the persuasive principles that are related to the learning strategies and motivation subscales that are potential in e-learning application.

Keywords: E-Learning, Learning Strategies, Motivation, Persuasive Technology

INTRODUCTION

The development of skills and knowledge using information and communication technologies (ICTs) to interact is the E-learning definition. Adult E-learning has some other names such as internet learning, web-based learning and online learning (Folinsbee, 2008). Computing technology that could change behaviour and attitude is known as persuasive technology (Fogg, 2003). This technology can be used to overcome poor study behaviour issues among students (Filippou, Cheong, & Cheong, 2016) and the design should implement different persuasion principles according to users' suitability to ensure it successfully persuade users to achieve the target attitude or behaviour (Ahmad & Ali, 2018). The purpose of this study is to map learning strategies and motivation subscales and its associated study behaviours with persuasive design principles to inform the design of an E-learning application.



Learning Strategies and Motivation Subscales

Sustaining the right study habits can be difficult for some students. This issue happens to students because of being unmotivated and unaware of what good study habits are (Filippou, Cheong, & Cheong, 2015). To overcome this issue, one of the suggestions that already discovered by the previous researcher is by identifying what are the learning strategies and motivation subscales that suitable with students and can possibly affect their academic performance in a positive way. These subscales associated with its own unique study behaviours. Yet, there are a lot of study behaviours that a student could have (Pintrich, Smith, Garcia, & McKeachie, 1991).

Motivated Strategies for Learning Questionnaire (MSLQ) is an instrument that has widely used by researchers to measure self-regulated learning (Dinsmore, Alexander, & Loughlin, 2008; Roth, Ogrin, & Schmitz, 2016; Zimmerman, 2008). It also can be used to identify significant learning strategies and motivation subscales that can contribute to students' academic performance (Filippou et al., 2016). The advantage of using MSLQ is that there is no indirect internal model that must be used to explain results (Pintrich et al., 1991). *Time and study environment, metacognitive self-regulation, critical thinking and extrinsic goal orientation* are some of the subscales in MSLQ that might contribute to students' academic performance (Filippou et al., 2016).

Managing time and study environment is an ability that students should have to excel in academic. It involves activities such as planning, scheduling and managing study time. The process is not only focused on how much time do students spend to study but how practical students use that study time, as well as setting sensible goals. While the study environment refers to the environment where students do their works. It would be advisable if the study environment is free from distractions (Pintrich et al., 1991).

Metacognition in MSLQ focuses on self-regulation aspect where processes such as monitoring, planning and regulating involve in metacognitive self-regulatory activities. Monitoring activities include self-questioning that would assist the student to interpret materials by integrating it with their prior knowledge. Planning activities such as task analysis and goal setting will activate their prior knowledge to organize and perceive the material easier. Regulating activities might improve students' performance by improving their behaviour while they do their tasks (Pintrich et al., 1991).

According to (Pintrich et al., 1991), students who are applying their prior knowledge in the learning process to overcome problems, make critical evaluations or decisions refers to critical thinking. Extrinsic Goal Orientation; rewards, grades, peer evaluations, and competition can be a reason why students participate in the learning process. Students with high extrinsic goal orientation tend to participate in learning because of such reasons rather than to participate directly in the task itself. This is referring to the entire course as general (Pintrich et al., 1991).

Persuasive Design Principles

There are four categories in persuasive design principles which has been outlined by (Oinas-Kukkonen & Harjumaa, 2008) in Persuasive System Design (PSD) model which are *Primary Task Support, Dialogue Support, System Credibility Support* and *Social Support*. Each category has its



own design principles that need to be suitably selected to design an effective persuasive system.

Primary task support consists of a set of principles that help simplify user's main task. This includes *reduction* (simplify the main tasks), *tunnelling* (guide user activities through a process), *tailoring* (tailored system's information with user's character), *self-monitoring* (monitor user's performance to achieve goals), *simulation* (provide simulations to observe the events), and *rehearsal* (shows user, a designated behaviour/attitude repeatedly).

While dialogue support is very useful to keep the end-users towards their target behaviour by implementing computer-human dialogue support. Dialogue support includes principles such as *praise* (praising users with positive words), *rewards* (rewards users after accomplishing tasks), *reminders* (reminds users any important tasks), *suggestion* (suggest users meaningful related information), *similarity* (make a system looks familiar), *liking* (make a system looks attractive), and *social role* (create a computer agent e.g. virtual teacher).

System credibility support explains about the way to design a credible persuasive system. Where the more credible a system is, the more persuasive it can be (Oinas-kukkonen & Harjumaa, 2009). System credibility support consists of principles such as *trustworthiness* (provides legit, unbiased, and facts to users), *expertise* (provides knowledgeable content based on experience to look competent), *third-party endorsement* (acknowledge by recognized body/authority), *surface credibility* (makes a system look competent), *real-world feel* (makes users feel the existent of real people behind the system), *authority* (recognizes users by authority) and *verifiability* (verifies the information accuracy of a system).

Lastly, the interaction between people through a computer has significant implication for persuasion (Fogg, 2003). To ensure that the end-users will remain motivated, social support will do the task by providing social interaction features between users. According to (Dohnke, Weiss-Gerlach, & Spies, 2011), there is proof that changing social norms would affect behaviour change. Social support consists of principles such as *social learning* (learn by observing peer activities), *social comparison* (compares peer activities), *normative influence* (influence users by peer pressure), *social facilitation* (allows users to perform task together with their peers), *cooperation/competition* (create a competition between users) and *recognition* (offers public or peer recognition when users accomplish tasks).

METHODS

This study involves one design expert in-depth interview as the initial process of mapping the learning strategies and motivation with the persuasive design principles. The design expert has more than 10 years' experience. The one-to-one interview session begins with introducing the expert on the persuasive design principles and the definition of each learning strategies and motivation related subscales along with its associated study behaviours. Expert's level of understanding of both components will determine the accuracy of the mapping results. The interview session starts by addressing the following main question; Which persuasive design principles related to the learning

strategies and motivation subscales? Any persuasive design principles that provide functionality according to the subscales' definition and its associated study behaviours will be considered as related. The detail identification of the learning strategies and motivation subscales will not be reported in this paper. Figure 1 shows an overview of the mapping process.

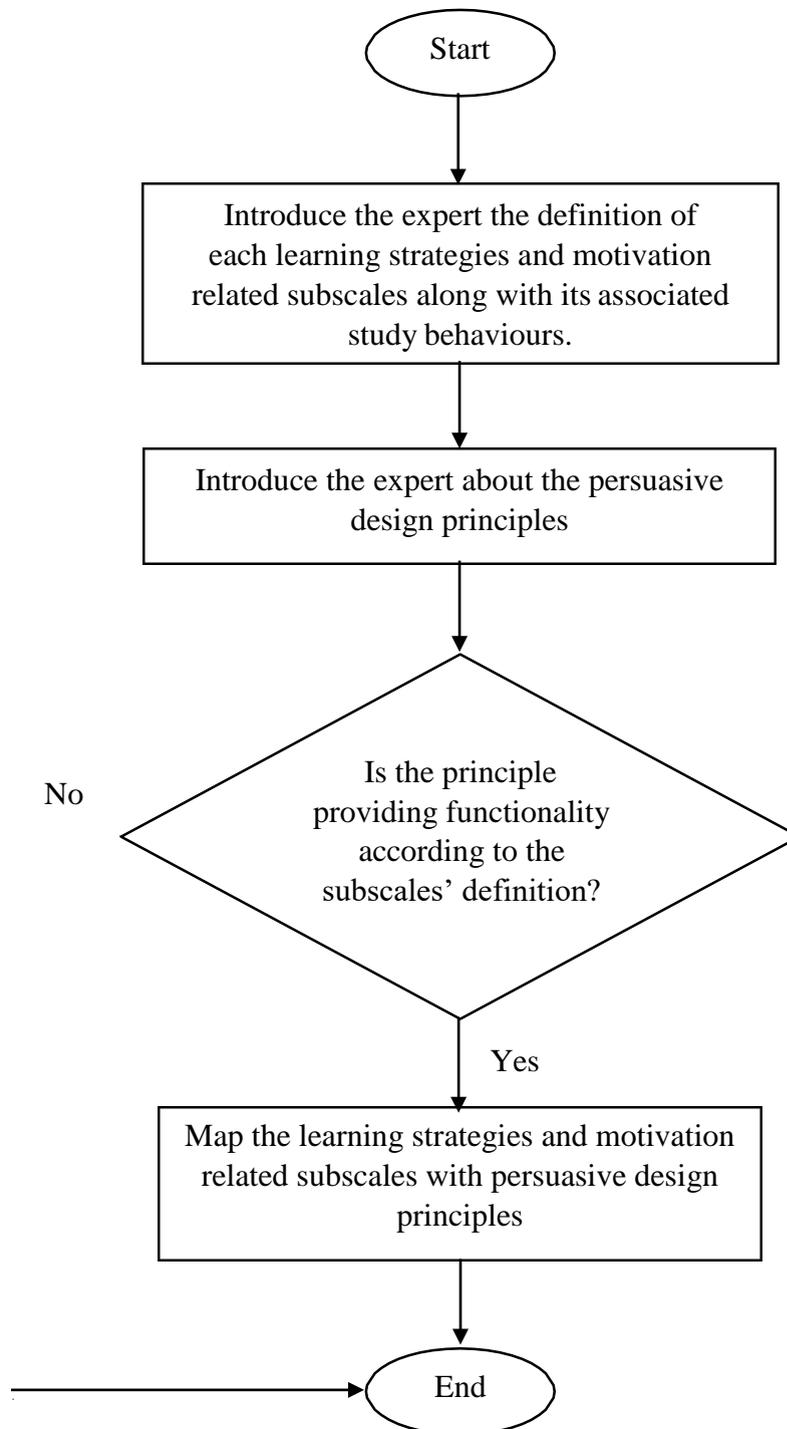


Figure 1. Overview of the mapping process.

MAIN RESULTS AND DISCUSSION

Table 1 shows the summary of the mapping results between learning strategies and motivation subscales with persuasive design principles based on qualitative analysis with the design expert interview. Out of 28 design principles, 26 design principles correlated with learning strategies and motivation subscales according to the expert.

Table 1: Summary of the mapping results between learning strategies and motivation subscales with persuasive design principles.

Persuasive Design Principles		MSLQ Subscales			
		Time and Study Environment	Metacognitive Self-Regulation	Critical Thinking	Extrinsic Goal Orientation
Primary Task Support					
1.	Reduction			/	
2.	Tunnelling	/	/	/	
3.	Tailoring	/		/	
4.	Personalization			/	/
5.	Self-monitoring		/		/
6.	Simulation			/	
7.	Rehearsal		/	/	
Dialogue Support					
8.	Praise				/
9.	Rewards				/
10.	Reminders	/			/
11.	Suggestion	/	/		/
12.	Similarity	/		/	
13.	Liking				
14.	Social Role		/	/	/
System Credibility Support					



15.	Trustworthiness			/	/
16.	Expertise	/	/	/	/
17.	Surface Credibility		/		
18.	Real-world Feel		/	/	
19.	Third-party Endorsements		/	/	/
20.	Authority		/		/
21.	Verifiability		/	/	/
Social Support					
22.	Social Learning		/	/	/
23.	Social Comparison		/		/
24.	Normative Influence			/	/
25.	Social Facilitation		/	/	/
26.	Cooperation				
27.	Competition				/
28.	Recognition				/

The first category in persuasive design principle is primary task support. All principles belong to this category are related to learning strategies and motivation subscales which are *reduction, tunnelling, tailoring, personalization, self-monitoring, simulation, and rehearsal*. All principles in this category correlated with *critical thinking* subscale except *self-monitoring* principle. By implementing these principles, it helps students to simplify the technique and synthesize their prior knowledge to complete the main tasks in the system. This will increase the effectiveness of the system to encourage students to complete the tasks given. A lot of studies consider the completion rate can be an indicator of student success (Breslow et al., 2013; Daniel, 2012; Waldrop, 2013).

Dialogue support is the second category in persuasive design principles. It provides human-computer dialogue features in the system. *Liking* is excluded from the list of relevant design principles because it does not relate to any appointed subscales that may affect students' academic performance. *Praise, rewards, reminders, suggestion* and *social role* are design principles belong to dialogue support that correlates with *extrinsic goal orientation* subscales. These principles can encourage students who are high in *extrinsic goal orientation* to perform the targeted behaviour by giving them reasons to engage in the system even though they are not interested in the task itself. Interface agent is an example of dialogue support that can communicate with students by acting as computer-simulated figures. It will improve their learning behaviour by acting as social participants (Chou, Chan, & Lin, 2003).



Most of the principles under system credibility support correlated with *metacognitive self-regulation, critical thinking and extrinsic goal orientation* subscales. This includes *trustworthiness, expertise, third-party endorsement, surface credibility, real-world feel, authority* and *verifiability*. Some students choose to engage more with a system that looks credible. This is related to *Extrinsic goal orientation* subscale. Students who are familiar in using e-learning systems will use their prior knowledge to compare those systems as mention in the definition of *critical thinking* subscale. Therefore, by implementing these principles, it will increase the level of students' trust towards an E-learning system and the persuasive capability of a system will be improved (Win, Mullan, Howard, & Oinas-Kukkonen, 2017). The relationship between *metacognitive self-regulation* with principles under *system credibility support* can be explained by students' planning activities. Without having a credible system, it will not allow students to organize and perceive the materials easily.

Social support is the last category in persuasive design principles. *Cooperation* is excluded from the list of relevant design principles that correlate with learning strategies and motivation subscales. Most of the principles correlate with *extrinsic goal orientation* subscale since it involves interaction between students through the system by triggering them with their peer's behaviours towards the system. Those principles are *social learning, social comparison, normative influence, social facilitation, and recognition*. Student communication and peer relationship development in a distance learning have potential to give an impact on students' motivation to use E-learning (Alavi, 2006; Salas, Kosarzycki, Burke, Fiore, & Stone, 2002).

CONCLUSION

There are four learning strategies and motivation subscales that have the potential to improve students' academic performance. However, improving students' behaviour towards the use of E-learning can be a challenge. Thus, persuasive technology can be used to helps students to achieve the targeted behaviours without coercion. To implement persuasive technology in an E - learning system, one design expert has involved in the process of mapping these four learning strategies and motivation subscales with persuasive design principles. 26 design principles have been considered as related to the learning strategies and motivation subscales. Future work will involve experts and content creator of an E-learning and these will be mapped to the feedback from the design expert. This phase will reaffirm the study results to inform the design of an E - learning application addressing the learning strategies and motivation.



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LANGUAGE



INTERNET LEXICAL USAGE IN WRITING AMONG DIPLOMA STUDENTS IN HIGHER LEARNING INSTITUTION

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ABSTRACT

The influence of the Internet and its language on other languages surpasses the borders of the virtual world in which it is used. The frequent and daily use of the Internet has affected the daily face-to-face interactions, as its abbreviations and acronyms have infiltrated even the spoken and writing languages. To help study all the styles and forms that have arisen under the influence of the Internet a new sub-domain of linguistics was formed, called Internet linguistics. There are worries that this trend is having a detrimental effect on the writing skills of students. This study is intended to identify the Internet lexical usage in writing among Diploma students in a higher learning institution. The relationship of new technologies to writing and its implications is evaluated. Finally solutions are proposed with regard to future trends of technology-intensive writing. In addition, it has to be noted, that the relationship between the Internet and language is that they both affect each other in various ways.

Key words: Internet linguistics, Internet lexical

INTRODUCTION

Writing is a skill which requires specific strategies to make it a smooth process. It entails an amendable medium to transfer meaning and uses wide vocabularies, regarding the identified conventions in order to come out with novel ideas. The internet has enhanced the technology of communication and at the same time, it has revolutionized the comprising process and elements considered in writing activities. This modern technology which can be accessed through electronic devices such as computers and mobile phones and eases the daily activities of users specifically among students. This medium enables them to access instant messaging services, e-mails, social networking sites interactive online gaming networks, chat rooms, forums and blogs (web-logs). Additionally, those electronic devices enable the students to establish written form of communication with the major users of the internet. It is having a reflective effect on the youngsters and at the same time, it affects their academic writing as well. The ability of accessing the internet is increasing than ever before and it keeps on growing which is a signal of a non-threatening atmosphere for any terms of interactions, besides contributing as a medium for the students to present their effort in learning beyond classroom limitations. The function of new technology in accomplishing this objective of



writing effectively has however led to a new trend of the written language, especially in essay or article writing. The implications of these technologies to writing practices among the diploma students are investigated in this study and relevant suggestions are recommended in order to certify effective writing and literacy development.

The lexical usage in the Internet and Computer Mediated Communication (CMS) has led to lots of linguistics studies on English language as it has brought both positive and negative effects towards English language usage. Baron (2001) indicates that Internet has changed the manner people communicate with each other. Baron describes CMC as integrating features from a former version of traditional writing and face-to-face discussion to using linguistics tools online. Other than that, alteration also can be detected in the aspects of grammar, punctuations and vocabulary usage when these Internet lexical invaded the language used in former writing products (Kwak, Morrison, Peters & Zinkhan 2003; Denis & Tagliamonte 2008; Stavfeldt 2011). According to the researches mentioned, the educators have to admit that digital technology is a must-use tool for the students to learn, whereas it brings profound effects on students' mode of writing style. Through internet, communication in terms of written work has become easier; nevertheless, there are worries that this technology has brought unfavorable impacts on the writing skill of students in higher learning institutions. Internet has caused many fallacies as it is predicting to cause the withdrawal of languages and waning in spoken and written form of academic work. Texting through applications on the internet has evolved as a modern phenomenon; plenty of abbreviations that are being used in homework and even examinations by students nowadays have lost its sense of standards and formality of the correct way of writing. Nowadays, the students tend to include the internet lexical into their writing products such as essays given by the lecturers. This has been done incorrectly by them as they prefer to use those lexical in the wrong place and form when writing the sentences. Thus, proper scaffolding may assist them to use those lexical in proper places in order to produce up-to-date content of writing.

RESEARCH OBJECTIVES

This study is carried out with the following objectives:

1. Identifying problems faced by students in higher learning institution regarding writing English essays or articles.
2. Identifying the awareness of the students towards their usage of internet lexical in their essays or article writing.
3. Assisting lecturers to scaffold and identify the methods that can be implemented to teach the students of higher learning institution on proper usage of internet lexical in essays or article writing



RESEARCH QUESTIONS

The following are the research questions that are being investigated in this study:

1. What are the problems faced by the students of higher learning institutions in writing English essays or articles?
2. Are the students aware of usage of internet lexical in their essays or articles writing?
3. What are the methods that can be implemented by the lecturers to teach the students of higher learning institution on proper usage of internet lexical in essays or articles writing?

LITERATURE REVIEW

Internet lexical consists of variety of features. As claimed by Mann and Stewart (2000) and Baron (2001), internet lexical comprises of abbreviations, emoticons, acronyms and novel modification on words and sentences. The existing of this novel language comes together with the creation of novel linguistic discipline which is named as Internet linguistics. This new sub-domain of linguistics was and still is advocated by the British linguist, David Crystal, who is in fact considered to be its main researcher. He defines it as a sub-domain of linguistics which studies new language styles and forms that have arisen under the influence of the Internet and other new media. He also states that, the study on internet linguistics can be done by looking at four major perspectives which are sociolinguistics, education, stylistics and applied perspectives and they are linked and affecting each other in many ways. Every perspective has its own specifically assigned area. Firstly, the sociolinguistics perspective shows the relationship of this modern technology and society, besides the view of the society on the implications of Internet development on existing languages. It examines the changes that Internet has brought upon society. Other than that, it studies the new modern ways of communication such as e-mailing, chat groups, text messaging and many others.

Educational perspective is the second one. It studies on formal language use, especially English, which in turn affects the language education. The changes that are proposed are the growth of informal written language and the existing of novel abbreviations and acronyms in internet communication medium such as chat rooms and text messaging. Next, David Crystal proposes the stylistic perspective which studies the variety of form of creativity identified in written and spoken language especially in literature. Besides, it also examines the manipulation of messages sent by the user. Lastly, the fourth perspective is applied perspective which observes the how the users use the Internet, either it is in positive or negative ways which result good and bad depending on the way of applying and for what purpose. For example, the exposures of pornography or terrorism through Internet are under the bad implication meanwhile the good ones include the promotion of marketing new products or reaching out long-distant relatives.

Thus, internet can be said to create evolution in writing academically, specifically English essays and articles writing. Students can write essays or articles using the vocabularies found on the Internet as it has its own slang which originated from acronyms, abbreviations or even smileys. According to Brenna (2012), some of the abbreviations have infiltrated the spoken language such as



the addition of acronyms OMG ('oh my God') and LOL ('laugh out loud') to the Oxford dictionary. Nevertheless, it does not only consist vocabulary of Internet slang, yet, it involves wide numbers of newly coined words and phrases which had enabled the users to portray their emotions and thoughts in minimal number of key-strokes besides allowing them to communicate in a faster way. For example, some of the words are noob ('a person lacking gaming skills') and the very popular phrase epic fail relating to a situation when somebody does something very embarrassing or stupid. The list of all the words, phrases, acronyms, initialisms and smileys can be found in any of the countless online dictionaries created especially to help keep track of all of the growing newly coined Internet phrases. According to Moreau (2012), an online web trends guide, the most used online dictionary seems to be the Urban Dictionary which, according to her, contains a list of over 10.5 million Internet words and phrases.

The Influence of Internet Lexical on Students' Writing

Internet lexical being used in writing has been a norm among the students, thus, due to this issue the educators have been showcasing their worries towards the written products, i.e academic written products. There are also discussions of the influence of the internet lexical on students' literacy (O' Connor 2005; Shaughnessy 2008). Based on the findings of the researches, it is proven that students, who use the abbreviations when writing online, tend to practice the same when they are writing for formal purposes as well. Lee (2002) concretely stated that many teachers discovered students' homework comes together with wrong capitalization and punctuation, shortened words and characters such as \$, @ and & which are being used widely in the students' written products. This is supported by Scotsman (2003) who claimed that teachers are now presented with articles or essays written by students inappropriately as they are not using standard English but in the shortened and simplified minimalist language of messaging.

On the other hand, there are studies claiming that internet lexical is not a threat to students' written skills. As claimed by David Crystal (2008), students will have a good progression as they write from time to time. Therefore, it is improving students' writing instead of negatively affecting their literacy. This is because internet lexical helps to enhance the expertise of using the language due to the higher frequency of usage although there are mistakes such as abbreviations being used in their articles or essays. As the changes on the Internet are occurring rapidly, the linguists who study this Internet linguistic have to always come up with new ideas as they have to keep up with the changing trend. This includes the changes that happen in Internet-based communication as well how those new shift bring implications on the language and vice-versa. As the media; i.e. the Internet keeps on growing in terms of its applications from time to time, it is a challenging job for the linguists to take account of all of them.



METHODOLOGY

Population and Sampling

The population of this study consists of 50 Diploma students from a higher learning institution. The sampling method chosen is non-probability sampling and based on the purposive sampling method.

Research Instrument

All of the data gathered from the questionnaire is generalized under few related themes based on the research questions.

RESULTS

Research Question 1

What are the problems faced by the students of higher learning institution in writing English essays or articles?

Based on the thematic response by the students, most of them lack knowledge of appropriate vocabulary. Besides, they are having difficulties in grammar and syntax which causes them to use the Internet lexical to replace the words that they could not think of in order to complete the sentence and this happens not only in English, but in the Malay language as well. Additionally, lack of ideas also affect learners' writing skills as they do not have proper ideas to pour onto the paper. Organized writing is also a challenge to learners as their writing lacks coherence, consolidation of knowledge and use of formal transitional and cohesive devices.

Research Question 2

Are the students aware of usage of internet lexical in their essays or articles writing?

Table 1. Internet Lexical in Writing

Internet lexical in writing	Percentage
Yes	94%
No	6%

Based on Table 6.2.1, 94% of the respondents are aware of usage of internet lexical in their essays or articles writing meanwhile the minor 6% responded negatively. According to Sakowicz (2009), it is mentioned that students are not aware that they are using Internet lexical when they are conversing the information on their social media as they are only concerned that the content of the message is successfully delivered and understood. They were not concerned on of the proper sentence structure or those without grammatical errors. This finding contradicts with the finding of this study as most respondents are aware that they are using the Internet lexical while writing essays



or articles. According to Sahlini and Mahendran (2015), Internet lexical has an influence on students' writing especially in the aspect of spelling and grammar. This is because the more frequent the students use Internet lexical on their online conversation, the more they tend to do it on paper. The abbreviated terms are frequently used online which then cause the students to use them without realizing it in their essays and articles. Yet, the respondents do not feel that this is a worrying threat as they are aware of the Internet lexical and formal English language.

Research Question 3

In your opinion, what are the methods that can be implemented by the lecturers to teach the students on proper usage of internet lexical in essays or articles writing?

In order to improve the students' writing skills with proper usage of Internet lexical, the respondents suggested several methods to be implemented by the lecturers in the classroom. To begin with, reading was suggested in order to develop better writing and to enrich novel vocabularies as there are new words appearing in the dictionaries which can be used in essays or articles, yet the students are not fully aware of it. The conscious teaching of vocabulary was also emphasized: 'We can do extensive reading so that we can enrich our vocabulary and improve our writing' (Respondent 8). 'We can be taught with words, either through incidental vocabulary learning or intentional vocabulary learning' (Respondent 17). Developing a writing culture and providing opportunities for writing practice were also suggested. According to the respondents, importance should be given to writing as it is given to speaking skills: 'By making students write daily for fifteen or twenty minutes, we can improve our writing skills' (Respondent 24). 'From early classes, we need to inculcate at least the culture of writing as we do with the speaking part' (Respondent 43).

CONCLUSION

With its advantages and disadvantages, the internet has significant effects on communicating, teaching and learning. Thus, both teachers and learners should have the chance of internet accessibility, experience and familiarity with its functions in educational life. For this purpose, before using the internet in second language learning and teaching activities, teachers and learners should be instructed. This is a must to use it in language classrooms efficiently. In addition, instructors should be made aware that the internet is not sufficient itself to teach and learn a second language. In other words, it cannot include all teaching and learning activities and replace the real teaching and learning environment, such as in the language classroom and in real-life communication. As a result, it is only a tool for educational activities. However, it can be implicated that the research has not concluded on the issue yet. Thus, research issue should focus on a great variety of the internet use in language learning and teaching such as attitudes of learners and teachers towards it, individual differences on using the internet, effective ways to use it, the suitability of educational and instructive purposes and its effects on teaching and learning. As a final point, it is possible to say that technology is not a purpose but only a tool for all humanistic necessities.



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Biodata

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PROBLEMS IN ORAL COMMUNICATION SKILLS WHEN DEALING WITH COLLEAGUES AND ENGLISH SPEAKING CLIENTS: A CASE STUDY OF EMPLOYEES AT VALE MINERALS

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ABSTRACT

Through globalization, multinational companies are established all around the world. The establishment provides opportunities for people from different countries to work together. The tool that bridges people from different countries is communication. Today, oral communication skills are arguably the most important skills needed in a multinational company. As the most common second language in the world, English language is widely used across the globe. Ironically, some employees often face problems speaking in English. Hence, this study aims to investigate the attitude of employees towards the usage of English oral communication at workplace as well as to analyze the causes of oral communication problems at workplace among colleagues and English-speaking clients. This study focuses on the employees of Vale Malaysia Minerals Sdn Bhd. The factors of problems involved are linguistics competence, intercultural competence and communication apprehension. Questionnaires were distributed to 66 employees at Vale Minerals. Statistical Package for Social Science (SPSS) was used to analyse the data. The results of this study indicate that employees at Vale Mineral have positive attitudes towards the usage of English at workplace; however, employees often encounter problems when speaking in English language. The main problems are caused by shyness, to communicate in English language, lack of ability to adapt to different culture and unknown word meaning.

Keywords: Workplace communication, Linguistic competence, Intercultural competence and Communication apprehension

INTRODUCTION

Sudhakaran (2015) stated that ever since the colonial days, English was used as the language of delivering instructions as well as language of administration. Since then, English has expanded its usage as a tool of international socio-political correspondence and involvement.



English language has the potential to generate opportunities, strengthen employment opportunities and expand the horizons in today's interconnected world. Multinational companies increasingly mandating English as their corporate language of choice, including the Maritime industry in Malaysia. Rajprasit et al. (2014) reported that trading businesses involved many foreigners and English language is often used as the medium of communication. As a result of the growing number of multilingual staff, experts and international partners, Rajprasit et al. (2014) added that multilingualism at workplace is now common. English language is now seen as a core skill for the present and future generations or as the operation system of the world's global conversation. According to Ali and Kassim (2010) and Hua and Kuar (2007), graduates who are proficient in oral communication skills are in demand as they are able to function more effectively in the modern workplace.

According to the findings on English Proficiency Index (epi) in the year 2015, Malaysia tops Singapore, Taiwan, India, China and Kazakhstan. In 2017, Malaysia was ranked 13th out of 80 countries globally. Although there are other languages in Malaysia, English language holds prominence due to its importance in local and international interactions. Though the statistics appeared to be constructive, many cases reported otherwise. Despite professional and formal training which Malaysian graduates received, there is still much talk of skills gaps in the workplace. Smith (2000) argues that there are significant gaps between what universities offer and what the industries demand. The Star, (2002), stated that "school and universities have been criticized and blamed for the failure to adequately prepare students for employment". In 2003, the former Education Minister, Tan Si Musa Mohamad, called upon "Public universities to re-examine their training and university programs to see how graduates in terms of low English language proficiency and lack of communication skills" (The Star, 6 November 2003). Acquiring and using communication skills are essential at university since most of the tasks assigned required undergraduates to interact. Despite that, undergraduates are still lacking the skills and their command of English language is below average. In placing more emphasis, Malaysian Employers Federation executive director, Datuk Shamsudin Bardan (2015) stated that hiring fresh graduates who can speak English effectively has become an increasingly difficult task. He added that ability to speak in English language is deteriorating among fresh graduates.

Despite the reputable importance of the language, most of the workers in Malaysia face difficulties when engaging with English speaking clients and colleagues as well. Deriving from the various sources regarding the need of English oral communication at the workplace, it is imperative to find out the problems in oral communication skills when dealing with colleagues and English speaking clients. It is useful to begin by examining the employees' attitude towards the usage of English oral communication at workplace and identify the causes of the problems in English oral communication with colleagues and English speaking clients.



English Oral Communication at Workplace

There is a significant requirement for further research on English language workplace demand, as it is reflected by the divergence between its great importance and the low competence level identified by researchers (Murphy & Jenks, 1982; Casady & Wasson, 1994; Tg Nor Rizan Tg Mohd Maasum et al., 2007). Guffy and Loewy (2010) found that employees with effective oral communication will have an extra opportunity to gain competitive advantage. Sutthawatsunthorn (2004) emphasized that the ability to communicate efficiently in English language is key to an individual success, career advancement as well as establishment of a successful organization.

In the context of workplace communication, having communication skills is the way to succeed and that good communication skills are fundamental and an additional advantage (Mehta, 2009). In a study on the business sector, Murphy (2000) described effective oral communication as the 'life blood' of every organization. The ability to communicate effectively has significant contribution to promotional exercises. In another study on the customer service sector, Harris (2000) highlighted that customer service depends on the ability to communicate. In addition, Stivers (2005) found that oral communication skills in English is an important skill for managers to possess to carry out tasks efficiently at the workplace. Hua and Kuar (2007) added that employees with managerial positions in the business sector need to possess effective oral communication skills to listen, explain, persuade, guide, coach, encourage, facilitate and lead team members to meet individuals and organizations' goals.

Meanwhile, the engineering sector also reported that English communication skills were important for any engineer to perform his or her professional practice in the international marketplace (Riemer, 2002). The result of the study also indicates that engineers should be trained the four language skills, particularly speaking and listening in order to communicate effectively in the global business environment. Similar findings are found among the Information Technology sector and tourism sector where English oral communication skills are important at workplace. Hua and Kuar (2007) found that IT graduates with effective English oral communication skills will be able to compete in the international job market. A study on English for tourism found that English oral communication skills were the most valuable expertise when conversing with foreign visitors. The growing importance of English oral communication for success in the recent globalized workplace. It promises career advancement in sectors like business, engineering, tourism, Information Technology and education.

Problems in English Oral Communication

In a research on the universities preparation towards graduates' employment, the National Education Research Institute (IPPTN) reported that among the generic skills employers demand are language skills. Most of the employers interviewed in the survey, agreed that speaking and writing skills in English are one of the core skills they looked at during interviewing for employment. Thus,



graduates are often requested to be prepared for jobs interviews in order to be employed (Singh and Choo, 2012). In fact, at present, one of the key objectives in Malaysian higher institutions is to generate a great number of graduates with high ability to communicate effectively in the workplace (Rajadurai, 2004). To accomplish this, higher institutions are seeking to design language programs with a focus on communicative skills.

Ironically, according to Smith (2000), though graduates were exposed to professional and formal trainings, the skill gap in work situations is evident. Non-native English speakers often find speaking in English as a difficult task as it is not their mother tongue (Khamkhien, 2010). In a study among non-native English employees, it is found that the main problem was limited grammatical knowledge and poor or incorrect pronunciation (Forey and Lockwood, 2007). They added that the problems were caused by a failure to understand a complex text, non-fluency in interaction and a lack of awareness of the country and cultural background of their customers. A study among non-native Thai staff who worked closely with foreign customer revealed that lack of understanding of the questions asked, long pauses during conversations, low fluency, poor English grammar, misunderstanding of foreign accents and low confidence and nervousness are the problems they face in communicating in English language (Tipmontree, 2007). This study has reinforced the findings by Bloch and Starks (1999) where they discovered the four main problems of non-native English speakers; listening comprehension, poor or insufficient vocabulary and the use of idioms, misunderstanding of the message and inappropriate formulation of the message. Following the language problems discussed, this study aims at exploring employees' attitude towards the usage of English oral communication at workplace and identifying the causes of the problems in English oral communication with colleagues and English-speaking clients.

METHODS

This study was conducted towards the employees at Vale Minerals Malaysia Sdn Bhd. The selection Vale Minerals Malaysia Sdn Bhd was made because it is a multinational company. As one of the largest global mining company with a base in Lumut, Perak, English language is the standard language practiced at workplace. The respondents in this study are 66 non-native speakers of English language. The data was gathered through a set of questionnaires which consists of 41 questions. Part A includes questions on the respondents' demographic background. Part B comprises of question which addressed the respondents' attitude towards the usage of English oral communication at workplace and Part C consists of questions which highlighted the causes of English oral communication problems at workplace. The questionnaires were analysed quantitatively for mean score and frequency through inferential statistics using Chi-square Test.

MAIN RESULTS AND DISCUSSION

All 66 respondents of the study were non-native speakers of English language. 65 out of 66 respondents were Malaysians while 1 respondent was a Brazilian. The highest respondents were

from the Support Department with 34 respondents (51.5%), followed by Operation with 16 respondents (24.2%), Maintenance Execution with 6 respondents (9.1%), Sustainability with 5 respondents (7.6%), Maintenance Planning with 4 respondents (6.1), and others with 1 respondent.

Attitude towards the Usage of English Oral Communication at Workplace

Based on the result in Table 1, it is reported that there is a significant difference between positive and negative attitude among the employees in Vale Minerals Malaysia Sdn Bhd towards the usage of English oral communication at workplace. The data shows that 54 employees have positive attitude towards the usage of English oral communication at workplace. On the other hand, 12 employees reflect negativity towards the usage of English at workplace.

Table 1: Chi Square test for attitude towards the usage of English oral communication

ATTITUDE					
	Observed N	Expected N	Residual	Chi Square	P- value
NEGATIVE	12	33.0	-21.0	26.727 ^a	0.000
POSITIVE	54	33.0	21.0		

Among the positive feedback gathered from the data was 78.8 percent of the respondents believed that they understand things better in English. This is followed by 77.2 percent of the respondents who believed that English should be the medium of instructions in a company. 72.7 percent of the respondents gave positive feedback that mastering English at workplace enables them to do job better. On the other hand, 25.8 percent of the respondents prefer speaking in their mother tongue whenever possible. While majority of the respondents shared positive attitude towards using English orally at workplace, there were still a smaller percentage of negative attitude.

Causes of the problems in English oral communication

This study has classified the causes of the problems in English oral communication into 3 categories; linguistics competence, intercultural competence and communication apprehension. Based on Table 2 below, it is found that all the causes were acknowledged by the respondents. The significance value of the chi-square tests below shows p- value $0.000 < 0.05$ for all the three causes. This data acknowledges that all the three causes have significant contribution to problems speaking in English among employees in the organisation. On the other hand, it implies that the respondents agreed to have experienced problem communicating in English as a result of the causes listed below.

Table 2: Chi square Tests for linguistics competence, intercultural competence and communication apprehension

LINGUISTICS COMPETENCE					
	Observed N	Expected N	Residual	Chi Square	P-value
NEGATIVE	7	33.0	-26.0	40.970 ^a	0.000
POSITIVE	59	33.0	26.0		

INTERCULTURAL COMPETENCE					
	Observed N	Expected N	Residual	Chi Square	P-value
NEGATIVE	7	33.0	-26.0	40.970 ^a	0.000
POSITIVE	59	33.0	26.0		

COMMUNICATION APPREHENSION					
	Observed N	Expected N	Residual	Chi Square	P-value
NEGATIVE	13	33.0	-20.0	24.242 ^a	0.000
POSITIVE	53	33.0	20.0		

In linguistic competence, the two most notable causes of problems in English oral communication as seen in Table 3 are found in Statement 6 and Statement 3 with mean score of 5.52 and 5.36 respectively; *I believe that unknown word meanings in conversation creates communication problems with colleagues and English speaking clients and I believe that inaccurate intonation creates communication problems with colleagues and English speaking clients.* For Statement 6, 81.8 percent of respondents agreed that communicating in English is a problem when facing unfamiliar words. This is followed by 77.2 percent of respondents who agreed that inaccurate intonation led to communication breakdowns. The least mean score under the linguistics competence was 5.18 for Statement 4 where 66.7 percent of the respondents believed that inadequate understanding of grammar creates communication problems.

Table 3. Sample statistics for linguistics competence

	Statement 1: I believe that lack of understanding in accurate pronunciation creates communication problems with colleagues and English-speaking clients.	Statement 2: I believe that incorrect word stress creates communication problems with colleagues and English-speaking clients.	Statement 3: I believe that inaccurate intonation creates communication problems with colleagues and English-speaking clients.	Statement 4: I believe that inadequate understanding of grammar creates communication problems with colleagues and English-speaking clients.	Statement 5: I believe that lack of knowledge in technical terms creates communication problems with colleagues and English-speaking clients.	Statement 6: I believe that unknown word meanings in conversation creates communication problems with colleagues and English-speaking clients.
Valid	66	66	66	66	66	66
N Missing	0	0	0	0	0	0
Mean	5.32	5.30	5.36	5.18	5.33	5.52
Median	5.00	5.00	6.00	5.00	5.00	6.00
Mode	6	5	6	5	5	6
Std. Deviation	1.152	1.240	1.410	1.300	1.232	1.140
Variance	1.328	1.538	1.989	1.690	1.518	1.300

Table 4. Sample of statistics for intercultural competence

	Statement 1: I believe that insufficient understanding of cultural differences creates communication problems with colleagues and English-speaking clients.	Statement 2: I believe that differences of designations will create communication problems with colleagues and English-speaking clients.	Statement 3: I believe that different communication styles from different nationalities creates communication problems with colleagues and English-speaking clients.	Statement 4: I believe that lack of willingness to learn cultural differences creates communication problems with colleagues and English-speaking clients.	Statement 5: I believe that lack of ability to adapt to different cultures creates communication problems with colleagues and English-speaking clients.	Statement 6: I believe that foreign accents creates communication problems with colleagues and English-speaking clients.
Valid N	66	66	66	66	66	66
Missing	0	0	0	0	0	0
Mean	5.41	4.70	5.27	5.23	5.59	5.53
Median	5.00	5.00	5.00	5.00	6.00	6.00
Mode	5	4	5	6	5	5 ^a
Std. Deviation	1.022	1.347	1.144	1.187	1.037	1.056
Variance	1.045	1.814	1.309	1.409	1.076	1.114

a. Multiple modes exist. The smallest value is shown

The second cause of problems in English oral communication is intercultural communication featured in this study is intercultural communication. Table 4 above illustrates the mean score of all the statements under this category. The highest mean score of 5.59 was recorded for Statement 5; *I believe that lack of ability to adapt to different cultures creates communication problems with colleagues and English-speaking clients*. 84.8 percent of the respondents decided that their lack of ability to adapt to different cultures. This is followed by Statement 6; *I believe that foreign accents create communication problems with colleagues and English-speaking clients* with a mean score of 5.53. 81.8 percent responded positively that clients' behaviours that were not accustomed to them affected their approach in communicating with them in English language. The least mean score for intercultural competence was for Statement 2 *I believe that differences of designations will create*

communication problems with colleagues and English-speaking clients with a score of 4.70.

Table 5: Sample statistics for communication apprehension

	Statement 1: I believe that nervous feelings creates communication problems with colleagues and English-speaking clients.	Statement 2: I believe that low levels of self-esteem creates communication problems with colleagues and English-speaking clients.	Statement 3: I believe that lack of proper practice of English creates communication problems with colleagues and English-speaking clients.	Statement 4: I believe that it is my own personal trait to avoid using English creates communication problems with colleagues and English-speaking clients.	Statement 5: I believe that shyness creates communication problems with colleagues and English-speaking clients	Statement 6: I believe that formal English communication with clients creates communication problems with colleagues and English-speaking clients.
N	66	66	66	66	66	66
Valid	66	66	66	66	66	66
Missing	0	0	0	0	0	0
Mean	5.50	5.42	5.32	5.06	5.59	5.05
Median	6.00	5.50	6.00	5.00	6.00	5.00
Mode	6	6	6	6	6	5 ^a
Std. Deviation	1.154	1.024	.979	1.276	.976	1.534
Variance	1.331	1.048	.959	1.627	.953	2.352

a. Multiple modes exist. The smallest value is shown

The third cause of problems in English oral communication is communication apprehension. Based on Table 5, the highest mean score of 5.59 was recorded for Statement 5; *I believe that shyness creates communication problems with colleagues and English-speaking clients*. 89.4 percent of the respondents decided that their shyness is the cause for communication problems. This is followed



by Statement 1; *I believe that nervous feelings create communication problems with colleagues and English-speaking clients.* with a mean score of 5.50. 80.3 percent respondents agreed that they felt nervous when speaking to English speaking clients and this turned out to be a cause of communication problem. The least mean score for communication apprehension was for Statement 6; *I believe that formal English communication with clients creates communication problems with colleagues and English-speaking clients* with a score of 5.05. 65.1 percent of respondents found speaking in formal situations tend to be a problem for them at workplace.

DISCUSSION

Though the causes of the problems were evident in this study, the employees still believe that speaking in English language as important. Majority of the respondents supported the statement that English should be the medium of instructions in a company. This is in line with a study by Rajprasit et al. (2014) where it is found that English language is often used as the medium of communication, especially when it involved many foreigners. As a multinational organisation with a base in Lumut, Perak, Vale Minerals Malaysia Sdn Bhd is managed mostly by non-native English speakers. Hence, it explained the small percentage of respondents (25.8%) who prefer speaking in their mother tongue whenever possible. Nevertheless, most of the respondents agreed that they were able to perform better on tasks at workplace by mastering the English language. This finding strengthened the results in studies conducted by Ali and Kassim (2010), Hua and Kuar (2007), Sutthawathorn (2004) and Ellen (2001) where employees who possessed effective English oral communication skills were able to function well in the modern workplace and gained advantage in career advancement.

From the findings, it is clear that the three causes included in this study are found to be significant contributors to employees' problems in English oral communication at workplace. It is interesting to note that among the three causes, shyness (under communication apprehension) is reported to carry the highest percentage of feedback. Tipmontree (2007) initially reported that low confidence and nervousness are the problems non-native English speakers faced when dealing with foreign customers. Employees in Vale Minerals Malaysia Sdn Bhd deal with English-speaking clients most of the time. It is natural to observe that the employees whose English is not their native language felt shy and nervous when interacting with clients. The second cause worth mentioning in this study was the lack of ability to adapt to different cultures (under intercultural communication). The findings found that employees were aware of the existence of diverse cultural background among clients. Though they were exposed to English language as second language, employees claimed that they were not able to acclimate to different cultures, especially its foreign accents. The result of this study is consistent with studies by Forey and Lockwood (2007) and Tipmontree (2007) where they found that one of the main problems were caused by poor or incorrect pronunciation and misunderstanding of foreign accents. The final significant cause of the problems in English oral communication was unknown word meaning. Communication breakdowns may occur when speakers or listeners fail to comprehend the words used in conversations. Bloch and Starks (1999) stated that poor or insufficient vocabulary was one of the main problems of non-native English speakers, along with listening comprehension, misunderstanding of the message and inappropriate formulation of the message. The lack of ability to successfully send or receive message in English language may be caused by limited exposure among the non-native speakers towards the language.



CONCLUSION

As non-native English language speakers working in a solid, successful company with a strong global presence like Vale Minerals Sdn Bhd, employees were expected to overcome communication problems. This study reported that English language was positively acknowledged as the medium of language in the organisation. Dealing with English-speaking clients and colleagues has led the employees to communication problems which mainly caused by shyness, lack of ability to adapt to different cultures and unknown word meanings. Based on the discussion, it can be concluded that non-native English speakers need more communicative trainings and exposure to people from different cultural background. These findings provide significant input to the organisation and training providers as employees can now be trained in a more specific area. Employees on the other hand, can focus on improving their English oral communication at work by managing the causes of communication problems.

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CODE-SWITCHING IN MALAYSIAN CHINESE COMMUNITY: AN ANALYSIS OF THE FILM *THE JOURNEY* (2014)

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ABSTRACT

Code-switching is a common phenomenon especially in a multilingual nation like Malaysia. The amalgamation of its multiracial citizens such as the Malays, Chinese, Indians and others, indirectly affects the use of language and communication strategy among the people. While some researchers believe that code-switching is an evidence of lacking language knowledge, others suggested that code-switching is used as a supplementary resource to achieve particular interactional goals with other speakers. This study examined the code-switching phenomenon among Malaysian people, specifically the Chinese community. The phenomenon was observed in a film entitled *The Journey* (2014), whereby relevant scenes were selected, and the conversations were analysed using the framework from Malik's (1994) functions of code-switching. It was found that code switching was subconsciously or consciously employed as a vital communication strategy to convey the speakers' intended message, whether emotional or merely to provide information. Through speaking the dialects as their ancestors or they themselves have carried with them from their 'homeland' China and passed down to the current generation, they are in a sense retaining and maintaining their ethnic identity, and foster an intimate link with China, whether imagined or real.

Keywords: Code-switching, Malaysian Chinese, Multilingual, communications, film

INTRODUCTION

Code-switching is a common phenomenon especially in a multilingual nation like Malaysia. The amalgamation of its multiracial citizens such as the Malays, Chinese, Indians and others, indirectly affects the use of language and communication strategy among the people. The ability to alternate two or more languages in a conversation shows that most Malaysians are proficient in multiple languages. While some researchers believe that code-switching is an evidence of lacking language knowledge, others suggested that code-switching is used as a supplementary resource to achieve particular interactional goals with other speakers (Dayang Fatimah Hj. Awang Chuchu, 2007). This study intended to examine code-switching phenomenon among Malaysian people, specifically the Chinese community. The phenomenon was observed in a film entitled *The Journey* (2014), whereby relevant scenes were selected, and the conversations were analysed using the framework from Malik's (1994) functions of code-switching.



CHINESE COMMUNITY IN MALAYSIA

The implementation of national language policy in 1970 has restructured the education system in Malaysia. Malay language is the national language of Malaysia to promote national unity among diverse ethnicities. However, the public primary schools have given a choice to choose among three languages: Malay, Mandarin and Tamil as medium of instruction. This policy has formed Malay medium school which is known as national school while Mandarin and Tamil primary schools which are known as national type school or vernacular schools. Although the main medium of instruction is varied, all the public schools shared similar teaching syllabus. Vernacular schools are served to preserve the indigenous language as well as reinforcing value and tradition of respective culture. However, all secondary public schools are required to use Malay language as the medium of instruction. The Chinese represent about 22.6 % of the total population in Malaysia (Cultural Atlas, 2010). Although Mandarin is the standard languages of Chinese as well as medium of instruction in Chinese schools but Chinese do speak other dialects such as Cantonese, Mandarin, Hokkien, Hakka, Hainan and Foochow. Chinese culture is exceptionally complex as it can be further categorized into sub grouping of ethnicity as the language source of dialects is derived from different region of China. Chinese are bounded with various dialect and they view the dialect spoken as expression of ethnic culture and identity. Yow (2005) further asserted that Chinese communities in Malaysia constitute their identities through the dialect spoken as these ties them to the cultural practice and religious belief perform by the specific region in China. Therefore, by speaking the dialect from homeland China, Chinese build a strong sense of ethnic Chinese and this will in return strengthen the feeling of intimacy to China. Therefore, it can be argued that through speaking the dialects as their ancestors or they themselves have carried with them from their 'homeland' China and passed down to the current generation, they are in a sense retaining and maintaining their ethnic identity, and foster an intimate link with China, whether imagined or real.

Malaysian Chinese maintain a distinct communal identity as an ethnic and cultural group. Although they consider themselves as Malaysians, they hold on very firmly to their culture, traditions and language. Mandarin is the common language spoken by most Chinese of recent generations while the older generation might converse in one of the many Chinese dialects (Dayang Fatimah Hj. Awang Chuchu, 2007). The Malaysian Chinese views the learning of Mandarin as preservation of Chinese cultures and is used to strengthen their Chinese identity (Paknirat, 2006). However, as Malaysian education system requires all Malaysian to learn Malay as national language and English as second language in schools, Malaysian Chinese are consequently also capable of conversing in both Malay and English (Asmah Haji Omar, 2007). In a multilingual community, people often switch from one language to another in their daily conversations (Shin, 2007). The choice between languages carries interactional force or implies something about the situation or the interlocutors. One language may be used for some social functions or in a specific social context, while another language is reserved for other functions and contexts (Meyerhoff, 2006). The ability to speak multiple languages affects how Malaysian Chinese code-switch in certain occasion; to match with person they are talking to and the circumstances they are facing. The choices that speakers make show how they represent themselves to the other person and their identity that they want to portray.

In the recent years, several researches studying code-switching occurrences has been undertaken (e.g Barnes, 2012; Zurina & Shamala 2012; Mukenge, 2012; Lee et al., 2012; Sailaja, 2011; Si,



2010). However, these studies are mainly of exploratory nature with only a scant number providing insightful conclusions. Among film studies on code-switching found, a mere two focused on Malaysian movie. Lee et al (2012) who analysed code-switching occurrences in the Malaysian movie *Sepet* (2005) directed by the late Yasmin Ahmad, found it to be one of the essential strategy used in communication among young Malaysians, and asserted that ‘code-switching practice is inevitable in countering communication problem during conversation among Malaysian’ as they comprise mostly of multilingual speakers. The significance of this particular research seems to lie more in illustrating how young Malaysians code-switch by drawing examples from the movie and analysing them, thus providing readers who are not familiar with Malaysian culture a glimpse of the nature of code-switching in Malaysian setting. Despite not being ground-breaking, it is still a fairly interesting read. Another published study on Malaysian movie *Gol & Gincu* by Zurina & Shamala (2012) was unfortunately invalid, with no research questions, obvious flaws in referencing and poor justification for research designs.

Another code-switching study on film by Barnes (2012) employed a different approach in using ‘Markedness Model’ to examine how ‘code-switching marks the distinction between the insider and the outsider’, in other words, how code-switching reinforces the notion of ‘us’ and ‘them’. Barnes maintained that marked language contribute greatly to the creation of outsider identity, an example would be that within a Greek community, Greek as the marked language may be used to exclude an English speaker, who is viewed as an outsider.

Aung Si (2010) claimed that much research on code-switching has been synchronic and there is a need to conduct a diachronic investigation, which he/she done it through analysing seven Bollywood movies spanning the last three decades of the Indian film industry to discover the linguistic changes over this period. Movies of similar settings, plots and themes were carefully selected to ensure comparability between them. Aung Si maintained that the amount of code-switching involving English from movies has increased dramatically and this indicated that English has been used more frequently in recent years, although it may not be conclusive.

Sailaja (2011) who analysed a Hindi film ‘*Jab We Met*’ found Hinglish (Hindi- English) code-switching occurrences scattered throughout the movie in a completely natural manner. Sailaja concluded by claiming that the film reflects the Hinglish code-switching in India, thus suggesting the possibility of a true linguistic representation via film, which is imperative if film analysis is to have high regard within the field of sociolinguistic studies. Against this optimistic view, Aung Si (2010) warned caution if the findings from movies are to be extrapolated to real-world situations as the data is from fictional sources. However, Si then went on to explain that the significance of results from studying films ‘lies not in providing precise description of complex sociolinguistic phenomena’ (p.405) but in suggesting broad trends and novel hypotheses, which can then be tested through reliable field data. In conclusion, code-switching studies on films have till present demonstrated the capacity of film to exemplify language usage in real life.

Although the research on code-switching has been done intensively in the past, most language scholars have examined these issues more in a face-to-face interaction rather than in fictional contexts. In Malaysia, researches tend to focus on the interaction of students and teachers in classrooms (Lin, 2008). While extensive studies have been done to explain the linguistic



phenomenon in actual verbal interaction, scant attention has been given to the area of code-switching in other mediums such as films. Linguistic studies of fictional conversations are relatively rare, and similarly, there has been a tendency for film scholars to devote little attention to dialogue analysis (Bleichenbacher, 2008). Hence this research attempts to fill this gap by analysing the functions and reasons for code-switching among Malaysian Chinese community through film. According to Bleichenbacher (2008), film as a genre of fictional study has been found to be the most appropriate medium to represent the ‘richness and complexity of real-life multilingual realities’ (p.12). It can be seen that some recent Malaysian film portrayed the identity of its multiracial citizens by applying code-switching in the characters’ conversations and reinforce the idea that film is a reflection of reality. Hence, for movies produced in Malaysia where the characters interact in code-switching, it can provide insight into the psyche of Malaysians (Lee Yi Ling, Ng Yu Jin, Chong Seng Tong, Mohd Ariff & Ahmad Tarmizi, 2012). As Gumperz (1982) emphasized, close analysis of brief spoken exchanges is necessary to identify and describe the functions of code-switching. Therefore, in understanding the reasons of code-switching among Malaysian Chinese Community, a close study was conducted by looking at selected scenes from the film *The Journey*. This study aims to analyse the occurrence of code-switching among the characters in the film and to study the functions of code-switching among Malaysian Chinese community that are reflected in the film *The Journey* (2014).

CODE SWITCHING

According to Grosjen (1982), code switching is the usage of two or more linguistic varieties in the conversation that can be seen in bilingual community. The alternation of two or more languages can be observed in the daily interaction of bilingual community. Bullock & Toribio (2009) contended that code switching takes place in the bilingual community where the speakers shift from one language to another within the same utterance in an unchanged setting. Blom and Gumperz (1972) further divided code-switching into two categories which are situational and metaphorical. Situational code switching refers to selection of language which is dependent on the social situation. For instance, changes in participant, topic and even setting will influence the choice of language used by the speakers. In contrast, metaphorical code switching stated that the code switching is driven by conversational strategy. In other words, metaphorical code switching is employed to assist conversational acts such as an apology, request, complain and others (Blom, & Gumperz, 1972). Extensive researches have been done on the motivation and function behind code switching. Code switching is often viewed as language incompetency of particular language users but some researchers challenge this notion. For instance, Heller (1988) asserted that the occurrence of code switching might not merely due to language deficiency. He argued that there are a lot factors that contributed to the code switch among the language users. For instance; identity, solidarity and ethnicity can all contribute to code switching.

The present research paper has chosen Malik (1994) ten reasons of code switching as the framework to study the function of verbal discourse in the movie. This model is widely accepted to clarify the motives behind code switching in sociolinguistic approach. Malik (1994) categorized code switching into ten reasons that look into a variety of motivation and purposes that prompted a speaker to switch code during the social interaction. This particular model is clear, understandable



and can be applied into Malaysia context.

1. **Lack of Facility:** Bilingual speakers tend to switch code when certain concepts do not exist in the language in order to avoid misunderstanding.
2. **Lack of Register:** Code switching occurs when the bilingual speakers are not equally competent in both languages as they are having difficulty in choosing proper words in the target language to express the meaning.
3. **Mood of the Speaker:** The mood of the speaker such as sad, angry and nervous will affect the selection of the code because the words in other language will take less effort to convey the emotion at that particular moment.
4. **To emphasize a point:** Code switching takes place when the speakers are intended to highlight certain arguments in their speech.
5. **Habitual Experience:** Bilinguals have tendency to code switch when they come across with fixed phrases such as greeting, apologies, commands and other conversational acts.
6. **Semantic significance:** Bilingual code-switch to express semantically significant information as well as social information.
7. **To show identity with a group:** Code switching takes place when the speakers intended to show a sense of belonging and familiarity toward a particular group that shares the similar identity, value, culture, or ethnicity.
8. **To address a different audience:** Bilingual speakers will switch to another variety in order to communicate with others group of listeners or audience.
9. **Pragmatic reasons:** The context of the conversation such as formality, participants, location will influence the code-switching behavior from the bilingual speakers.
10. **To attract attention:** Code switching occurs for the purpose of gaining attention from the speaker.

METHODS

In order to explore code-switching within Malaysia Chinese community, a movie entitled *The Journey* (2014) has been selected as the subject of research, primarily because it provides ample examples of code-switching within this particular community, as will be discussed later. This film produced by Astro and directed by Chiu Keng Guan made almost RM18 million at the cinema was an enormous hit (Hassan, 2014). It tells the story of a newly engaged couple, Malaysian Chinese woman (Bee) and her fiancé (Benji) from England, who came back to Malaysia seeking the blessing of Bee's father. Bee who was sent to English by force, has been living there since the age of eight. Hence, she was fluent not only in the local languages but also English, and many instances of her code-switching can be observed. Benji, on the other hand, an Englishman who obviously does not speak the local languages were at pains trying to break down the linguistic and cultural barrier. However, the true star of the movie was neither one of them but Bee's father (Uncle Chuan), a conservative man who at first refused to accept Benji as his son-in-law. Uncle Chuan's insistence on sending wedding invitation personally to his former classmates spurred a long trip with Benji to deliver the invitation cards and along the course, both acquired a deeper understanding and respect for other's culture and language.



Film analysis as this study is doing, inevitably has to justify how the film reflects real life to validate the significance of the study. In the case of *The Journey* (2014), we wish to argue that the film has reflected Malaysian Chinese community to a certain extent. This reflection of reality was evident through the inclusion of various roles of Mandarin speakers, and many speakers of two Chinese dialects (Cantonese and Hokkien). The two leading roles, Bee and Benji who speaks English and sometimes code-switch further reflects the reality of the community, Ah Bee represented Malaysian Chinese who are heavily influenced by the English culture and language, and Benji represented a foreign Englishman who are integrating into the Malaysian Chinese culture. The great popularity of the film also obliquely confirms this mirroring of reality, as the settings, cast and language used resonates with the local community, thus was able to reach a wide audience as suggested by the large revenue in cinema.

As with most film analysis, the argument of the film reflecting reality has its limitation. For instance, Hokkien and Cantonese speakers are not the only Chinese dialects speakers within Malaysian Chinese community, Teochew and Hakka speakers for example were neglected and not represented in the film. Moreover, the script was written for the consumption of broad audiences with obvious commercial reason, thus there might be instances where language used are deliberately exaggerated or even distorted to cater to the taste of the audience, which are mainly Malaysian. The data for the purpose of this study will naturally be from the movie *The Journey* (2014). The movie was viewed multiple times, and scenes involving code-switching are transcribed and translated (see Appendix A). As three languages (Mandarin, English and Malay) and 2 Chinese dialects (Cantonese and Hokkien) were employed in the movie, the task of transcribing the film was not without a hitch. For clarity, differentiation between languages and dialects is imperative. To do so, a transcription format has been devised to serve the occasion. Of all the dialogues in the film which were selected to transcribe, English will be italicized, Standard Mandarin, also known as *Pu Tong Hua* will be written in simplified Chinese, while other Chinese dialects will be transcribed according to their sounds. Despite the fact that it is possible to transcribe one of the Chinese dialects, namely Cantonese, into simplified Chinese, it was decided against it for fear of confusion with the standard Mandarin as they share the same orthographical system. At the end of each exchange, the language or dialect spoken will be stated in bracket e.g. [English/Cantonese]. Translation will also be provided below every exchange for readers who may not be familiar with the languages and dialect present in the film.

A total of nine extracts from the movie transcript will be singled out to for analysis. They were deliberately chosen for they each represent one or two reasons found in Malik's (1994) ten reason of code-switching. These extracts will be explained in terms of the function code-switching served, and to provide rationale for why code-switching has occurred. Lastly, it is hoped that through them, genuine insights concerning code-switching within Chinese community will be gained.

RESULTS AND DISCUSSION

Extract 1

Bee: *He didn't mean it, lei ho m ho yi kong ha tou lei ah?* [English, Cantonese]
(He didn't mean it; can't you be reasonable?)

Bee: *I wanted to learn Chinese, hai lei bek ngo hui ying kok, now I become english, isn't that what you want?* [English, Cantonese]
(I wanted to learn Chinese, it was you who forced to England, now I become English, isn't that what you want?)

In **Extract 1**, Bee and her father was having an argument at the dining table while they were having dinner during the eve of Chinese New Year. Her father, Uncle Chuan was unhappy as Bee came back with her English fiancé, Benji, and was not thrilled to hear their decision to get married. From this scene, we can see that, in a state anger, Bee used a lot of code-switching when speaking to her father. Malik (1994) stated that mood could be the cause of code-switching, usually when bilinguals are anxious, tired or angry. He adds that when the speaker is in the right state of mind, he or she can find the appropriate word or expression in the base language.

“Very often he/she knows the word in both the languages (X and Y) but the language Y may be more available at the point of time when the speaker has a disturbed mind. Such circumstances may create a hurdle in getting the appropriate word or phrase in the language in which the speaker may be more proficient if he is not mentally agitated,” (Malik, 1994; as cited by Muthusamy, 2009:4)

Bee's native language was Cantonese (language X), but she has stayed in England for so many years, that English has become her dominant language. When she wanted to emphasise a point in her argument, like stating that she actually wanted to learn Chinese but her father sent her away, she said it in English (language Y). It was because her mind was disturbed and English was more readily available. Bilinguals may code-switch when the words in the other language seem to take less effort and time to be used at that particular moment. This example also showed that bilingual will tend to code-switch when they want to emphasise a point (Malik, 1994). When people are having an argument, they want to be heard and sought to make clear of what they are trying to say. This can be seen at the last point of what Bee said to her father. She stated that becoming 'English' was what her father wants and that she cannot be blame because of it. She wanted to emphasize that what she had become now is her father's mistake by sending her to England.

Extract 2

Aunty: *Lu kong do yong yi, lu ah pa lu xing ko lu zai nya oh?* [Hokkien]
(Its easy for you to say, do you know how difficult it is for your dad?)

Aunty: *Lang deng lang ah, sho gong eh* “孝顺” [Hokkien, Mandarin]
(What we chinese call 'filial piety')

It can be observed from **Extract 2**, that the Aunty who was speaking to Bee had deliberately chosen a word with semantic significance to illustrate her point. The code-switching here from Hokkien to standard Mandarin served, in partial, the purpose of reminding Bee of her Chinese roots and culture. This is evident because the word which Aunty code-switch can be found in Hokkien as well, but using standard Mandarin will connote a sense of propriety and seriousness of the issue which cannot be found in the Hokkien dialect. The rationale behind this could also be that Standard Mandarin is the medium used in Chinese School and thus the prestige and formality held by it, while Hokkien has mainly been used in household and thus thought inappropriate when important message is to be conveyed.

Extract 3

Aunty: *Lu eh ah cik jin ja sayang lu eh.* [Hokkien, Malay]

(Your father really loves you)

Bee: *Sayang?* If he really loves me, he wouldn't have left me in England. [Malay, English]

(Love? if he really love me, he wouldn't have left me in England)

Malik (1994) proposed that speaker often uses certain fixed phrases in their speech due to habitual experience. **Extract 3** indicated that the Aunty and Bee were engaging in intra-sentential switching. Both speakers switched from their first language to Malay language by inserting the Malay word “*sayang*” to express the meaning of love. This is classified as habitual experience because there exists vocabulary that shares the same meaning to “*sayang*” in their own languages but they still preferred to use the Malay word. This can be explained by the habit of Malaysian speakers because Malaysia is a multi-ethnic country where Malay language is the national language and is widely used among Malaysian, and certain Malay words have fused successfully into the languages of other races without showing any linguistic discordance.

Extract 4

Uncle Chuan: *Zan hai sui, hang mou gei yun jao pomcek.* [Cantonese]

(Really bad lucky, we haven't even travel for long, and the tyre has punctured)

Repairman: *Hai tyre tou wui pomcek, ho choi ge le, jao yong dou botak sin pomcek.*
[Cantonese, Malay and English]

(All tyres will puncture someday, if you are lucky, you might use it till it worn out.)

Extract 4 shows similar function of code-switching as extract three where the speakers code switch due to habitual experience. Uncle Chuan and the repairman both inserted Malay words in their intra-sentential code switching. Both speakers used the Malay words such as *pomcek* and *botak* in their speeches, which is due to the habit formation in Malaysia. Malaysian frequently used the words subconsciously due to frequent exposure to the national language. Although Chinese prefer to use their mother tongue in communicating with other Chinese, nonetheless, some Malay words

will be used in their speech when they come in handy. This demonstrated the unique culture of Malaysia where every ethnic group is influenced by each other and the merging of language choice happens on a daily basis.

Extract 5

Benji: Hello, hello, *ah...* 恭..喜发财. [English, Mandrin]
(Hello, hello, ah... Congratulations, have a prosperous year ahead)

According to Malik (1994), the speaker will code switch for the purpose of showing identity with a group. **Extract 5** shows that in this movie, Benji was involved in intra-sentential switching where he switched from English to Mandarin in order to identify himself with a group. Benji was the only foreigner in the Chinese community, therefore he tried to signal solidarity by using the addressee's first language. He used the common greeting “恭喜发财” (Kong Hei Fat Choi) during Chinese New Year when meeting other Chinese. His intention was to create a sense of closeness and familiarity toward the dominant Chinese community so that he could narrow the social distance between himself and other Chinese. His attitude was friendly and he tried very hard to integrate into the Chinese community by learning and using Mandarin to please the Chinese.

Extract 6

Motel Owner: 房间 full house *liao*, left one more room 罢 *liao*, 你要我给
你 twenty, 二十号, you up, up, up, 直直走, 走到 top, left hand side,
那间就是 *liao*. Eh, 那个 *sabun* 和 *tuala* 已经 in the room *liao*. Thank
you *liao*. [Mandrin, English, Malay]
(The motel is almost full house, left one more room only, if you want, I
can give you room twenty, you go up straight, walk till the top, the
room will be at your left-hand side. Soap and towel is already in the
room. Thank you).

Holmes (2008) stated that code-switching suggests speakers mixing up codes indiscriminately or due to linguistic incompetence. Hence, people use words from another language to complete their sentence to make the conversation runs smoothly. Malik (1994) explained that lack of register cause bilinguals to code-switch when they find difficulties in choosing appropriate words in the target language for specific topics and when they are not equally competent in the two languages. **Extract 6** showed an example of code-switch because of lack of registry by the Chinese motel owner. The motel owner was trying to give directions to Benji and it can be seen that he had switched and mixed codes, not only between English and Chinese, but also Malay. Here, we can see that the motel owner is struggling to convey his intended message, which caused him to employ several languages all at the same time. The function here is mainly to overcome the language barrier to meaning making.

Extract 7

Uncle Chuan: *Zheng man, 刘文正 hai m hai ju li dou ga?* [Cantonese, Mandrin]
(Excuse me, is Liu Wen Zheng living here?)

Female Neighbour: (No verbal response, but quickly lock the door instead)

Uncle Chuan: *请问, 刘文正事不是住在这里 ah?* [Mandrin]
(Excuse me, is Liu Wen Zheng living here?)

Female Neighbour: *Oh, lei wan go ko chiong go dai go ko 刘文正 hai mai? Kui guo nin ha, yat deng chot guok hui liu ge. mou kuo cho sap m ho, mou fan lei ge la.* [Cantonese, Mandrin]

(Oh, you are looking for the singer, Liu Wen Zheng, is it? He always goes for vacation during Chinese New Year. He won't be back till the fifteenth of Chinese lunar calendar)

Meanwhile, in **Extract 7**, the intercourse between the female neighbour and Uncle Chuan exemplify the use of code-switching to attract attention as found in Malik's (1994) framework. At first, Uncle Chuan greeted the female neighbour mainly in Cantonese which elicited no response; he then switched to Mandrin, directing the exact question in a more formal code, wishing to gain the attention of the lady. The code-switching instances here also demonstrated preference marking, as employed by Li Wei, Milroy, L and Pong, S.C (1992) to explain contrasting choices of language by the second speaker to mark dispreference in bilingual conversation. This is apparent in **Extract 7** where the female neighbour intentionally switched code to show her dispreference in continuing this chat with Uncle Chuan as she distrusts Uncle Chuan and possibly suspected him as being criminal of some sort. This can be seen from her not greeting Uncle Chuan in the first place and then hasten to lock her doors, keeping herself safe from any trouble.

Extract 8

Police: *Buka, buka pintu.* [Malay]
(Open, open the door)

Uncle Chuan: *Yao m ji hui zo bin xu, dou m hoi mun.* [Cantonese]
(Don't know where is he, why didn't he open the door)

Police: *Saya Inspector Rashidi, Saya CID Lau Shiao Ping, kami dapat maklumat sini ada kegiatan pelacuran, tolong beri kerjasama.* [Malay]
(I am inspector Rashidi, I am CID Lau Shiao Ping, we have received information about prostitution here, please cooperate.)

Uncle Chuan: *Saya tidur sini saja mah. Apa salah?* [Malay]
(I am just sleeping here, what is wrong with that?)

Next, it is from **Extract 8** that code-switching due to pragmatic reasons can be observed. The appearance of the police in full uniform, showing their police ID and speaking the national language of Malaysia, Bahasa Malaysia all contributed to the formality of the occasion. Uncle Chuan being in such a situation was compelled to switch his code to Bahasa Malaysia in addressing the police, thus his switching of code can be perceived as necessitated by pragmatic reason.

Extract 9

Fatimah: Sorry about the sofa. [English]

Benji: Its fine, clearly you both have very good taste.

Fatimah: *Hmm...*, 志全, 真快, 五十年不见了, *kita semua dah tua.*

[Mandrin, Malay]

(Hm..., Chuan, so soon, we haven't met for fifty years, we are all old now.)

Benji: You speak Chinese? [English]

Fatimah: Oh ya, we were classmates, your father-in-law and I. 他教我 chinese, and the classmates always make fun and jokes out of two of us. [English, Mandrin]

Fatimah: *Lama tak cakap bahasa Cina, 很多字不会了* [Malay, Mandrin]

(I haven't use Mandrin for a long time, I have forgotten many words.)

Uncle Chuan: 到时记得来啊。 [Mandrin]

(Remember to come for the wedding)

According to Malik (1994), code switching is also used when the speaker intends to address different audience, people coming from various linguistic backgrounds. This is to express group solidarity and commonality among the speakers. From **Extract 9**, we can see that Fatimah code-switch her language while talking to Benji and Uncle Chuan. She speaks in English to Benji and switch to Malay and Mandarin while talking to Uncle Chuan. Uncle Chuan also switched his code to Malay when responding to Fatimah. According to Holmes (2008), a speaker may similarly switch to another language as a signal of group membership and shared ethnicity with the addressee. Although Fatimah is not Chinese or English, she used the addressee's language to close the gap between them and to show commonality among them. She was not very good in her Mandarin anymore but attempted to speak the language as she was speaking to Uncle Chuan to show that they belong in the same group of people.

CONCLUSION

In short, code switching is subconsciously or consciously employed as a vital communication strategy to convey the speakers' intended message whether emotional or merely to provide information. Malaysia is a multi-ethnic country where every ethnic group employ each other's language in a flexible manner to communicate effectively. The frequent exposure of the national language in Malaysia forms a unique style of communication where Malay words are frequently utilized in everyday conversation. For speakers who are linguistically incompetent, they will switch and mix code so that their message can be understood. There are also occasion when the formality



of the situation requires the speaker to code switch to another language. Regarding code-switching to Mandarin, certain connotation embedded can only be carried through Mandarin which is the prestigious and standard variety of Chinese. Speakers may also switch codes when they intend to signal solidarity toward a particular group to gain a sense of belonging. Lastly, although the findings largely corresponded to Malik's (1994) ten reasons of code-switching which is rather comprehensive, nonetheless there are some reasons which he did not cover, for example in Extract 7 where the female neighbors code-switching to show dispreference. For future research, more in- depth investigation of code switching phenomenon found in various media should be carried out. In addition, the scope of code switching research should also be expanded to other less investigated communities such as the indigenous people in Malaysia or even foreign workers who have migrated to Malaysia. These will yield more insights of the linguistic diversity in this multicultural and multilingual country.

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ADULT LEARNERS

A STUDY ON STUDENT READINESS OF ONLINE LEARNING AMONG ADULT DISTANCE LEARNERS

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ABSTRACT

In this current world-wide era of cyber-physical systems, internet of things and big data analytics or commonly known as the Fourth Industrial Revolution (IR 4.0), more people are becoming aware on the importance of life-long education. Every year in Malaysia, the number of adult distance learners increase due to numerous reasons which indirectly proves that the economy now demands for continuous learning among employees. As continuing to study while working has been known to be challenging, adult distance learners must equip themselves with the knowledge of online technology especially if the programme they are enrolled in involves online learning. Thus, the aim of this research was to find out the level of adult distance learners' online learning readiness from a public university in Malaysia as well as the correlation between their readiness with prior experience of online education. The results of this research is believed to be significant for many parties mainly the industrial sectors in determining the level of readiness of their employees before an employee furthers his or her studies as a distance learner. Findings show that adult distance learners of this public university exhibit above-medium levels of online readiness and that there is a strong negative correlation between prior experience of online learning with students' readiness of online learning.

Keywords: Student readiness, online learning, adult distance learners, prior online learning experience

INTRODUCTION

Distance learning has become an accepted and indispensable part of Malaysian education system. Technological revolution and increasing need for skill up-grading are the major reasons behind the record growth of distance education (Sheeja, 2011). The term 'distance learners' is used in this paper to refer to adults who work and study at the same time. Unlike full-time students, distance learners would only have one or two face-to-face classes per month while the rest of the learning process largely takes place through online learning platforms. Today in Malaysia, distance learning programmes are offered by various universities and institutions for adult learners ever since the first distance learning programme was started in 1971 by University Sains Malaysia (Erlane, Jamaliah & Noraini, 2008). Thus, in order to develop a competitive knowledge-based economy, the Ministry of Education with the support of the Malaysian government constantly encourages companies and industrial sectors to allow their employees to further their studies as distance learners.

As continuing to study while working has been known to be challenging, adult distance learners must be ready to face the challenges in order to succeed. They have to be self-directed, motivated and IT savvy. They need to equip themselves with the knowledge of online technology especially if the programme they are enrolled in involves online learning. Many adult learners enrol into academic programmes at universities after a long gap of leaving schools, having lost the necessary learning skills (Pozdnyakova & Pozdnyakov, 2017). Adult distance learners often experience cognitive overload, which is one of the contributing factors to high drop out rates among them (Smith, 2006). Due to this reason, readiness for online learning needs to be taken into account in the development of online learning programmes (Ilgaz & Gulbahar, 2015).

One would assume that adult learners with previous online learning experience would fare better than those who are enrolling into an online learning programme for the first time. As assert by Basol, Cigdem and Unver (2018), having enrolled in a previous web-based course could have an impact on students' online readiness. Pre-existing readiness for online learning might influence their cognitions and actions in relation to their online learning experience (Cigdem & Ozturk, 2016).

Although abundant studies have been conducted on online student readiness within the field of education (Hung, Chou, Chen, & Own, 2010; Huey, Foong, & Salwah, 2007; Norshima, Syazwan, Nor Azilah, & Annurizal, 2013; Lai, 2011; Junaidah, 2007) few studies have been conducted specifically among adult distance learners.

Since readiness factor is one of the key factors shaping the effectiveness of online learning environments (Galy, Downey & Johnson, 2011; Kruger-Ross & Waters, 2013), this study aims to find out the level of readiness among adult distance learners from a public university in Malaysia as well as the correlation between their readiness with prior experience of online education.

LITERATURE REVIEW

Student Readiness

The concept of student readiness in an online environment was introduced by Warner, Christie and Chow (1998) who made a three-way definition of the concept of online learning readiness: (1) The mode of education that students prefer to the face to face education, (2) Efficacies of students to utilize Internet and computer-aided communications for learning, (3) The skill to participate in independent learning. Meanwhile, Borotis and Poullymenakou (2004) defined online readiness as "being mentally and physically ready for certain online learning experience and actions". On the same note, Hashim and Tasir (2004) defined e-learning readiness as the capability of prospect e-learners in adapting to a new learning environment as well as using alternative technology.

Results of many studies suggest that students' level of e-readiness contributes to their academic success (Gay, 2018). Thus, it can be concluded that for students to benefit from online learning settings, they should possess online readiness. Student e-readiness tests usually evaluates students' level of preparedness for an electronic learning system (ELS) through their technical competence, lifestyle aptitude, and learning preference (Holsapple & Lee-Post, 2006). Student readiness is measured by determining whether an individual has the pre-requisite skills and information

necessary for a reasonable opportunity for success in his or her chosen course and ready for an online learning experience (Farid, Plaisent, Bernard, and Chitu, 2014). More and more researchers around the world have further developed extensive and intensive theories on student readiness in the blended learning environment. In 2010, researchers Hung, Chou, Chen and Own developed and validated a multidimensional instrument for measuring college students' readiness on online learning known as the Online Learning Readiness Scale (OLRS) that was categorized into five dimensions including; self-directed learning, motivation for learning, computer/Internet self-efficacy, learner control, and online communication self-efficacy.

Student readiness can be separated into two components, which are technical readiness and self-directed readiness. Technical readiness refers to schema, attitudes, pre-requisite skills and habits in Information Communication Technology (ICT) components while self-directed readiness refers mainly on attitude such as acceptance of responsibility for one's own learning, creativity and independence in learning, willingness to seek help as well as valuing one's own learning (Norshima, Syazwan, Nor Azilah & Annurizal, 2013). All these components relate closely with motivational factors which has been regarded through empirical research to be as the highest and strongest factor of learning. According to Maslow (1970) motivation is what drives the force of human beings in which what causes people to work towards a goal.

Online Learning

Online learning can be described as an action of delivering course materials such as lecture notes, videos, exams, and slides to the learners by devices using Internet technology. However, the term has also been used interchangeably with "e-learning", and "distance education". In the education sector, there is a conflict among instructors that technology could increase students' level of performance or the other way around. The truth is, technology does not teach, but 'how' technology is being used is what might encourage students in experiencing meaningful learning as stressed by Kirschner, Sweller and Clark (2007). In this era of globalization, technology is viewed as the tool in which is able to change culture (Duffy & Cunningham, 1996). As technology allows educators to employ a more constructivist learning environment, it also allows emphasis on learners' needs to organize info and construct meaning which stresses on learning from experience, collaborative discussion, critical thinking and reflection as well as giving students the opportunity to access information resources by allowing them to search for relevant data, synthesize information and draw their own conclusions (Jones, 2007).

Thus, all these positive goals can be achieved through online education as it develops students to be more self-directed with infinite access to knowledge and information. According to a research by Grogurovic (2011) online learning provides numerous benefits to students such as flexibility of time and space, lower costs and debts, convenience in communication, creates one to be more self-discipline and responsible, more interaction and greater ability to concentrate, career advancement, improve one's technical skills, able to learn at one's own pace, safe documentation, closer attention from instructors, quicker and easier access to knowledge and information.

METHODS

In this research, both quantitative and qualitative approaches were applied. However, the quantitative approach will provide the breadth in findings while the qualitative approach helps to give a deeper understanding of the phenomenon. The qualitative design comprises of a 10% online feedback and commentary on students' perception of online learning and for the quantitative design, descriptive analysis on the average level of students' readiness as well as correlation coefficient on the relationship between students' readiness and experience of online classes were applied. Respondents of the study included a number of 70 adult distance learners from the age of 20 to 50 years old whom are currently continuing their studies through a flexible learning program in a public university in Malaysia.

As for instrumentation, a valid questionnaire on online student readiness was adapted from a reliable research from Hung, Chou, Chen and Own (2010) called the Online Learning Readiness Scale (OLRS). In addressing terms of reliability and validity, the researchers used a confirmatory factor analysis (CFA) to evaluate the hypothetical model of the study which resulted into categorization of five dimensions including; self-directed learning (0.871), motivation for learning (0.843), computer/internet self-efficacy (0.736), learner control (0.727), and online communication self-efficacy (0.867). As the OLRS measurement model of student readiness composites a reliability of more than 0.7, the model is considered as an acceptable value for reliable construct (Hung, Chou, Chen & Own, 2010).

The questionnaire was divided into four sections which is Part A; demographic data, Part B; students' experience of previous online classes, Part C; students' online readiness level using a 5-point Likert Scale from 1 (strongly disagree) to 5 (strongly agree), Part D; feedback and comments on online learning.

Data analysis in the study is analyzed using inferential statistics which allow researchers to make inferences from the sample. The main statistical tool used in the study is descriptive analysis that is conducted to investigate the average score of students' readiness. Besides that is the correlation technique which is analyzed through decimals between 0.00 and +1.00 or -1.00. The closer the coefficient is to +1.00 or -1.00, the stronger the relationship.

MAIN RESULTS AND DISCUSSION

Findings and analysis of this study are presented and discussed based on the research questions.

RQ1: Are adult distance learners of this public university ready for online learning?

According to Table 1, the mean score for adult distance learners' online learning readiness scale is 3.84 while the standard deviation is .48. The skewness coefficient on the other hand is -.329 which is not too far from the zero value. This indicates that although the distribution of online student readiness is skewed to the left, the range between each scores are not too extreme. However, this index of skewness reflects that using mean is not a good indicator to measure the central location of average value, therefore the median is more appropriate to be used as the average score. Based on

the OLRS model, a mean or median score that ranges from 3.60 to 4.37 indicates that students exhibit above-medium levels of online readiness (Hung, Chou, Chen, & Own, 2010). As the median score for adult distance learners' online readiness of this public university is 3.9355, it can be concluded that these particular students exhibit above-medium levels of readiness.

Table 1. The mean score for adult distance learners' online learning readiness

	Online Learning Readiness Average Score
Mean	3.8461
Median	3.9355
Mode	3.00
Std. Deviation	.48560
Skewness	-.329
Total	70

This occurrence can be explained through Warner, Christie and Chow's (1998) statement that in order to be ready for online learning, it is imperative for students to have confidence in using electronic communication devices mainly in the use of internet and computer-mediated communication. Hence, confidence in using electronic communication can be closely related to students' prior experience of online learning as many researchers in the field of motivation states that both these variables are correlated. For example, one research from Huber and Nichols (2015) discovered that confidence and knowledge of evidence-based practice are strongly correlated as the more experience students have in a certain practice, the more knowledge they gain, which subsequently results to the increase of confidence. In this research, a number of 27 (38.6%) adult distance learners claimed that they had prior experience in online learning while another 43 (61.4%) adult distance learners claimed otherwise as shown in Table 2.

Table 2. Online learning experience

	Frequency	Percent
Yes	27	38.6
No	43	61.4
Total	70	100

Moreover, almost all of the 27 adult distance learners with prior experience of online learning commented that the knowledge they gained either through previous education or throughout career development, helped a lot in understanding the mechanics of an online learning system. For example, Respondent 1 commented "*before furthering my studies as an e-PJJ student I once went for a short-course which required students to learn through an online system. Even though the course was very short, but I was able to learn a lot and that really helped me to learn this new online system faster.*" Respondent 2 commented "*I think it is very important to have prior experience on online learning before you further your studies as an e-PJJ student. For me, my experience before helped me to understand the flow of this system and the way to use it better.*" While Respondent 7 commented "*My previous experience of online learning really helped me a lot*

to understand more about using the computer, especially to search for information from the internet. With that experience, I think it made me more ready to be an e-PJJ student.”

RQ2: How does prior experience of online learning classes correlate with their readiness of online learning?

Based on Table 3, data illustrates that there is a strong negative correlation between prior experience of online learning with students’ readiness of online learning ($r = -2.33$, $p\text{-value} = .052$) as the Pearson r coefficient value is close to -1.00 and the Sig. (2 tailed) value is equal to $.052$ which means that there is a statistically significant correlation between the two variables. In a way, this can be concluded that adult distance learners of this public university do not necessarily need prior experience of online learning in order for them to be ready for an online learning education.

Table 2. Correlation between previous online learning experience and readiness

		Prior learning experience	online learning experience	Online readiness score	learning average score
Pearson Correlation	Prior online learning experience	1		-.233	
	Online readiness score		-.233	1	
Sig. (2 tailed)	Prior online learning experience			.052	
	Online readiness score		.052		
N	Prior online learning experience	70		70	
	Online readiness score		70	70	

As stated before, statistics shows that these particular students exhibit above-medium levels of readiness which includes a number of 43 students whom claimed that they had no prior online learning experience at all. All 43 students commented that prior experience of an online learning class was regarded as a minor factor for an individual to be ready for online learning education and that having basic knowledge on computer skills was sufficient enough. For example, Respondent 3 commented “*I remember the first time I was quite nervous to learn this online system, but my friends taught me and I could catch up in a short amount of time because I already have good basic*

knowledge on computer skills.” Respondent 4 commented, “*Even though this was my first time learning through an online class, I never had issues because the system is understandable and easy to learn for basic computer users.*” Whereas Respondent 5 commented, “*There is always a first time for everyone, so to me I think that for a person to be mentally ready as an e-PJJ student and to be ready for online learning is to actually be open. If we are open for any new knowledge than we can motivate ourselves to learn new things.*” Lastly, Respondent 6 commented, “*Honestly, I think most e-PJJ students are good with technology and have at least basic computer skills because most of them are working and it’s also hard to find people nowadays who don’t know anything about technology, that’s why a person doesn’t really need prior online learning experience if they want to further their studies as an e-PJJ student.*”

Therefore, this research supports the study from Norshima, Syazwan, Nor Azilah and Anniruzal (2013) that student online readiness comprises of technical readiness such as schema, attitudes, prerequisite skills and habits in ICT components and self-directed readiness such as the acceptance of responsibility for one’s own learning, creativity and independence in learning, willingness to seek help as well as valuing one’s own learning.

CONCLUSION

Thus, the result of this study reveals that although prior experience of an online learning class is very important, this does not however determine the level of students’ readiness among adult distance learners. What is more important is that adult distance learners must believe on the benefits of online learning and that it can provide more advantages than disadvantages. Inculcating this kind of motivation will already create a great depth of student readiness as stated by Kirschner, Sweller and Clark (2007) that technology does not teach but ‘how’ technology is being used is what might encourage students in experiencing meaningful learning. As presented in this research, it is clearly visible that adult distance learners of this public university exhibit above-medium levels of readiness because most of them have positive perception and beliefs towards online learning despite the fact that many of them do not have prior experience of an online learning education. As a conclusion, this research suggests that adult distance learners can determine their readiness for further education by reflecting on one’s trust towards technology and online learning. According to Nanjappa and Grant (2002) rather than viewing technology as a medium of acquiring knowledge, more people should see it as an active process of constructivist learning because when one puts trust on technology, situated-learning will immediately take place and critical thinking as well as creative intellectual thinking will arouse.

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Biodata

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THE LEARNING OF COMMUNICATIVE MALAY LANGUAGE AMONG FOREIGN WORKERS AND LEARNERS' PERCEPTIONS ON MOBILE LEARNING: A PRELIMINARY STUDY

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ABSTRACT

This study aims to understand the learning process and language acquisition of Communicative Malay Language (CML) among foreign workers in Malaysia. A total of 10 volunteered foreign workers who were randomly-selected in Kuala Lumpur were interviewed individually. The interviews were recorded, transcribed, translated and interpreted in order for the researcher to conduct content analysis. Based on the analysis, it was found that most of the respondents were not adequately supplied with the general knowledge about the country especially the language when they arrived in Malaysia for the first time. Although only few of them specifically reported the utilization of the mobile applications in learning Communicative Malay Language, all of the respondents were all aware of mobile application in general and agreed that it is a good instrument to learn the language.

Keywords: Malay as foreign language, Adult learning, Andragogy, Mobile assisted language learning, Self-directed learning

INTRODUCTION

The population of foreign workers in Malaysia is estimated to increase to approximately 1.9 million by year 2022 (The Malaysian Reserve, 2018). This is not a surprising situation since Malaysia has been progressing well towards better infrastructure and economic status which requires more foreign workers recruitment (Karim, Mohamad Diah, Mustari, Sarker, & Islam, 2015). However, these foreign workers should be equipped with general knowledge before coming and starting to work in Malaysia. According to the Ministry of Human Resource Malaysia, one of the most prominent aspects that is required from these workers is to be equipped with the ability to communicate with the locals (International Labour Organisation, 2015). Generally, one of the most crucial elements in communication is language (Sirbu, 2015).

For the context of this study, language is an important aspect that helps the foreign workers to convey and express their thoughts as well as to have the ability to comprehend information, thus producing more efficient and effective communication. Failing to master this aspect will cause miscommunication with the locals as well as constraining the efficiency of one's business organization. Nonetheless, learning Malay language for these foreign workers is a different view. It is no longer a standard pedagogy as what has been taught in school. These workers are all adults

and learning is seen from a different perspective when it comes to adult learning style.

Furthermore, there are still lack of empirical evidence to understand the process of Malay Language acquisition among foreign workers. Therefore this study aims to understand the learning process of Communicative Malay Language (CML) among foreign workers in Malaysia as well as to explore the emergence of mobile-assisted language learning application among these foreign workers.

Literature Review

Language Proficiency Skills

According to Sadiku (2015), there are four language skills that build language proficiency which are; reading, speaking, listening and writing. These skills can be categorized into two main group of proficiencies which are oral proficiency and written proficiency. Oral proficiency involved high interactivity and spontaneous feedback between people rather than written proficiency which is more recursive thus allowing a person to review and amend utterances. Generally all language skills mentioned are important to having high quality proficiency. Söderqvist (2018) on the other hand explained that there are two main types of proficiencies which refer to production and reception. Production proficiency can be developed by encompassing speaking and writing skills while reception proficiency encompasses reading and listening skill. For the scope of this study, it is important to note that it is impossible for a person to function well by merely depending on a sole language proficiency skill. A person must combine at least two types of proficiency skills in order to interact with his surroundings whether it is a verbal or non-verbal interaction. Based on the explanation given by Sadiku (2015) and Söderqvist (2018), the main goal of this study is to determine which of the language proficiency skills are most needed among the foreign workers in Malaysia in order for them to be well-functioned as a part of working community.

Self-Directed Learning

Acquiring language proficiency is viewed differently among adults. This is because adults learn differently than the way children do (Brockett & Hiemstra, 2018). Citing Knowles (1978), Brockett and Hiemstra (2018) mentioned that adults are synonym to self-directed learning styles. This learning styles refers to adult's predominant characteristic in deciding and diagnosing his learning needs as well as to formulate and utilize resources in order to achieve his learning goals (Brockett & Hiemstra, 2018). This means, what may seem important to be learned by other people, may not be important for him. This would result in different learning outcome among adult learners. In the scope of this study, some learners may possess good oral proficiency rather than written and vice versa. Brockett & Hiemstra (2018) added that adults are at their own will to find any available materials that would assist in their personal learning including signing up for courses, buying extra books or even employ technological assistance. According to Wehmeyer, Shogren, and Thompson (2018), adult education in general emphasizes the self-directed or self-regulated learning. This means, an adult owns greater autonomy which allows them to design their learning process to suit their profession needs (Wehmeyer, Shogren, and Thompson, 2018). This takes into account the individual's ability, interest, preferences and opportunities that they can access in the effort of achieving their learning goal. Combining the commentaries and description of the term self-directed

learning from both Brockett and Hiemstra (2018) as well as Wehmeyer, Shogren, and Thompson (2018), this study looks into the way foreign workers learn CML to suit to their professions' needs.

Mobile-Assisted Language Learning

According to Sagar (2103), there are nearly 6 billion mobile phone services that have been subscribed all over the world, and the rate of mobile devices accessing the internet is three times higher than computers. Sagar added that the advancement of mobile devices today has offered new ways of learning that are well adapted to learning languages due to its flexibility and cost-effectiveness. This phenomenon is relevant to the large-scale development of mobile applications for adults' foreign language learning as this method of learning allows this category of working generation to develop a skill that can complement their formal education thus improving their lives (Sagar,2013). Besides that, Deng and Shao (2011) who also advocate the employment of technology in learning has suggested that mobile applications to be one of the effective tool for self-directed language learning. This is due to the fact that smartphones has gradually become a necessity to be owned by people regardless of their age and demographical background (Deng and Shao, 2011). In addition to that, numerous language learning application has also been made available on the list and some of the applications are free to be downloaded. This brings out more possibilities that the smart phones can be used by these foreign workers as a mean to learn the language.

METHODS

The purpose of this qualitative study is to gain a deeper understanding of adults' learning process in acquiring Communicative Malay Language (CML), including their perception towards the utilization of mobile application. It is important to understand how these learners view and experience the self-directed language acquisition process, especially given that the emergence of mobile application would affect the way they learn. This preliminary study involves a total of 10 respondents of foreign workers from various sectors in Kuala Lumpur. Therefore, based on the previous literature discussed before, this study aims to:

- a) Determine which language skill are most needed among foreign workers in acquiring Communicative Malay Language.
- b) Determine the way the foreign workers learn and acquire Communicative Malay Language.
- c) Explore the potential utilization of mobile application in assisting Communicative Malay Language among foreign workers.

In order to have more accurate interview data, Indonesians workers were excluded from the scope of this study due to the shared Malay Language basis. These respondents were randomly-selected and interviewed individually. The interviews were recoded and transcribed for content analysis. Content analysis is considered as one of the most important qualitative analysis technique in social sciences (Krippendorff, 2018). According to Krippendorff (2018), content analysis used to analyze data within a specific context of meaning imposed by a person. These meanings are typically inferred by text which conventionally collected from verbal discourse or written document.

Krippendorff added that this analysis allows researcher to construct inferences of a phenomenon based on the rich repertoire of the data collection through coding. The frequency of these references would then indicate the contextual meaning and interpretation. For the scope of this study, this type of analysis technique is employed as the mean to interpret an interview data in a dialectic process in which interview data was first understood, then explained and finally to be comprehended. The process of interpretation analysis started by transcribing the verbal face-to-face interview data. The transcription was then read several times before the coding process was proceed. This repetitive reading was conducted in order to gain the preliminary understanding on the whole phenomenon and its context. The statements given by the respondents were then identified and classified into meaningful items that were coded into themes (Severinsson, 2003; Ricoeur, 1976, 1981; Talseth et al., 1997; Rasmussen, 1999). The themes were interpreted within the context of this study. The final phase involves interpretation of the transcription text as a whole and to be re-contextualized into a new clearer and concrete understanding.

FINDINGS AND INTEPRETATION

The main finding of this study focuses on the learning process of CML among foreign workers who are self-directed adult learner. Apart from that, this study also explores the potential of the mobile-assisted language learning application among foreign workers. Based on the qualitative content analysis conducted, the findings are distributed into six (6) main themes: The Need to Learn Communicative Malay Language; The Ability to Master All Four Language Proficiencies; The Awareness of Communicative Malay Language Courses Available; Self-Directed Learning Style; The Awareness of Mobile Application; The Awareness and The Use of Mobile Application in Learning Communicative Malay Language.

Table 1. Demographical Profile of Respondents

Respondent	Country	Age Range	Career Background	Duration of Staying
Respondent 1	Nepalese	25-34	Resident Guard	Less than a year
Respondent 2	Bangladesh	25-34	Shop Assistant	More than 3 years
Respondent 3	Bangladesh	35-44	Shop Manager	More than a year
Respondent 4	Bangladesh	25-34	Shop Assistant	More than a year
Respondent 5	Bangladesh	35-44	Car Wash Worker	More than 3 years
Respondent 6	Nepalese	25-34	Resident Guard	More than a year
Respondent 7	Bangladesh	35-44	Construction Worker	More than 3 years
Respondent 8	Nepalese	25-34	Resident Guard	More than 3 years
Respondent 9	Nepalese	25-34	Resident Guard	More than 5 years
Respondent 10	Nepalese	35-44	Resident Guard	More than a year

Based on the demographical profile in table 1.0, it is found that five respondents are from Bangladesh (N=5) with the national native-tongue of Bengali while the other five are from Nepal (N=5) with the national native-tongue of Nepali. It is also found that all the Nepalese involved in this study are working as the residential guards. The Bangladeshis on the other hand are working in various blue collar sectors such as construction workers, shop assistants and car wash workers. The

table also shows that only one (1) respondent who is staying in Malaysia in less than a year.

THEME I: THE NEED TO LEARN COMMUNICATIVE MALAY LANGUAGE

Table 2: Respondents' Previous Working Experience before Migrating to Malaysia

Respondent	Previous Country	Language Spoken Previously
Respondent 1	-	English
Respondent 2	-	English
Respondent 3	Saudi Arabia	English, Arabic
Respondent 4	-	-
Respondent 5	Saudi Arabia, Dubai	Urdu, Arabic
Respondent 6	-	English
Respondent 7	-	-
Respondent 8	India	English, Urdu
Respondent 9	Saudi Arabia	English, Arabic
Respondent 10	India	English, Hindi

Table 2.0 shows the other previous countries and languages spoken among respondents. When they were asked to describe about their previous working experiences, respondent 2, 5, 8, 9 and 10 reported that they have been to other countries to work beforehand while the rest only migrated for the first time. Respondent 2, 5, 8, 9 and 10 also stated that they were able to speak the native languages of the countries they migrated to at the communicative level. Respondent 4 and 7 who never migrated to any countries before coming to Malaysia reported that they are not able to speak in English -only Malay Language. The respondents were then asked about the perception on CML. All of the respondents mentioned that Malay Language is easy to be learned and some of them suggested that Malay Language is much easier to be learned compared to the other languages including their own native languages:

“Malay language is so easy...because Malay grammar is easier to be compared to Bangladeshi and Arabic grammar...”

(Respondent 3, Extract 1)

“Malay is easier than Bangladeshi...here, I only learn from listening repetitively to what other people are saying and I can catch them (words) already”

(Respondent 7, Extract 1)

Apart from that, all of the respondents agreed that it is important for them to be able to speak Malay Language at the basic level. However, all of them perceived that the need to learn CML is more on survival rather than to mix around with the locals. Most of the respondents reported that they needed to learn Malay Language solely for working. In other words, they can speak and comprehend the language only in the context and the perimeter of their workplace and they are not able to converse if it is not work-related:

“...I can speak and understand if it’s in this shop... such as ‘rice’, ‘fish’, ‘chicken’ and ‘vegetable’...”

(Respondent 4, Extract 1)

“They say things like ‘wash’, ‘vacuum this car’, ‘how much for this’... I can understand...but when I go outside, I only speak Malay to buy things such as asking price. I always go to Klang, but there I speak Urdu because there are a lot of Malaysian Indian and they speak Urdu... not so much on Malay”

(Respondent 5, Extract 1)

THEME II: THE ABILITY TO MASTER ALL FOUR LANGUAGE PROFICIENCY

Table 3 :Respondents’ Language Proficiency Skills

Respondent	Speaking	Reading	Writing	Listening
Respondent 1	Yes	No	Yes	Yes
Respondent 2	Yes	No	No	Yes
Respondent 3	Yes	Yes	Yes	Yes
Respondent 4	Yes	Yes	No	Yes
Respondent 5	Yes	No	No	Yes
Respondent 6	Yes	No	Yes	Yes
Respondent 7	Yes	Yes	No	Yes
Respondent 8	Yes	Yes	No	Yes
Respondent 9	Yes	No	Yes	Yes
Respondent 10	Yes	No	No	Yes

Table 3.0 shows that all of the respondents are able to speak and listen well. As explained in the previous section, these two skills are prominently correlated to the oral communication skills (Brockett & Hiemstra, 2018). The interview data also discovered that respondent 3 and 8 are able to read and pronounce Malay language words accordingly to the spelling given although they are not able to understand the meaning of all the words. This is due to the nature of Malay language that consists of phonetically-based letters. Apart from that, the table also reveals that respondent 3 is the only respondent who master all the basic language skills. From the hermeneutic point of view, his ability to master all of the skills are closely-related to his nature of job as a shop manager. The respondent reported that he has to deal with local suppliers and he is needed to read and write invoices and other memos. He admitted that he is still having hard time understanding the conjugated versions of the words, but he is still able to capture the meaning of the text as a whole.

Table 4. Respondent Self-rank on the Importance of Language Skills

Respondent	The Importance of Language Skills (from the most important to the least important)
Respondent 1	Speaking, Listening, Reading, Writing
Respondent 2	Listening, Speaking, Reading, Writing
Respondent 3	Listening, Speaking, Reading, Writing
Respondent 4	Speaking, Listening, Reading, Writing
Respondent 5	Speaking, Listening, Reading, Writing
Respondent 6	Listening, Speaking, Reading, Writing
Respondent 7	Listening, Speaking, Reading, Writing
Respondent 8	Listening, Speaking, Reading, Writing
Respondent 9	Listening, Speaking, Writing, Reading
Respondent 10	Listening, Speaking, Reading, Writing

All of the respondents were asked to list down the most important language skills to the least important ones as perceived by them. Table 4.0 shows that all of the respondents focus on the importance of having oral communication skills which are speaking and listening. The table also shows that most of the respondents (N=7) perceived that listening skill shall be the most essential skill in communication. The table also clearly stated that these foreign workers do not put much concern on writing (N=9). This could be due to their working context that typically does not require much of writing.

THEME III: THE AWARENESS OF COMMUNICATIVE MALAY LANGUAGE COURSES AVAILABLE

The interview data discovered that all of the respondents involved in this study reported that they were not aware of any CML courses available in the city they work in. Nonetheless, all of the Nepalese who are working as residential guards (except for respondent 10) mentioned that they were given inductions and trainings before started working as residential guards, and one of the inductions' content was CML. However, respondent 6 reported that the training was only teaching them about the basic language words and how to use them is simple sentences. They were not even given any books. His response is also parallel with respondent 8 who is working for a different security company:

“They did not give us any learning books... We were not aware about any Malay language books available and where to buy them... we were still new in Malaysia at that time...”

(Respondent 8, Extract 1)

“Yes we went for the training and learn a bit about the language, but no books or anything... in the end I had to learn by myself”

(Respondent 9, Extract 1)

THEME IV: SELF-DIRECTED LEARNING STYLE

Overall, the interpretation of the interview texts revealed that all of the respondents rely on daily communication with the locals to improve their language acquisition which only focuses on oral language skills that consists of speaking and listening. As reported in the previous section, all of the respondents were not aware of any CML courses available in Malaysia. When they were hypothetically asked if they were interested to sign up to any formal settings to learn CML, surprisingly only respondent 3 was interested. The data from the interview conducted also shows that respondent 3 is a proactive learner as he bought his own learning books. Interestingly, respondent 3 also added that it is better to learn Malay language from native speakers. Nevertheless, the respondent mentioned that he does not have any local friends, which hinder his personal learning process and he had to rely on his other Bangladeshi friends to learn the language.

The rest of the other respondents on the other hand only prefer to learn CML by themselves:

“I want to learn by myself...because I have a job and I have no time to go to any classes...”

(Respondent 2, Extract 1)

“...because I don't live here, I just want to work here, so (class) is not important...”

(Respondent 4, Extract 2)

“...because I need to save money, plus I don't have time, because I'm working until night.”

(Respondent 5, Extract 2)

The respondents were then asked on their method of learning and acquiring the language by themselves. They were first asked if they used any conventional material such as books to learn Malay. However, only respondent 3 and 4 reported to use books in learning Malay Language. Their responses correspond to their ability in reading as mentioned in Theme II.

Most of the respondents mentioned that they learned by the help of their friends and colleagues:

“...I have local and Bangladeshi friends and other foreign friends like Indonesians to teach me Malay...”

(Respondent 4, Extract 3)

“I'm learning Malay with friends who have already been here before I came”

(Respondent 5, Extract 3)

“...I learn from friends, from locals and Indonesian workers. I also learn from listening repetitively to other people's sentence...”

(Respondent 7, Extract 2)

Furthermore, the respondents also reported that they acquired vocabularies with the repetitive listening on words spoken among the locals. It is also found from the interpreted data that some respondents have utilized technology in assisting their personal learning:

“I do watch few Malay Youtube channel...”

(Respondent 4, Extract 4)

“At this car wash, there is a TV and it only shows Malay programs, so I usually watch when there is no car... I don't understand what they are saying, but the pictures (visual) help me to understand”

(Respondent 5, Extract 4)

“I don't use book to learn, but I learn from TV shows...”

(Respondent 7, Extract 3)

The interviews text was continued to be perused in order to determine whether other respondents would also use television or radio shows as the medium of their self-directed learning. Notwithstanding the use of television or radio shows by respondent 4, 5, and 7, the rest of other respondents are rather negative:

“I don't do that... I have my local friends who can teach me... they are good people”

(Respondent 1, Extract 1)

“I can read books, but I simply have no time to learn Malay from TVs or any media because I don't have all that at this shop...”

(Respondent 3, Extract 1)

“I don't have any interest in watching Malay channels...”

(Respondent 6, Extract 1)

“I work 18 hours a day with over-time, I don't have time to watch TVs and learn properly...”

(Respondent 10, Extract 1)

Lastly, as stated on table 2.0, most of the respondents (except for respondent 4 and 7) possess second or other foreign languages apart from their own native languages and Malay language. Respondents 3, 5, 8, 9 and 10 specifically informed that they used to work in other countries such as Saudi Arabia, Dubai, and India before coming to Malaysia. During the interview sessions, all of the mentioned respondents reported that they also did not sign up for any language classes to learn the languages such as Arabic, Hindi and Urdu. Same to the way they learned Malay language, the respondents also acquired the basics of the languages through friends and colleagues as well as listening to the locals speaking. As for English, the respondents explained that it was a subject taught in school, but some respondents also claimed that due to financial constraint, they could not complete the school thus resulting in poor English.

THEME V: THE AWARENESS OF MOBILE APPLICATIONS

This theme explains on the awareness and the utilization of mobile applications in their daily life. The findings gained for all the interview sessions provide a new understanding on how some of

these foreign workers incorporated technology in their daily lives. This part starts with the screening question to determine the type of phone the respondents are currently using. All of the respondents proved that they own smartphones by showing their phones during the interview sessions. Despite the ownership of the smartphones, respondent 4 mentioned that he only started using a mobile phone when he was already in Malaysia. He also mentioned that he did not own any phones, including the old-version keypad phones back when he was in Bangladesh. This is a shared situation with respondent 7 who was also first introduced of the smartphone when he was already in Malaysia. Both of the respondents were asked to clarify the reason behind the shared situations. Both reported that they had to face financial constraint back in Bangladesh. Furthermore, all of the respondent involved reported that they are aware of mobile applications and have downloaded several applications through Android Playstore, except for respondent 5 who never downloaded anything and only use the built-in applications on his mobile smartphone.

THEME VI: THE AWARENESS AND THE USE OF MOBILE APPLICATION IN LEARNING COMMUNICATIVE MALAY LANGUAGE

This theme is the most crucial part of the study as it revolves around the utilization of mobile application in assisting CML self-directed learning among the foreign workers. The interview sessions conducted was able to uncover the emergence of mobile-assisted language learning phenomenon. The interview data revealed that five respondent (N=5) have downloaded Malay language learning application beforehand, while the other five respondents were asked to clarify on the absence of such application:

“I know what mobile application is... but I don’t know such application (to learn Malay language) exist...”

(Respondent 1, Extract 2)

“I came here four years ago, I don’t think this kind of application was available at that time...”

(Respondent 2, Extract 2)

“I don’t know we have the (CML) applications... I never use and download any Malay language learning applications... I think it’s too hard for me and I never want to try...”

(Respondent 3, Extract 2)

“I think we have, but I’m not interested”

(Respondent 9, Extract 2)

“Yes I know, but I never try it...”

(Respondent 10, Extract 3)

A list of CML learning mobile applications available on Playstore was shown to the respondents who reported that they were not aware of these mobile applications. Respondent 3 immediately

downloaded one of the applications and tried during the interview sessions. He then mentioned that the use of mobile applications is a good idea to help in learning CML during the hectic working day. Besides that, all of the respondents also agreed that the use of mobile applications is a good and relevant idea to be implemented as learning tools for them who don't go to any formal classes.

As for the scope of mobile application's feasibility, respondent 9 thinks that if there would be a CML mobile application, it should be assisting in strengthening his listening comprehension. His opinion is in line with respondent 10 as well as respondent 6 and 8 who stresses on the use of mobile application to help them practice oral communication.

CONCLUSION

Based on the analysis of the transcribed interviews, it can be concluded that all of the respondents involved in this study informed that they did not attend any formal lessons in acquiring the language when they first arrived in Malaysia, except for respondents who are working as residential guards since they were given basic CML lessons during trainings and inductions provided by the security company they are working for. The respondents also claimed that it was the time constrain as well as the urge to survive in a foreign country that had enforced them to be self-taught without signing in to any CML courses. This has proven that self-directed learning style has taken place among these foreign workers as they would learn from various sources they could access in order to help them to work and live in local community. The findings also concluded that all of the respondents agreed that it is a good idea to have mobile application to assist them to learn the language on-the-go although most of them mentioned that they were not made aware of the existence of such applications and would only download after they were explained about it. They believed that the Malay Language is considered as an easy language to be learned without any complex structure at the conversational level and the use of mobile applications is going to be a good alternative to physical lessons since most of the respondents reported long hours of workings. Notwithstanding the findings that assist in constructing the comprehensive understanding of CML learning process among foreign workers, this preliminary study is limited to small scale sample within the perimeter of the main city of Kuala Lumpur. Therefore, future research should review this preliminary study from different aspect such as job categories which require different levels of professionalism as well as from the point of view of foreign workers who signed up for any formal classes.

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Biodata

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POSTER PRESENTATION

KINESICS IN ORAL PRESENTATION: EXPLORING SPEAKING ANXIETY THROUGH NARRATIVE ENQUIRY

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ABSTRACT

Teachers and educators should authorise intellectual development in education to promote effective teaching and learning in the classroom. More efforts should be taken to ensure learners are actively engaged in the learning process. As such, language teaching and learning should be designed as a lifelong process in which, learners should always be encouraged to motivate and improve themselves for new knowledge and better skills. This enables them to always get ready and be competent and intelligent to face The Fourth Industrial Revolution (I.R 4.0). To successfully prepare long-life learners for the said purpose, learners should be equipped with speaking skills. Speaking skills involve verbal and non-verbal communication. Verbal communication requires learners to deliver and communicate their thoughts and ideas orally, and non-verbal communication (also known as kinesics) provides meaningful information to the listener/audience. Messages are conveyed through the speakers' gesture, body movement and facial expression. However, during an oral presentation, ESL speakers are expected to experience speaking anxiety that hinders them from performing well. This study, therefore, explores speaking anxiety that occurs during oral presentation through kinesics. Purposive sampling was conducted to obtain pertinent samples for this study. Videos of speakers' presentation were recorded and narrated to obtain the findings. Results of this study provide useful implication towards ESL teaching and learning.

Keywords: Verbal and Non-verbal communication, Kinesics, Oral Presentation, ESL learners, Speaking Anxiety

INTRODUCTION

Background of the study

The communication process is formed into two categories which are verbal communication and non-verbal communication. Verbal communication such as speaking skill has been regarded as one of the crucial skills in language learning. Having good communication skills is essential as it is one of the important elements for employability. Although verbal communication has always been a

focus on daily communication, non-verbal communication has now become a practical tool for a meaningful conversation. Non-verbal communication functions as a method that conveys emotions, feelings, and messages through actions and expression rather than words (Hans&Hans, 2015). Besides, non-verbal communication is a functional tool as it is used to clarify, confirm and complete verbal communication functions (Basir and Ro'ifah, 2018).

Kinesics is an example of non-verbal communication, which is also known as a communication tool that includes gestures, posture, body movements, and facial expressions to deliver messages. Thus, in second language learning, kinesics helps English learners to incorporate these elements in their daily conversations to convey messages besides having their spoken and written words.

An oral presentation is a useful method to deliver one's thoughts on any subject matter to the audience. In the oral presentation, several factors lead ESL speakers to have poor communication skills, and one of them is speaking anxiety. Miskam and Saidalvi (2019) state that speaking anxiety has a prominent influence on learners' communication skills. Therefore, there is a need to address this issue as it can lead ESL learners to form undeveloped proficiency in language learning. Hence, using kinesics in an oral presentation will provide details that help to address speakers' anxiety during the presentation.

Statement of the Problem

During the oral presentation, speakers need to ensure that the audiences receive the intended message successfully. They should be aware that, to convey the message to the audience, they at first need to actively engage themselves with the text. However, when ESL speakers do the talking in front of the audiences, it is common for them to experience speaking anxiety. According to Ozturk& Gurbuz (2013), speaking is the most challenging skill in second language learning that usually avoids learners to perform in the language classroom.

Although speaking anxiety is considered as one of the conspicuous problems in the language classroom, it is difficult to determine or identify the presence of anxiety during the oral presentation by only looking at the spoken words. Hence, analysing kinesics from their body gestures, facial expressions, hand and body movements are believed to provide useful data about speaking anxiety. Although there are many researchers have carried out studies on speaking anxiety in ESL classroom, only minor studies are conducted to purposely explore speaking anxiety through kinesics. There is a limited number of studies that use narrative enquiry and videotaping as the main instruments in exploring speaking anxiety. Hence, the study will explore speaking anxiety by analysing speakers' kinesics through narrative enquiry during their oral presentation.

Oral Presentation

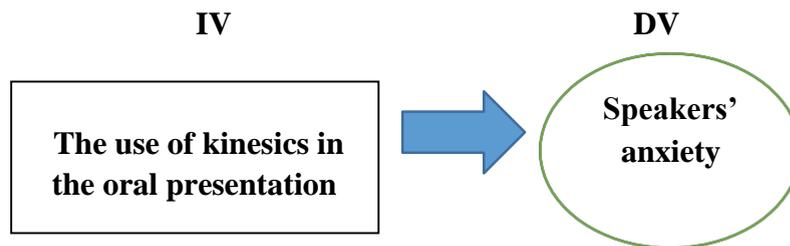


Figure 2. The Relationship between kinesics and speaker's anxiety in oral presentation

Figure 2 illustrates a relationship between ESL speakers' anxiety in oral presentation and kinesics used. It can be described that speakers' anxiety during oral presentation can be determined by addressing the presence of kinesics during the talk. The anxiety can be identified through their movement, behaviour, gesture and facial and emotional expressions that they show throughout the presentation.

Objectives of the Study

The objective of this study is to explore ESL speakers' anxiety by analysing kinesics including their gesture, body movement and facial expression that are performed by them during oral presentation. Since speaking anxiety is verbally concealed by the speakers while they do the talking, non-verbal communication which is kinesics is used to identify and explore speaking anxiety that is occurred along the process. Specifically, this study is conducted to identify how speaking anxiety is determined in the presentation via kinesics which is believed to influence speaking performance. This study also investigates the types of kinesics that the students usually use in the presentation and how they can be associated with speaking anxiety.

Research Questions

1. What are the types of kinesics performed by the speaker that are associated to speaking anxiety?
2. How does kinesics affect speaker's performance in oral presentation?

Significance of the Study

The present study will significantly help teachers and educators to more understand learners' speaking anxiety during their oral presentation through body movement, gesture and facial expression. This could provide them with more insightful ideas to guide their students to improve their writing skill as well as to control their anxiety. The obtained information from this study will

also be useful for curricular designers as they can come out with meaningful modules about the area of study so that it would be beneficial for a few parties. Moreover, the findings of the study will motivate future researchers to explore the field of area from different angles and perspectives.

Literature Review

Kinesics

The word kinesics comes from the root word *kinesis*, which means “movement,” and refers to the study of hand, arm, body, and face movements (Hans&Hans,2015). Kinesics is also known as non-verbal communication, in which the information is delivered through body language, movements and expressions. According to Rahmat et.al (2019), Kinesics is a physical movement including body language, facial expression, eye contact, gestures, postures and appearance. Kinesics is considered as a tool that is used to convey messages nonverbally. Besides conveying information, kinesics is also used to express feelings (Najarzadegan and Dabaghi, 2014). Hence, through kinesics, speaking anxiety can be addressed via gestures, body movement and facial expression during the speaking process. Indah et.al (2018) state that students usually use facial expressions to express their feelings such as fear, surprise and shy.

Types of Kinesics

According to Hans&Hans (2015), kinesics can be categorised into several parts namely body gestures, head movements and postures, eye contact and facial expression.

Body gestures

Body gestures can be divided into three (3) main groups, called adaptors, emblems and illustrators.

- (a) **Adaptors** are known as touching behaviours and movements that typically indicate feelings such as excitement or anxiety. In a social context, adaptors occur due to uneasiness, anxiety, or a general sense that is beyond our control. For example, a person normally subconsciously clicks pens or shakes his legs during classes, meetings or in a job interview to occupy the excess energy. Some self-adaptors like scratching, twirling hair, or fidgeting with fingers or hands are also considered as common touching behaviours. These movements are normally subconscious, resulting from feelings of anxiety, nervousness and lack of control (Ekman, 2004). Besides, coughing or throat-clearing sounds are also called self-adaptors that are manifested internally. These adaptors are commonly used by people in different situations to help ease anxiety.
- (b) **Emblems** are gestures that have a specific agreed-on meaning. It is the only true ‘body language’ which can be performed with hand, head or facial movements, but most often emblems are performed with hand movements. Emblems are socially learned; thus, these movements are culturally variable. A similar movement or emblem may contain different meanings in different cultural setting. Emblems are used in four different functions;(1) to repeat

a word as it is used, (2) replace a word in a flow of speech, (3) provide a separate comment related to the words spoken, and (4) occur as the sole reply. Sahid *et.al* (2018) reported in their study that a female participant repeatedly touched her head using both hands when she felt anxious during a seminar presentation. She was trying to control and hide her nervousness through the movements.

- (c) **Illustrators** are the most common type of gesture and are used to illustrate the verbal message. They are used to illustrate meanings or in other words, to emphasize or explain the message that is being said verbally. This category of kinesics does not carry any stand-alone meaning compared to emblems. For example, when some wants to show disagreement, she or he might shake their head left-to right or roll their eyes. Another example of illustrators is brow raising and brow lowering. These two movements are the most obvious facial movements that are easy to perform. Brow raising represents ‘easy’, ‘light’ or ‘good’, while brow lowering is used to emphasize ‘difficult’, ‘dark’ and ‘bad’. Brow lowering is commonly used to perform negative emotions such as anger, fear, distress and sadness (Ekman, 2004).

Head Movements and Postures

These nonverbal cues are often used to acknowledge others or audiences. Sometimes, people use these movements to communicate their interest. A head nod is a usual sign as everybody uses this signal begins at birth, even before a baby has the ability to know that it has a corresponding meaning. For example, babies will shake their head from side to side when they are rejecting their milk. Other than that, a common and universal head movement is the headshakes back and forth which signify ‘no’. Meanwhile, there are four general human postures: standing, sitting, squatting, and lying down.

Eye Contact

Our face and eyes are the focus point during communication. When we talk to the audiences, our face and eyes also convey messages to them. Eye contact becomes a significant way to communicate with others as this cue serves various communications functions such as to regulate interaction, monitor interaction, deliver information and establish interpersonal connections. In a communication, we use eye contact to signal others that we are ready to take turn to speak or even to cue others to speak (Rahmat *et.al*,2019). Besides that, eye contact also functions to signal the shift exchange from speaker to listener. During an interaction, eye contact also changes as we shift from speaker to listener. Our eyes also provide us with useful information or details when we need to interpret people’s movements, gestures, and eye contact, besides determining if an audience is engaged, confused, or bored during communication. In fact, eye-contacts can provide a signal that the person is feeling anxious, fear and nervous. Some learners cope with their anxiety by avoiding eye-contact just to reduce their tense or anxiety (Sulistiyorini, 2018).

Facial Expressions

Our faces are the most expressive part of our bodies as they can portray happiness, sadness, fear, anger and disgust. Facial expression can be defined as a way to express feelings through facial expression like pouting to show sadness (Rahmat *et.al*, 2019). Facial expression is strong to express anger, fear, surprise, disgust, sadness, distress and enjoyment (Ekman, 2004). People can simple identify someone's feelings and emotions through facial expressions. For example, when delivering jokes or humorous, a smile, bright eyes, and slightly raised eyebrows will nonverbally enhance our verbal message. Meanwhile, when delivering something serious, a furrowed brow, a tighter mouth, and even a slight head nod can enhance that message. Learners usually use facial expressions as the way to express emotion and feelings like happiness, anger, surprise, fear and sadness (Caganaga, 2015).

Oral Presentation in ESL Classroom

Oral presentation is a method to deliver messages to persuade or inform the audiences of the subject matter that is being presented. This method is mostly used in higher learning to show the understanding of the students on the subject matter based on the knowledge that they have acquired. In a professional context, as stated by De Grez *et al.* (2012) oral presentation is mostly used to persuade the client. A good oral presentation requires the mastery of nonverbal cues. Nonverbal cues are important in oral presentations because nonverbal cues aid the presenter to be more engaged with the audience. Nonverbal cues have many variety of usage. According to Newman *et al.* (2016) with a slight change of nonverbal cues can immediately change the atmosphere of the presentation.

During oral presentation, presenters use verbal and non-verbal cues. Burgoon *et.al* (2016) reported that nonverbal cues help an individual to deliver messages without using any verbal cues as this method is more efficient in voicing out emotions and feelings. However, presenters might not realize that nonverbal cues play a major part in having a successful oral presentation. Kinesics is a part on nonverbal cues that plays a significant role in communication including body gestures, head movements and postures, eye contact and facial expressions. These types of nonverbal communication are considered as the important in oral presentation and it is important to know how to apply these nonverbal cues when doing a presentation.

Speaking Anxiety in Oral Presentation

It was found that causes of speaking anxiety among foreign language learners differ in terms of the mode and context of speaking (Tercan and Dikilitas, 2015). Their findings indicate that learners at tertiary level suffer from speaking anxiety in English due to various factors such as preparedness, question-answer, testing, discussion, public speaking, error correction. Learners show high anxiety levels during speaking test and speaking with the teacher and in front of the classroom.

This resonates earlier study by Aydin & Zengin (2008) who categorize the reasons of speaking anxiety into groups including testing and teaching procedures. As second or foreign language learners, the fear of making mistakes during presentation or any speaking skill activities or tests and apprehension about others' evaluation could be the key sources of speaking anxiety in English classes (Hammad & Abu Ghali, 2015).

Ahmed (2016) in his study summarises the reasons of speaking anxiety include, being afraid of other negative evaluation and being ridiculed by them, as well as being worry about making language mistakes. It has become clear that the reasons of speaking anxiety could come from the internal factors, the learners themselves and external factors, such as test, audience, setting and context. Thus, in delivering oral presentation, students will experience different level of speaking anxiety.

Theoretical Framework of the Study

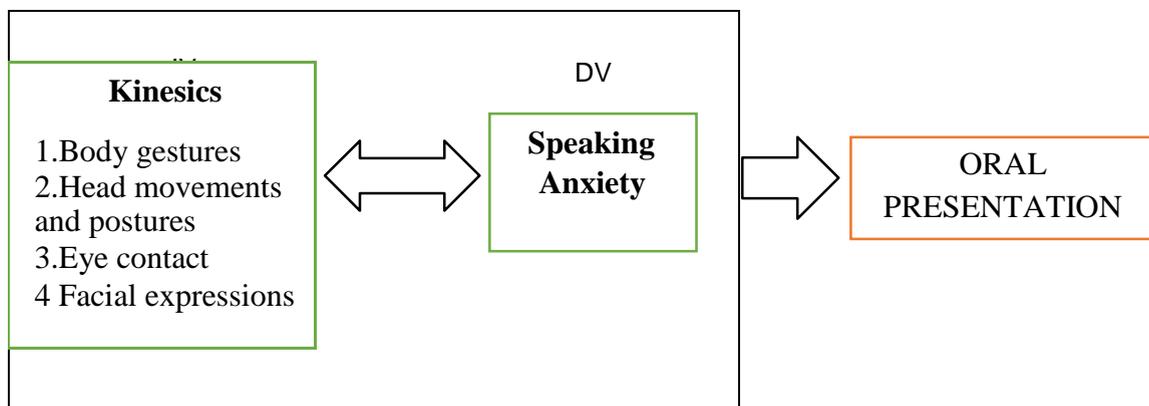


Figure 3 Theoretical framework of the Study

Figure 3 presents a relationship between kinesics and speaking anxiety in an oral presentation of ESL learners. During any speaking activities, when learners are required to present in front of the class, they usually experience speaking anxiety. Speaking anxiety is a common problem that occurs among ESL learners. Hence, the speakers' fear in oral presentation can be explored through kinesics. This is due to the gestures, body movement and facial expression that they express during the presentation.

Past Studies

A recent study on language speaking anxiety among Malaysian Undergraduate Learners has been conducted by Miskam and Saidalvi (2019). The researchers believe that speaking anxiety becomes a crucial cause that hinders ESL learners to speak in their second language. The study investigates the level of speaking anxiety among Malaysian undergraduate learners. For the purpose, a set of

questionnaire was administered to measure the level of anxiety experienced by 42 undergraduate learners. The data collected and analysed using SPSS. The results from the study showed that majority undergraduates have experienced a language speaking anxiety at a moderate level. At the end of the study, the researchers suggest that the findings from the study can be served as guidance for both educators and learners. A further research on this issue has also been suggested to tackle with this issue, besides helping ESL learners to improve their speaking skill in English classroom.

Another study by Azeez and Azeez (2018) investigates the significance of incorporating body language or kinesics in teaching and learning process. The body language are gestures, facial expression and eye-contact behaviour between teachers and students. The findings of the study reveal that there are a few benefits of applying body language in classroom such as it facilitates students to learn besides stimulating teachers' creativity and innovativeness in planning for classroom activities. Hence, teachers are suggested to use body language in class whenever they teach English language so that they will understand the students' behaviour and feelings more.

METHODS

Sampling and Instrumentation

The method used in this research was qualitative descriptive research. This type of research was conducted to survey, describe and determine the way things were. Purposive sampling was used in the study as it involved a female student from a public university in Pasir Gudang, Johor. The selected participant was a semester three students who enrolled in one of the English courses namely Integrated Language Skill III (ELC231). This English course mainly focuses on four main skills including writing, listening, reading and speaking skill. In this course, there is an assessment called oral presentation, that requires learners to orally present their opinion and thoughts about their favourite movies.

There are two main instruments administered in this study to gather pertinent information. The first instrument conducted was video recording to record the students' movements during her oral presentation. Secondly, an interview was carried out to obtain additional details for the sake of the study.

Procedure

To meet the purpose of the study, a female student was selected to perform her oral presentation on any of her preferred movies. During her presentation, every single movement, gestures, expression were videotaped by the researcher to determine kinesics. After the process, a procedure called narrative enquiry was conducted to analyse all the movements made by the participants. The gathered information from the narrative enquiry was later transcribed and interpreted by the researcher to attain the findings for the study. Semi-structured interview was also conducted to get first hand in-depth information. The student gets to share her experience and thought as a confirmation to produce evidence to confirm earlier findings.

DISCUSSION OF FINDINGS

What are the types of kinesics performed by the speaker that are associated to speaking anxiety?

Categories of Kinesics	Videotaping/Narrative Enquiry (Nonverbal cues)	Description
<p>1. Body gestures (Emblem)</p> <p>(Adapters)</p>	<p style="text-align: center;">  </p> <p style="text-align: center;">Figure 1</p> <p>Picture A (00:42)- The female student touched her scarf using both her hands when she could not get the ideas to talk.</p> <p>Picture B (02:37)- The female student again touched her scarf with her left hand while thinking of some ideas.</p> <p>Picture C (06:35)- The female student used her left hand to touch her scarf while presenting.</p> <p style="text-align: center;">  </p> <p style="text-align: center;">Figure 2</p>	<p>Figure 1 shows how female student tried to decrease her anxiety by touching her veil several times without any reasons. This indicates that the female student tried to control her anxious especially when she was running out of ideas during the presentation. It was also found that the female student used emblems (hand movements) most of the time throughout the presentation.</p> <p>Sahid <i>et.al</i> (2018) reported in their study that a female participant repeatedly touched her scarf when she felt anxious during a seminar presentation. She tried to control and hide her nervousness by touching her head using both her hands.</p> <p>Figure 2 indicates that the female speaker used her fingers to scratch a few parts of her body while presenting her text.</p> <p>The most common</p>

		<p>touching behaviour performed are scratching, twirling hair, fidgeting with fingers or hands, coughing and throat clearing, resulting from feelings of anxiety, nervousness and lack of control (Ekman, 2004).</p>
<p>2. Head movement and posture</p>	<p style="text-align: center;">A B C</p>  <p style="text-align: center;">Figure 3</p> <p>Picture A (00:57) – At the beginning of her presentation, the female speaker was seen changing her standing postures a few times.</p> <p>Picture B (04:48) – The female student showed a slumped posture when she was desperately recalling for some ideas to say.</p> <p>Picture C (07:19) - At the end of the presentation, the female presenter slightly crouched her body signing that she was a bit unsure about her speaking performance.</p>	<p>Based on figure 2, it shows that the female speaker performed head movements and changed her body postures several times whenever she felt uneasy during the presentation. The movements are said to indicate the speaking anxiety experienced by the speaker.</p> <p>Rigid body and slumped posture indicate defeat, nervous or depression (Indah et.al,2018)</p>
<p>3. Eye contact</p>	<p style="text-align: center;">A B C</p> 	<p>Figure 4 indicates that the female speaker used eye contact during her presentation. Most of the time, she would prefer to look around and did not have a specific focus. This shows that the</p>

	<p>Picture A (00:57) – At the beginning of her presentation, the female speaker was trying to recall the plot of the movie and at that time she looked upward whenever she got stuck.</p> <p>Picture B (02:58) – When explaining the story to the audiences, she preferred to look everywhere instead of making eye contact with the audiences.</p> <p>Picture C (04:48) – She took a pause when she no longer had ideas to talk about. When she wanted to continue, she still avoided herself from having any eye contact.</p>	<p>female speaker was trying to avoid herself from having any direct eye contact with the audiences.</p> <p>Students who are coping with anxiety will avoid any eye-contact to reduce the tense (Sulistyorini, 2018)</p>
<p>4. Facial Expressions</p>	<p>A B C</p>  <p>Figure 5</p> <p>Picture A (03:19) – She made faces when she had to struggle to recall and explain the characters of the movie.</p> <p>Picture B (06:35) – She made a ‘confusing’ expression when she seemed unsure about the points she talked about.</p> <p>Picture C (07:20) – At the end of presentation, she showed her ‘unsure and panic’ expressions as she was worried if the audiences did not understand the whole story that she shared from the beginning.</p>	<p>Figure 5 explains that the presenter used various facial expressions and some of them can be related to speaking anxiety especially when she had problems to recall the plots and struggle to use the language. She had made faces, lowered and raised her brows that also indicate the presence of anxiety.</p> <p>Facial expression such as raising and lowering brows is strong to express anger, fear, surprise, disgust, sadness, distress and enjoyment (Ekman, 2004). Learners usually use facial expressions as the way to express emotion and feelings like happiness, anger, surprise, fear and sadness (Caganaga, 2015)</p>

How does kinesics affect speaker’s performance in oral presentation?

Kinesics affects speaker’s performance in oral presentation positively as it has been proven from the interview session.

Questions	Semi-structured Interview	Description
Do you feel anxious when it comes to speaking in front of others?	Yes, because I will get nervous thinking that my speaking or presentation would not be understood by audience.	The presenter worried that her presentation would not reach the audience because of her nervousness. This condition is expected as majority undergraduates have experienced a language speaking anxiety at a moderate level. Miskam and Saidalvi (2019)
What are the normal habits that you do to reduce your speaking anxiety?	If I have notes in my hand, I will roll it up, and sometimes I will move my hands while talking.	From the response, it is clear that the presenter tried to reduce her anxiety by channelling it to hand movements. According to Hans&Hans (2015), hand movement is the most often emblem performed by speakers. Thus, it is not unusual for the presenter to move her hand when she get frightened to speak.
Does moving your body help you in reducing speaking anxiety?	Yes, it helps me in hiding my nervous and build my confident to talk.	Having confidence to speak is one of the key factors to learn speaking skills. This correlates a finding in the study by Raja (2017) that shows 50% of the students felt that lack of confidence was the reason for them to be anxious during public speaking. The body movements by the presenter are normally

		subconscious, resulting from feelings of anxiety, nervousness and lack of control (Ekman, 2004).
Which part of your body that you use the most when you feel anxious during oral presentation?	My hands, I love moving it during oral presentation because it helps me to explain better.	Hand movements are the typical anxiety gestures to aid the message conveys during verbal communication process. As mentioned by the presenter, this act helps her to replace a word in flow of speech Hans&Hans (2015).

CONCLUSION

From the findings, it is proven that kinesics helps English learners to incorporate elements of physical movement such as body language, facial expression, eye contact, gestures, postures and appearance in oral presentation to convey messages besides having the spoken words. The participant of this research used many body gestures especially hand movements when she felt anxious during her oral presentation. The uneasiness and fear that audience may not understand her is the factor to her non-verbal cues. She also stated that the gestures help in her confidence level and to explain the content better.

Pedagogical Implication

Teachers and educators should be aware and understand that learners do have speaking anxiety and it is obviously performed during oral presentation or any speaking activity. Thus, they could direct learners to do more speaking practice in small groups among peers and then introduce to larger audiences. This will increase their confidence and help them reduce their anxiety level to control unnecessary gestures that may hinder them from performing better.

Suggestions for Future Research

Future research should explore a more thorough investigation of the implications of using kinesics during any speaking activity in the classroom. Data from different gender of speakers could be an insightful comparison to understand kinesics better. Besides, findings from the audience could also be beneficial to know if kinesics affect them to understand speeches from speakers.

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PRELIMINARY STUDY ON STUDENTS' PERCEPTIONS ON PURSUING THEIR BACHELOR'S DEGREE IN PHYSICS

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ABSTRACT

Physics is the basis for most of the instruments used in scientific study, research and development. The study of physics is thus significant because the concepts serve as the basis for more complicated concepts that can be applied to many other disciplines. Despite the perceived social and economic importance of physics education, over the years, students seem to develop fear and dislike over this subject. This can then lead to negative impacts in many areas. This issue clearly demands attention and prompt action must be taken to improve and enhance students' enrolment and interest in this field. This survey was carried out among the foundation students at one of the local universities in Selangor. A total of 96 students responded to this survey. The objectives of this research are to identify how students feel about pursuing their bachelor's degree in physics as well as to identify what are the factors that discouraged ASASI students from pursuing their tertiary education in physics. The questionnaire was divided to four sections. The first section looked into the respondents' background, section two looked into school-related factors, section 3 focused on the factors that affect the respondents' interests in physics when they were studying at foundation level and the last section was on the factors that affect the respondents' choice of study for their bachelor degree. Data was analysed by using Chi-Square Test. Among the principal findings of this study were that most students find physics an interesting subject to learn both at school and during foundation but they do not want to further their degree in physics related courses because of lack of exposure on job opportunities and lack of encouragement from their environment. This preliminary study may provide an increase in understanding of the factors that can help to encourage students to explore and choose physics related courses for their bachelor's degree.

Keywords: Physics, Tertiary, Education

INTRODUCTION

The foundation programme was introduced to provide a platform for students to prepare for their tertiary education at respective universities. Students who enrol in these foundation programmes are required to take up physics during their two semesters of academic session. The subject content includes fundamental knowledge and understanding in the area of mechanics, thermodynamics, optics as well as electricity and magnetism. The content of the subject has been tailored to

accommodate the needs of a foundation program. However, despite the importance of physics education, majority of the students find this a difficult and complicated subject. Most students took up physics because it is one of the core subjects and a compulsory requirement that will enable the students to further their study to higher level.

This research investigated the various variables affecting the students' interests and decisions toward pursuing their bachelor degree in physics such as their experience with physics lessons both when they were in school and foundation, influence from their environment, peers, parents, teachers, lecturers, as well as how their concern in securing jobs can affect their choice to do their bachelor degree in physics. According to Bryan, Glynn, & Kittleson (2011), the interest of high school students in science has been associated with intrinsic motivation, performance, efficacy, and the determination they display to achieve learning, as well as with their active participation in collaborative learning activities and the future vision to pursue a career, but most importantly, the teaching methods used by the faculty must be innovative and must involve students. The research work by Gerardo et. al (2018), shows that scientific learning results are affected by the process (memorizing, practicing, applying knowledge, etc.), which must be adequately addressed to avoid negative notions about learning. Another research by Freeman et. al (2014) shows that teaching approaches that emphasize student engagement have produced outcomes in alignment with workforce demand for increased numbers of STEM (science, technology, engineering, and mathematics) graduates. However, encouraging and promoting these careers can help to support their values and to generate a positive perception of these employment options among students (Aschbacher, Li, & Roth, 2010). Based on the result in this study, majority of respondents are happy and content with the approaches used by the lecturers during physics lesson. Unfortunately, this did not help in persuading the respondents to take up physics related courses for their bachelor's degree.

METHODS

This survey was carried out by using a set of questionnaires which was distributed to the 2017/2018 session foundation students. The questionnaire was distributed online after the students completed their UPU application. About 96 students responded to the survey. The questionnaire consists of 28 questions and the questions were divided into four sections. Section A focuses on the respondents' background, Section B looked into school-related factors, Section C was on their experience at foundation level and Section D was more on the factors affecting their choice in choosing what they want to major for their tertiary education. Data was analysed by using Chi-Square Test.

MAIN RESULTS AND DISCUSSION

This section will discuss results of descriptive analysis followed by Chi -square test for independence. The demography of the students is shown in Table 1. There was a total of 96 respondents who participated in this study with the majority came from science program (84.4%) and 75% of the respondents are female respondents.

Table 1. Demography of Respondents

		Frequency	Percentage (%)
Gender	Male	24	25
	Female	72	75
Program	Science	81	84.4
	Engineering	15	15.6

Table 2 shows the mean score for each item under students' responses toward physics' lesson at school. Results showed teacher played a significant role in helping to instil students' interests in the subject with an average of 3.375.

Table 2. Mean Score for School Physics Classes

School Physics Classes Component	Mean
I like Physics	3.126
Physics is an interesting lesson	2.218
Physics is an easy lesson	3.094
Physics is important in my daily life	2.378
I found Physics lesson very easy	2.979
I liked the teacher	3.375
It was definitely "my subject"	3.364

Table 3 shows the mean score for each item under students' responses toward their physics lesson during foundation. Students are required to take up two physics subject during foundation. In rating their physics lesson during foundation, all respondents consistently said that they liked the physics lessons for both classes respectively. Male students consistently showed that both physics lessons were 'their subject' with mean scores higher than female respondents.

Table 3. Mean Score for Foundation Physics Classes

Foundation Physics Classes Component	Mean Foundation Physics 1 (F1)	Mean Foundation Physics 2 (F2)
I like Physics	3.193	4.268
Physics is an interesting lesson	2.193	2.215
Physics is an easy lesson	3.043	2.989
Physics is important in my daily life	3.064	2.376
I found Physics lesson very easy	2.913	2.903
I liked the teacher	3.695	3.532
It was definitely “my subject”	3.430	3.419

A Chi-Square test for independence was carried out in order to explore the relationship between gender and Physics SPM grade. The result shows that two-third of the respondents scored A in Physics during their national high school examination (SPM) with the female students doing significantly well compared to the male students (Chi-square test=9.610, p-value=0.048).

About 37% of the respondents feel comfortable with the approaches used by the lecturers and 37% of them also agree that the lecturer has a pleasant personality. Only a few of them (6%) stated that they were encouraged by their peers and the ambient of the classroom motivated them to attend the weekly physics classes. However, there was no significant difference between male and female students in terms of their motivation in attending the weekly physics classes. Majority of the respondents (62%) stated that they feel positive about physics subject as it could help them with their life. There is a significant difference between male and female respondents (Chi square=18.463, p-value=0.030) on this component.

There was a significant difference between female and male respondents in terms of factors affecting their choices of tertiary education (Chi-square=11.816, p-value=0.008). About 65% of the respondents stated that their choice of tertiary education is based on their own interest. The results showed that male respondents are mostly influenced by their parents (75%) while the female respondents are more influenced by job opportunities (93%).

More than 85% of the respondents have the intention to pursue their tertiary education in science and there was a significant difference between male and female respondents (Chi-square=6.673, p-value=0.010). However, only about 5% of them would choose physics as their choice. There was no significant difference between the male and female respondents across the factor that deter them from taking physics related courses (Chi-square= 6.509, p-value=0.164).

The result also shows physics related courses was not among the first three choices of degree program among the respondents. Physics was not favoured because interest or passion (46%) and other factors (35%) play an important role in influencing the respondents to take up physics-related courses for the tertiary level. However, there was no significant difference between the male and female respondents.

There was no significant difference between enjoyment in learning physics during school years and choosing physics related courses in tertiary education (Chi-square=1.098, p-value=0.295). Although respondents stated they enjoyed learning fundamental physics during foundation, they still prefer to pursue their tertiary education in other areas (Chi-square_{F1}=0.3794, p-value_{F1}=0.538 and Chi-square_{F2}=0.5402, p-value_{F2}=0.462 respectively). Grades for both physics subjects during foundation were also found to be independent in influencing the respondents in their choice of tertiary education.

CONCLUSION

Based on the analysis ,79% of the respondents claimed they enjoyed learning physics during their school years. With a mean score higher than the other gender, (mean_{male}=3.708, sd_{male}=1.122 and mean_{female}=3.236, sd_{female}=1.006), it shows that the male respondents favour the subject more than the female respondents. About 67% of the respondents scored A in Physics during their national high school examination (SPM) with the female students doing significantly well compared to the male students (Chi-square test=9.610, p-value=0.048). This study also showed 33% of the respondents enjoyed learning physics during their school year because it helps them to understand the events of everyday life better and 10% of them utilize it for problem solving every day.

About 50% of the respondents stated that their parents are the ones who inspired or motivated them in choosing their degree program. In choosing their tertiary education, most male students are highly influenced by their parents while female students are mostly influenced by job opportunities.

The study also showed that the most frequent methods used to gather information in choosing study program were social media and university's website. Thus, in order to encourage more students to choose physics, advertisements on the benefits and job opportunities related to physics related courses should be made ubiquitous on various social media platforms. Information provided in university's websites must be current and always updated to ensure students receive the latest information.

This information would provide departments and faculties the snapshots of the students' needs including their preferences, concerns, intentions and the factors that need to be improved and improvised in order to attract more potential students to pursue their tertiary education in physics related courses.



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Biodata

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A QUANTITATIVE STUDY ON THE DOMINANT TYPE OF WRITING ANXIETY EXPERIENCED BY ESL WRITERS IN THE WRITING PROCESS

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ABSTRACT

In the learning process, educators should be hand in hand in the process to develop a meaningful lesson for learners besides preparing them for a better future. This in line with our education system to occupy students to always be ready and competent for The Fourth Industrial Revolution (I. R 4.0). To successfully prepare long-life learners for the said purpose, writing skill should be equipped in them. However, writing becomes a challenging process for ESL writers, especially when anxiety occurs along the way which evades them from producing good texts. This quantitative study, therefore, investigates on the types of writing anxiety; cognitive anxiety, somatic anxiety, and avoidance behaviour and which type occurs and influence ESL writers during the writing process. A sample of 100 students was used for this study to obtain pertinent details on the writing anxiety. A set of questionnaires on writing anxiety was administered and analysed using SPSS Version 25.0 to discover the prominent type of anxiety experienced by the participants. It was found the prominent type of anxiety experienced by the writers was cognitive anxiety. Hence, the findings of this study have given the educators meaningful thoughts for teaching writing in the ESL classroom.

Keywords: ESL writers, Writing anxiety, Somatic anxiety, Cognitive anxiety, Avoidance behaviour

INTRODUCTION

Background of Study

Writing is an essential skill in the second language (ESL) learning. This skill should be equipped in every ESL writer as this skill allows them to produce letters, essays, journals, research papers which enables to determine their language proficiency. Writing can be defined as an important skill that enables learners to stimulate their prior knowledge including vocabulary, grammar, and structure

(Azizi *et al*, 2017). To produce a good composition, ESL writers need to be introduced to writing at an early age. Although writing is a complex process and adapting this skill is not an easy task, writers should be encouraged to develop critical thinking skills which help them to organise the ideas in producing a comprehensible composition, besides expressing relevant thoughts to the readers.

However, writing turns out to be an impossible skill to acquire among ESL writers when the writing process has been distracted by writing anxiety. The writers start to avoid writing when anxiety occurs along the way which evades them from producing good texts. Writing anxiety was first pioneered by Daly and Miller (1975), who defined this problem as the act of avoiding general writing and situations by individuals when dealing with some amount of writing accompanied by their potential to be evaluated. Meanwhile, Rezaei & Jafari (2014) stated this writing barrier as a situation, where learners experience unpleasant feelings such as stress, nervous, worried, and trembling during the writing process.

Problem Statement

Writing these days becomes a must-have skill in all fields including in second language (ESL) learning. Writing permits learners to develop language proficiency that helps them to produce letters, essays, journals, research papers and so on. Guneyli (2016) described writing as a transferring process that involves emotions, opinions, thoughts, dreams, and experiences based on language rules and symbols called letters. Hence, it is important for each writer to develop this skill.

However, the process turns out to be thought-provoking as writers face writing anxiety during their writing process. Although this problem is considered as one of the conspicuous problems in the language classroom, it is difficult to determine or identify which types of anxiety prominently experienced by ESL writers. Although there are many researchers have carried out studies on writing anxiety in different angles including its factors, causes, and effects, only minor studies are conducted to purposely explore this anxiety among ESL writers in Malaysia as most previous studies were conducted in East countries. Hence, the quantitative study will explore writing anxiety by analysing the prominent type of anxiety experienced by ESL writers during the writing process.

Objectives of the Study

The objective of this study is to explore the types of writing anxiety experienced by ESL writers during their writing process. This quantitative study is purposely conducted to determine which type of writing anxiety occurred prominently during the writing process. Hence, the exploration is carried out by analysing the three main types of writing anxiety which are cognitive anxiety, somatic anxiety and avoidance behaviour derived from the questionnaire.

Research Questions

3. How does cognitive anxiety influence ESL writers in the writing process?
4. How does somatic anxiety influence ESL writers in the writing process?
5. How does avoidance behaviour influence ESL writers in the writing process?

Significance of the Study

The present study will significantly help teachers and educators to more understand learners' writing anxiety during their writing process. This could provide them with more insightful ideas to guide their students to improve their writing skill as well as to control their anxiety. The obtained information from this study will also be useful for curricular designers as they can come out with meaningful modules about the area of study so that it would be beneficial for a few parties. Moreover, the findings of the study will motivate future researchers to explore the field of the area from different angles and perspectives.

LITERATURE REVIEW

ESL Writing and ESL Writers

Writing is a process of conveying information, ideas, and thoughts that writers plan in their mind. Guneyli (2016) described writing as a transferring process that involves emotions, opinions, thoughts, dreams, and experiences based on language rules and symbols called letters. In acquiring writing skill, the process becomes more challenging for second language (ESL) learners as it demands them to undergo a specific process and apply some strategies to ensure that the written text is effectively delivered as planned.

In addition, the writing process demands learners to use their critical thinking besides inculcating their previous knowledge that they have in their mind. Some researchers (Jennifer and Ponniah, 2017 and Mastan *et.al*, 2017) stated that the writing process is related to cognitive process, cultural, motivational and social factors. Having said that, it is true that writing in the second language (ESL) is a demanding process that requires writers to incorporate specific skills, language ability, and prior knowledge.

In ESL writing, writers can be categorised into skilled writers and less-skilled writers. Writers' writing skill is determined by their writing proficiency or their language use. ESL writers who excel at producing a good composition are labeled as skilled writers, for they manage to apply their prior knowledge on any topics and use writing strategies in their writing compared to less-skilled writers. Raoofi *et al.* (2014) found that skilled writers manage to present the ideas in an organised way and then able to produce a review upon their final composition.

ESL Writing Process

Flower and Hayes (1981) had first introduced several important elements in the writing process. According to them, a writer generally will involve in an active thinking process at the beginning of

writing, during the writing and after writing. During the planning stage, writers will generate thoughts and ideas from their long-term memory and the surrounding. They will also set their goals besides organizing a plan that could assist their writing process towards achieving these goals.

Once planning is complete, writers will progress to another process which is translating. The translating process can be interpreted in two ways; first, the writer translates the information that she or he has read from various sources; synthesises the information, and then rewrites the information into her or his writing. Next, the writer uses information that she or has read and translates the information into language that is understandable by the writer. During the translating process, writers are expected to compose complete sentences that are retrieved from the planning stage. The final process of writing is reviewing, as writers will read and edit their writing. At this stage, writers will identify and amend errors, as well as ensure that the written text meets the writing goals established during planning.

A recent study by Sharp (2016) reviewed Flower and Hayes's three major stages in the ESL writing process namely planning, translating and reviewing. These three main stages have been broadly used by many writers. A study by Silin and Chan (2015) investigated the use of these three elements and prove that lecturers in polytechnic have adopted and adapted them in their writing process. Furthermore, researchers (Rahmat, 2016; and Sharp, 2016) verified the three major processes; planning, translating and reviewing in the ESL writing process. They found that ESL writing process is a repeating or recursive process and the three elements should be fairly rearranged by the writers during their writing process.

Writing Anxiety

Anxiety and Writing Anxiety

In the ESL classroom, anxiety is one of the barriers that hinder learners to perform well in their second language. Anxiety can be distinguished as a subjective feeling of apprehension, nervousness, and worry that are automatically produced due to unsolicited circumstances. This, therefore, proves that anxiety involves negative feelings including worry, doubt, and fear that occur because of one's negative perception towards unwanted situations.

The complexity in writing makes ESL learners feel anxious every time they have writing classes, resulting in writing anxiety. A study on writing anxiety was first introduced by Daly and Miller (1975) as the act of avoiding general writing and situations by individuals when dealing with some amount of writing accompanied by possibilities to be evaluated. Other researchers (Rezaei & Jafari, (2014); Badrasawi *et al*, (2016) defined writing anxiety as a situation in which learners experience unpleasant feelings such as stress, nervous, worried, and trembling during the writing process.

However, Guneyli's (2016) studied on the writing anxiety level of Turkish Cypriot Students found the level of writing anxiety in three different dimensions; (1) the students' own characteristics and behaviours; (2) the influence of family; (3) the influence of the overall educational process, teacher and school. It was found that the development of writing anxiety in a student is mainly related to their self-characteristics and behaviours.

Types of Writing Anxiety

Numerous researches were conducted to explore writing anxiety. However, Cheng (2004) was first initiated three main types of writing anxiety in ESL classroom known as Cognitive Anxiety, Somatic Anxiety, and Avoidance Behaviour. These three types of writing anxiety were then supported by other researchers such as Wahyuni & Umam, 2017; Rahim & Hayas, 2014; Jebreil *et al*, 2015; Rezaei and Jafari (2014) and Tupang, 2014). They discovered similar types of writing anxiety occurred in the ESL classroom. The three main types of writing anxiety are presented in table 1

Types of Anxiety	Explanation
Somatic Anxiety	One's perception of the physiological effects of the anxiety experience such as nervous and tense.
Cognitive Anxiety	Mental/cognitive aspects of anxiety experience such as negative expectation towards writing and anxious of negative evaluation or perception.
Avoidance-behavior Anxiety	Behavioral aspect in the avoidance of writing such as avoiding writing classes and writing activities.

Table 1: Types of Writing Anxiety (Cheng, 2004)

Cognitive anxiety has said to have a close connection to learners' mental or cognitive aspects such as having a negative expectation towards writing, perception of others and anxious of negative evaluation. Researchers; Kurniasih (2017); Golda (2015) have concurred that the most common type of writing anxiety experienced by the learners is cognitive anxiety. In addition, Rezaei and Jafari's (2014) mixed-method study on the types of writing anxiety among Iranian EFL students, cognitive anxiety has been pointed out as the most common type of writing anxiety among EFL student writers. The similar finding was affirmed by Parichut (2014) in a quantitative study, revealed that cognitive anxiety as the most common type of L2 writing anxiety experienced by Thai high school students in the public school in Bangkok.

On the other hand, somatic anxiety is closely related to the physical traits of the writers. Writers who suffered somatic anxiety have a higher tendency to sweating, shaking, and trembling more compared to those who experience the other two types. A study by Rezaei *et al* (2014) found that the majority of Iranian EFL students experience somatic anxiety followed by cognitive anxiety and avoidance anxiety. The similar finding was found in Min and Rahmat's (2014) study as somatic anxiety was the highest subscale of anxiety experienced by the participants.

Avoidance behaviour is known as a situation where the writers will hardly avoid engaging in any writing task or classes. They usually are not ready to commit themselves in any activities that involve writing. This behaviour leads them to have poor performance in writing. Cheng (2004)

affirmed that the most dangerous type of writing anxiety is avoidance behavior as the learners will avoid themselves from writing which affects their writing result.

Writing Anxiety in ESL writing

Writing anxiety is a common phenomenon affecting learners' proficiency. This anxiety is not only experienced by the second language learners be it EFL and ESL learners but native speakers too. As writing skill has been regarded as one of the most challenging skills in language learning, ESL learners face varied difficulties and problems in acquiring the skill. It is common for ESL learners to experience different types of writing anxiety in their writing process which is cognitive anxiety, somatic anxiety and avoidance anxiety (Golda, 2015; Cheng, 2004; Zhang, 2011). According to Rahim *et al* (2016), the respondents displayed high cognitive anxiety compared to somatic anxiety and avoidance anxiety as students were more concerned about teacher and friends' perception about their writing.

In terms of factors that cause writing anxiety among the ESL learners, less exposure to English language, insufficient writing practice, poor reading habits, low self-confidence, lack of topical knowledge, lack of motivation to write and bad experience in writing due to fear of negative evaluation and comments are among the causes of writing anxiety experienced by ESL learners (Golda, 2015; Min and Rahmat, 2014). Some causes echo to Wahyuni and Umam's (2017) two main roots of writing anxiety causes which are (1) self-reasons: Low self-confidence; insufficient writing technique; language difficulties; lack of topical knowledge; lack of experience and insufficient writing practice; and (2) environment: Fear of negative evaluation, time pressure, pressure for perfect work and high frequency of high assignment.

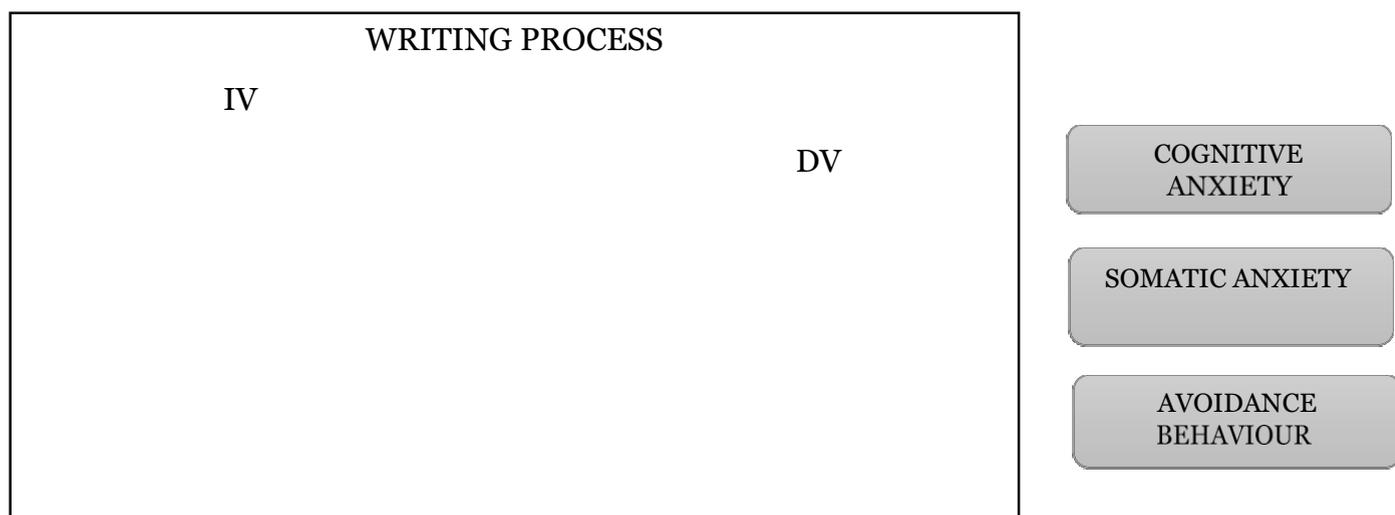


Figure1 : Theoretical Framework

In the writing process, ESL writers are expected to experience writing anxiety. The writers' writing activities can be determined from three different types of writing anxiety which are cognitive anxiety, somatic anxiety, and avoidance behaviour. The exploration of the types of writing anxiety will help the researcher to discover which type is the most prominent.

Past studies

A study by Jennifer and Ponniah (2017) found that the students' writing anxiety had significantly influenced their writing performance. They also made a claim that the most common type of writing anxiety experienced by the students was cognitive anxiety and students with a high level of anxiety performed poorly in their writing composition. The researchers also stated the causes and effects of writing anxiety in the study. Worried to be evaluated, feared of spelling and grammar errors, and worried about getting poor grades were among the factors discussed in the study. Meanwhile, learners who experienced writing anxiety were said to have mental inability as they had problems to process their ideas, unable to retrieve information from memory and failed to construct paragraphs with relevant information.

Meanwhile, Wahyuni and Umam (2017) in another study investigating on writing anxiety among Indonesian EFL learners found that majority of the students experienced a high level of writing anxiety with cognitive anxiety as the dominant type. They listed several causes of writing anxiety experiences by Indonesian EFL learners. The main causes found in the study were learners' linguistic difficulties, fear or teachers' negative evaluation, insufficient writing practice and time pressure. The researchers at the end of the study suggested further studies to investigate writing anxiety as well as writing strategies in order to solve learners' writing anxiety.

METHODOLOGY

Research Design

This quantitative study is done to identify the dominant type of writing anxiety experienced by ESL writers in their writing process. The population suitable for this study is students from the tertiary level or university students. The selected sample for this study was 100 students from varied faculties from a university. The participants attended an English course called Integrated Language Skill III (Writing) in a public university in Pasir Gudang, Johor. Meanwhile, the instrument used for this study a survey on the types of writing anxiety with three main sections; section A is about the demographic profile of the respondents, section B is about the three types of writing anxiety and section C is about the writers' opinion on the writing anxiety.

To meet the purpose of the study, 100 students were randomly selected to respond to the survey. The obtained data from the survey is analysed using SPSS (Version 25.0) based on the frequency of responses and presented in the form of percentages.

DISCUSSION OF FINDINGS

This section discusses the findings of the study based on the research questions presented in the previous section. To begin with, the demographic profile of the respondents are first presented. Data analysed is illustrated in Figure 2 below.

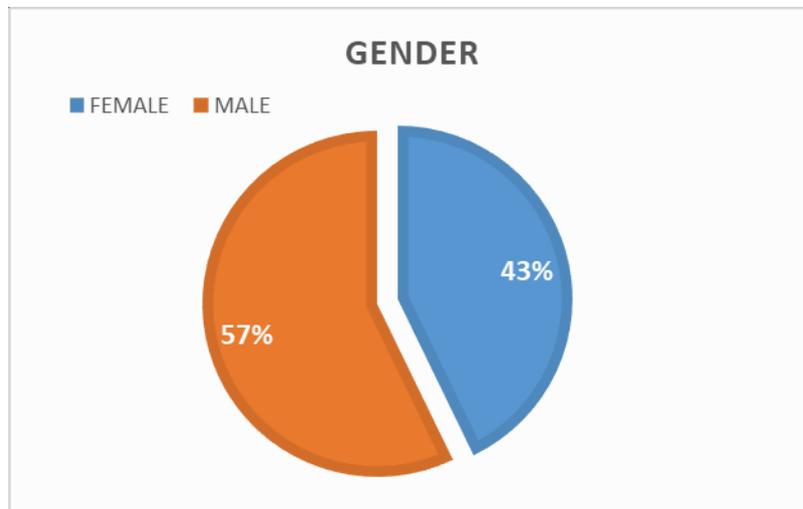


Figure 2: Distribution of gender (data from the survey for this study)

As shown in Figure 2 above, percentage of male respondent outcasts the percentage of female respondents. There are 98 respondents in total who have answered the survey, 43 female and 57 males.

Types of writing Anxiety

Table 2: Mean score for each types of anxiety

Item Statistics

	Mean	Std. Deviation	N
Somatic anxiety	20.71	3.46	98
Cognitive anxiety	23.20	3.06	98
Avoidance behaviour	19.45	3.43	98

Table 2 showed that cognitive types of anxiety scored the highest mean compared to somatic anxiety and avoidance behaviour. The finding showed the dominant type of writing anxiety experienced by ESL writers was cognitive anxiety.

CONCLUSION

Summary of Finding

Based on the findings gathered from the survey, it was found that the dominant type of writing anxiety experienced by ESL writers in the writing process is cognitive anxiety. The finding is accordance with the study by Jennifer and Ponniah (2017) that mentioned cognitive anxiety as the main type of writing anxiety faced by the students. In addition, another study that found the similar finding was conducted by Wahyuni and Umam (2017) that discovered majority students experienced a high level of writing anxiety with cognitive anxiety as the dominant type.

According to Cheng (2004), Cognitive anxiety has said to have a close connection to learners' mental or cognitive aspects such as having a negative expectation towards writing, perception of others and anxious of negative evaluation. Many researchers; Kurniasih (2017); Golda (2015) have also affirmed that the most common type of writing anxiety experienced by the learners is cognitive anxiety. Hence, it can be concluded that ESL writers are too concern about other's perception and they always feel worried, and uneasy when they know that their essays will be evaluated or rated by others.

Suggestions for Future Research

Future research should explore a more thorough investigation of the implications of using these strategies in a writing process. In fact, writing strategies can also be studied by comparing metacognitive writing strategies with other strategies in ESL writing. Besides that, the use of other instruments to collect the data such as observation, narrative enquiry and interview would help researchers to probe deeper on writers' use of writing strategies in the composing process.

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A PRELIMINARY STUDY ON BINGO DARE: STUDENTS' OPINION ON THE USEFULNESS OF THE LANGUAGE GAME

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ABSTRACT

The purpose of this paper is to present the findings from a case study that was carried out in order to discover ESL students' opinion on the usefulness of a language game, Bingo Dare. The game was developed by 3 ESL students with guidance from a lecturer who acted as a supervisor. It was then played by a class of ESL students (n = 32) in 4 ESL lessons. A set of questionnaire was distributed to the respondents after the last game in order to answer the 3 research questions: to investigate ESL students' opinion on the usefulness of Bingo Dare on ESL learning, to investigate ESL students' opinion on the usefulness of Bingo Dare in relation to affective domain, and to investigate ESL students' opinion on how Bingo Dare can be improved. The findings revealed that the respondents had positive opinion on the usefulness of Bingo Dare on ESL learning and the usefulness of Bingo Dare in relation to affective domain. The respondents also believed that the game needed to improve its content, appearance, and rules. An open-ended question was asked in order to discover their opinion on the game and four themes that emerged from the thematic analysis were Compliments, Suggestions to Improve the Game, Benefits, and Others. It can be concluded that despite the usefulness of the game and the compliments it received, improvements were required especially on its content, appearance, and rules. Discussions and recommendations for future studies are also included in this paper.

Keywords: Language game, Game-based learning, Gamification, ESL learners

INTRODUCTION

In the era of the 20th century, it is important for ESL educators to be creative in teaching and learning sessions. It has been a big challenge for ESL educators to create a learning material in attracting their ESL learners' attention. It is important for the learning material to be engaging for the learners to participate in the lesson activity. Any lesson that requires the participants to engage as active participants will benefit them in absorbing the knowledge easily (Resnik, 2004).

There are many methods that can be used in order to make a lesson interesting and fun. One of them is by developing a well-designed game-based activity that motivates learners to persevere and strive their best. One popular method that can be used is through 'gamification' method. Gamification refers to a gameplay that has clear learning outcomes which stimulate learner's language, critical thinking and problem-solving abilities (Wahyuni & Junior, 2018). It is believed that by going through a process of thinking in playing games, it will be able to attract students' engagement and promote problems solving (Zichermann & Cunningham, 2011). Technically gamification incorporates elements that are normally associated with games- such as competition, teamwork, scoring points, winning and losing, completing levels and getting prizes in order to increase players engagement (Wahyuni & Junior, 2018). Through this learner-centered pedagogy used in the game- based learning activity, it will encourage the learner to participate actively with the learning activity.

Game-based learning forms a zone of proximal development through scaffolding and mentoring techniques. The zone of proximal development is a gap between the actual developmental with the potential development level as determined by problem-solving ability with adult guidance, or in collaboration with more capable peers (Vygotsky, 1978). Scaffolding is used in game-based learning to facilitate the learners to move from one level to another which requires improvement in order to achieve the ultimate goal. In this context, the teacher will provide scaffolding such as giving advice or facilitate them and at the same time making the lessons flexible and ready to cater the students' need in obtaining the engagement (Ghazal & Singh, 2016). The instructional support will be slowly withdrawn once the students are familiar with the concept and able to solve the problems on their own.

Another importance of game-based learning is it allows the players to be in a state of flow. According to Paras and Bizzocchi (2005), the students will experience flow while playing the game when they are completely involved with the activity. Flow according to Csikszentmihalyi (1975) is a state where someone is being completely absorbed with the activity up to the point not even external stimulus can distract your attention. This indicates that the student has high level of intrinsic motivation and is totally focused on the task which makes him unconsciously progressing from one level to another (Kurt & Kurt, 2018).

Games that are challenging but provide achievable challenges may capture the learners' imagination and keep them engaged for a sustained period (Ghazal & Singh, 2016). The effect of seeing the result of their actions while playing the game gives them a sense of fulfilment and motivate them to

participate better without realizing its extensive effects on vocabulary, grammar and other aspects of language improvement (Ghazal & Singh, 2016).

Interesting games such as Scrabble or simulation-based games motivate learners intrinsically which is good in fostering competency and efficacy among the players (Ghazal & Singh, 2016). Such games are attention gatherers that offer enjoyment and enthusiasm to the lesson (Kurt & Kurt, 2018).

Apart from that, communication skill can be enhanced through game-based learning. In a game-based learning classroom, learners must interact to support others and cooperate to get through a difficult task. Interactions between players in multiplayer games will develop the players' social skills and at the same time develop empathy about the ethics and ethical choices when they are into the game character (Ghazal & Singh, 2016). A study done by Fung & Min (2016) found that through games, students were able to enhance their self-confidence and develop their sense of control since less pressure taken while playing the games which eliminates the anxiety to speak and create positive learning environment among peers.

With a lot of advantages offered by game-based learning, this study seeks to find answers to three pertinent questions:

1. What are ESL students' opinions on the usefulness of Bingo Dare on ESL learning?
2. What are ESL students' opinions on the usefulness of Bingo Dare in relation to affective domain?
3. What are the suggestions to improve Bingo Dare?

METHODS

A group of 3 ESL students were given a task to design and create their language game in 3 weeks while supervised by their lecturer. They decided to adapt the concept from the famous board game, Monopoly by Hasbro, and created a different set of new rules and tasks that they deemed more suitable and engaging to ESL learners. After the game had been completed, it was played by their classmates, 32 ESL learners, in 4 ESL lessons.

After the fourth lesson, the participants were asked to complete a questionnaire to investigate their opinion on the usefulness of the game, Bingo Dare, and to discover their suggestions on how the game can be improved. There were 3 main sections in the questionnaire:

1. the usefulness of the game on ESL learning (5 Likert-scale items + 1 checkbox items)
2. the usefulness of the game in relation to affective domain (3 Likert -scale items)
3. suggestions to improve the game (1 checkbox item + 1 open-ended item).

The data collected was analysed by using IBM SPSS Statistics 25 to answer the 3 research questions and descriptive statistics were used in presenting the findings. All Likert -scale items

(8 items) were tested with Shapiro-Wilk test of normality and their reliability was tested by using Cronbach alpha. On the other hand, thematic analysis was utilised for the open -ended item and the themes that emerged from the analysis were presented with the verbatim comments.

The Rules of the Game

The General Rules:

1. Each group can only consist of 2-5 players
2. Each group must randomly arrange 25 numbers (number 1-25) on their board as they like
3. Each group must complete the task based on the number that they get from the dice
4. When a group succeeds to complete a task, they can take out any one of the 25 numbers from the board
5. The first group that succeeds to take out 5 numbers in a row from their board wins the game.

Charades:

1. Each group must take 10 cards
2. 1 group member must hold all the 10 cards without reading the words written on the card by placing them on his forehead
3. Another group member must describe the words on each card. Hand gestures, body movements, and sounds are not allowed to be used in describing the words
4. The group member who holds the card must guess the words written on each card.
5. All 10 cards must be completed in 2 minutes.

Spell Me:

1. Each group must take 10 cards
2. 1 group member must hold all cards and read the words on each card aloud
3. The other group members take turns in spelling the words on each card
4. All 10 cards must be completed in 2 minutes.

Tongue Twister:

1. Each group must take 2 cards
2. All group members must read the tongue twister on each card correctly
3. The task must be completed in 2 minutes.

MAIN RESULTS AND DISCUSSION

The main results are presented based on the research questions:

1. to investigate ESL students' opinion on the usefulness of Bingo Dare on ESL learning
2. to investigate ESL students' opinion on the usefulness of Bingo Dare in relation to affective domain
3. to investigate ESL students' opinion on how Bingo Dare can be improved.

Test of Normality

Table 1. Shapiro-Wilk Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Skills	.321	32	.000	.774	32	.000
Fun	.358	32	.000	.734	32	.000
Knowledge	.308	32	.000	.785	32	.000
Recommend	.318	32	.000	.739	32	.000
Play	.297	32	.000	.761	32	.000
Motivate	.270	32	.000	.786	32	.000
Excited	.275	32	.000	.784	32	.000
Confident	.244	32	.000	.807	32	.000
a. Lilliefors Significance Correction						

The table above shows that the Sig. value of each Likert scale item for the Shapiro -Wilk statistic was .000, suggesting violation of the assumption of normality (Pallant, 2016). Thus, the median (a non-parametric statistic) of each Likert scale item was used instead of mean in order to report the descriptive analysis.

Research Question 1: ESL Students' Opinion on the Usefulness of Bingo Dare on ESL Learning

Table 2. Cronbach's Alpha Reliability Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.791	.793	5

The table shows that the Cronbach's Alpha value for the 5 Likert scale items was 0.791 and therefore the reliability was considered acceptable (Pallant, 2016).

Table 3. Frequencies on the Usefulness of Bingo Dare on ESL Learning

		Statistics				
		Skills	Fun	Knowledge	Recommend	Play
N	Valid	32	32	32	32	32
	Missing	0	0	0	0	0
Median		4.00	4.00	4.00	4.50	4.00
Std. Deviation		.619	.568	.641	.619	.660
Percentiles	25	4.00	4.00	4.00	4.00	4.00
	50	4.00	4.00	4.00	4.50	4.00
	75	4.00	5.00	4.75	5.00	5.00

The table above shows that all 5 Likert scale items in this section were rated positively by the respondents. They agreed that Bingo Dare helped improve their English language skills (median = 4.00), helped learn English while having fun (median = 4.00), improved knowledge about English language (median = 4.00), they would recommend the game to other people (median = 4.50), and they wanted to play the game in their English class (median = 4.00).

The respondents were asked to choose which English language skills they learned from playing Bingo Dare. They could choose more than 1 skill. The figure below illustrates the findings:

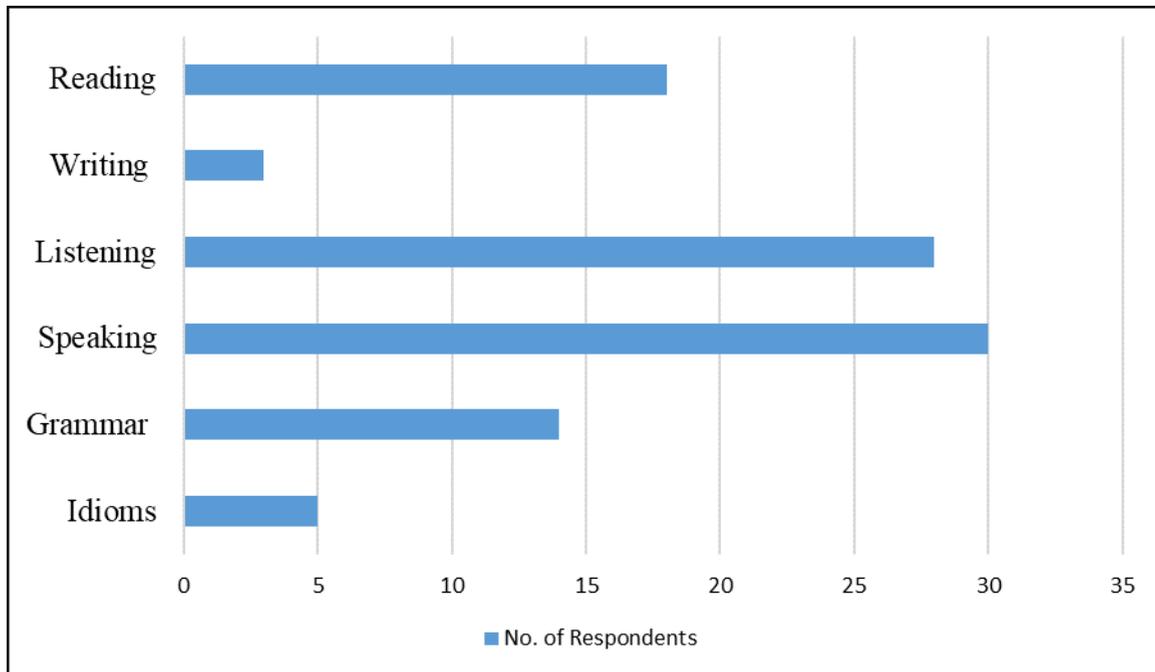


Figure 1. English Language Skills Learned from Playing Bingo Dare

The figure shows that 93.8% (n = 30) of the respondents chose speaking as one of skills they learned from playing Bingo Dare. This is followed by listening (87.5%, n= 28), reading (56.3%, n = 18), grammar (43.8%, n = 14), idioms (15.6%, n = 5), and writing (9.4%, n = 3).

Research Question 2: ESL Students’ Opinion on the Usefulness of Bingo Dare in Relation to Affective Domain

Table 4. Cronbach’s Alpha Reliability Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.848	.846	3

The table above shows that the Cronbach’s Alpha for the 3 Likert scale items in this section was 0.848 and therefore the reliability was preferable (Pallant, 2016).

Table 5. Frequencies on the Usefulness of Bingo Dare in Relation to Affective Domain

		Statistics		
		Motivate	Excited	Confident
N	Valid	32	32	32
	Missing	0	0	0
Median		4.00	4.00	4.00
Std. Deviation		.672	.762	.792
Percentiles	25	4.00	4.00	4.00
	50	4.00	4.00	4.00
	75	5.00	5.00	5.00

The table above shows that the respondents rated the 3 Likert scale items positively. They agreed that playing Bingo Dare motivated them to use English (median = 4.00), made them excited to learn English (median = 4.00), and made them became more confident to use English (median = 4.00).

Research Question 3: ESL Students’ Opinion on How Bingo Dare can be Improved

The respondents were requested to provide their suggestions and opinion to improve Bingo Dare. They were asked to choose which part of the game needed improvement and the open-ended question asked their comments on the game.

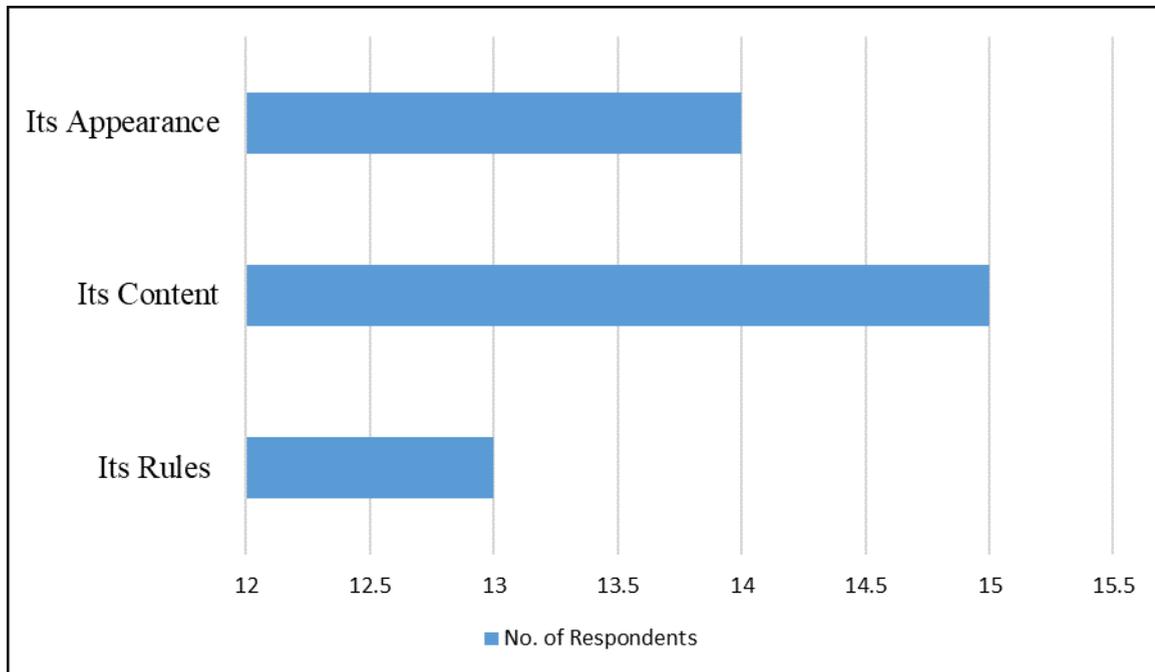


Figure 2. Parts of Bingo Dare that Needed to be Improved

The figure shows that 46.9% (n = 15) of the respondents thought that Bingo Dare needed to improve its content. Other than that, 43.8% (n = 14) of the respondents believed that the game’s appearance had to be improved and 40.6% (n = 13) of the respondents believed that the game had to improve its rules.

The open-ended question revealed the respondents’ opinion on Bingo Dare. The data was analysed by using thematic analysis and the themes emerged from the analysis were as follows:

Table 6. Comments on Bingo Dare

Themes	Comments
Compliments	“Interesting game!” “I love this game!” “Its good and promising” “I LOVE THE GAME” “i love this game so much” “This game is awesome..” “gg” “good game” “Wowerz”

	<p>“Great game!” “Good”</p>
Suggestions to Improve The Game	<p>“Improve the rules of the game” “Would be better if everyone could understand the rules of the game” “All member need to know the rules of the game, so it not waste time for the player. Thank you” “need improvement” “Make it more hype” “make the game more easier to understand and the design” “They need to improve their content with variety types of task.” “Make it nice to attract other people to play the game” “More creativity” “Add on some rules” “the rule need to be more detailed” “Need improvement”</p>
Benefits	<p>“This game is exciting” “Thanks for the knowledge” “The game is fun” “This game must be fun if it will be held in the class”</p>
Others	<p>“Overall its okay” “do the best”</p>

The comments were reported exactly as written (verbatim) by the respondents. It is important to highlight that a lot of comments on the theme Suggestions to Improve The Game were focusing on the rules of the game. Thus, it is crucial that the game developers improve this part of the game. However, the other 2 themes emerged from the analysis were Compliments and Benefits. The respondents complimented the game by stating that it was a good game and they loved the game. Moreover, the game was also described as exciting, fun and it also provided knowledge to the respondents. For the last theme, Others, the participants encouraged the game developers to do their best and stated that the game was okay.

CONCLUSION

In this study, ESL learners’ opinion on a board game was explored by using a set of questionnaires. The data obtained from the first section of the questionnaire found that the respondents provided positive ratings on the usefulness of the board game, Bingo Dare, on ESL learning. Also, the data obtained from the second section of the questionnaire found that the respondents provided positive

ratings on the usefulness of Bingo Dare in relation to affective domain. However, the data from the third section of the questionnaire found that Bingo Dare needed to improve its contents, appearance, and rules despite the benefits it gave to the respondents and the compliments it received.

Interestingly, the results suggested that an ESL board game designed by ESL students themselves had the potential to become a beneficial game suitable for ESL learning given that all the weaknesses had to be improved. Adding new contents and amending the game's rules may be more challenging to be achieved by the game developers, but the lecturer can continue facilitating them in this regard. The game developers probably had limited time to refine the board game in 3 weeks and thus more time is required to amend the product.

The findings of this study provided positive insights from the students' point of view regarding the usage of ESL games in ESL lessons. Playing games can send the students into a state of flow where they are completely absorbed in the activity that not even external stimulus can distract them (Csikszentmihalyi, 1975) and this focus enables them to unconsciously progress from one level to another level of the learning process (Kurt & Kurt, 2018) with the instructor acting as a facilitator (Vygotsky, 1978) and the students actively engaged in the learning process (Resnik, 2004). In this study, a majority of the respondents believed that they learned speaking and listening skills while playing the game. Similarly, previous studies also found that playing games helped students eliminate their speaking anxiety (Fung & Min, 2016) and improve communication and social skills (Ghazal & Singh, 2016). This may be due to the fact that a language game can motivate the students to participate better in the learning process without realizing its effects on language improvement aspects (Ghazal & Singh, 2016).

In conclusion, the results of this study indicate that a board game can be useful in the process of learning a second language in the classroom. Future research should explore whether this kind of board game gives a significant difference to ESL learners' language skills or not, and how can developing a board game for language learning help ESL learners improve their language skills.

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Biodata

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USING RASCH ANALYSIS TO IMPROVE DISCRIMINATORY POWER OF TESTS

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ABSTRACT

The aim of a test is to discriminate the abilities of students. A mismatch occurs when the questions or items of the test are too difficult or too easy for the students. The discriminatory power of test refers to the capability of the test to discriminate the ability of students from the best to the worst. Since this requires measuring the abilities of students, a measurement model like the Rasch model is used. This model can provide several feedbacks from the test results to improve the targeting of items with student abilities. The feedbacks are the Wright map which compare between student abilities and item difficulties, the misfit statistics which show which items follow the Rasch model, and the separation statistics which show whether there are distinguishable levels of student abilities. A statistics test was given to a sample of students. An improved second test was created based on the feedbacks and given to another sample of students. The results show the number of distinguishable level of student abilities has increased.

Keywords: Test, Rasch, Discriminate

INTRODUCTION

Consider a test comprising of questions where each answer is either correct or incorrect. The score of a student is usually the total number of questions answered correctly. However, questions have various level of difficulties. So, it is unfair to give equal marks to a difficult and an easy question. Some teachers recognise this and give weighted scores for the questions. But the value of the weight comes from the teacher's opinion, which can be misleading. Teachers and students usually have different opinions on the level of difficulty of some questions.

Adding marks or weights is a process of counting. What the teacher aims to do is to measure the abilities of students. Counting and measuring are different. Counting uses qualitative data, such as counting the number of correct answers. Measuring uses quantitative data, such as measuring the weight of an object. One measurement model where qualitative data can be upgraded to quantitative data (although with some conditions) is the Rasch model (Bond & Fox, 2001: 47; Granger, 2007; Salzberger, 2010).

According to the Central Limit Theorem, the means of a variable from many samples are normally distributed provided the sample size is at least 30. Thus, in a sample of at least 30 students, there will be a distribution in the abilities of the students. There is a region in which the abilities range, so measurements should be done within this the region (Wright & Stone, 1979: 133). This is similar to having a ruler that ranges from 4 feet to 7 feet to measure the height of adults. It is pointless to have an 8-foot ruler since no adult is that tall, and it is equally pointless to have a 2-foot ruler since no adult is that short. Thus, good targeting occurs when the difficulty of questions match the abilities of students. Items whose difficulties are much higher or lower than students' abilities do not contribute to measurement.

To measure ability, we use questions or items. According to the Rasch model, these items are laid along a line. If the separation between items is too wide, this will lead to gaps and imprecise measurement. If the separation is too narrow, this will lead to redundancy for items and not enough differentiation among abilities. To determine whether the targeting of items leads to good measurement, feedbacks are required. The Rasch model provides several feedbacks to improve the targeting. The first is the Wright map, which provides a graphical display comparing the abilities of students and difficulties of items (Boone, 2008; Jacobs et al, 2014: 4). The second are the fit statistics (Bond & Fox, 2001:26). This shows how well the items and the students fit the Rasch model. The third are the separation statistics (Wright & Stone: 1999: 151). This shows how many strata or distinguishable levels of abilities the items are capable of discriminating.

METHODS

We use one example how to use Rasch analysis to improve the discriminatory power of tests. The test consists of 20 items on the topic "Introduction to statistics and levels of measurement". Each item is a question where a correct answer is chosen out of four answers. We use Winsteps (Linacre & Wright: 2002), which is Rasch analysis software, to analyse the data. The data from the first test will give the Wright diagram, fit statistics and separation statistics. Analysis of these statistics will give recommendations on how to create an improved second test. Analysis of the results of the second test will determine whether the test is well targeted.

Separation statistics is used to calculate strata, which estimates the number of statistically distinguishable level of abilities in a normally distributed sample. The strata is given by the formula.

$$\text{Strata} = (4 * \text{separation} + 1) / 3 \quad (1)$$

For example, if separation is 2, the strata is $(4 * 2 + 1) / 3 = 2$. The test can statistically distinguish between students of high and low abilities. If separation is 3, the strata is $(4 * 3 + 1) / 3 = 3$. The test can statistically distinguish between students with high, middle and low abilities.

MAIN RESULTS

A total of 43 students took the test. Figure 1 shows the Wright diagram for the results. The vertical line is a scale that shows both the ability of students and difficulty of items in an increasing value from bottom to top. The unit for the ability and difficulty is called the logits. To the left of the line is the distribution of students where 'X' represents one student. To the right of the line are the items. As the items go higher up the line, the difficulty increases. Therefore, the hardest question to answer is question q9 or question 9 with a difficulty of 2.2 logits, while the easiest question to answer is q8 or question 8 with a difficulty of -1.6 logits.

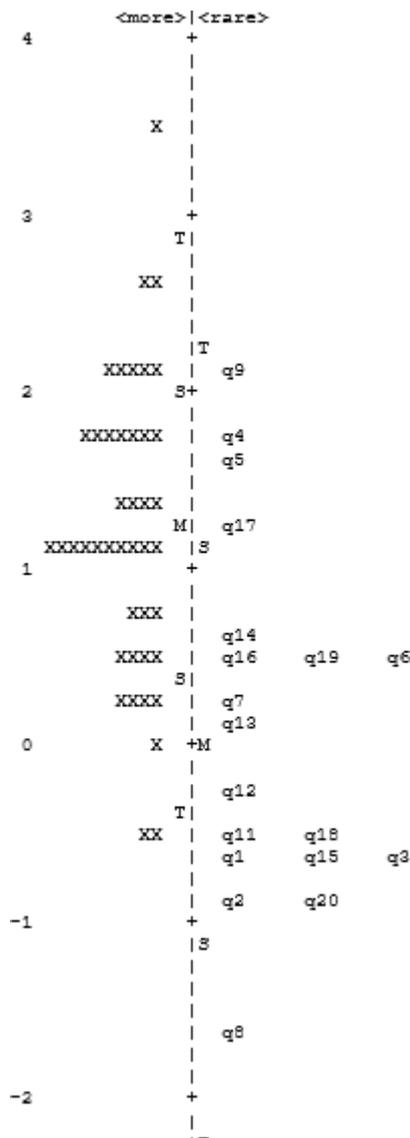


Figure 1. Wright diagram for first test

The diagram gives the probability of a student answering a question correctly according to the Rasch model. These probabilities are calculated from the real answers. Therefore, Rasch statistics

give two versions of the results. The first is the real, which refers to the actual data, and the second is the model, which refers to the Rasch model. The true value which is unknown lies between the real and the model.

If a student is above the item, there is more than 50% chance of the student answering the question correct. If a student is below the item, there is less than 50% chance of the student answering the question correct. For example, there are only 2 students above q9. This means there are only 2 students who have more than 50% chance of answering question 9 correctly. That explains why question 9 is the hardest question to answer. On the other hand, all the students are above q8. Thus, all the students have more than 50% chance of answering question 8 correctly. That explains why question 8 is the easiest question to answer.

Based on the Wright diagram, table 1 gives the strength and weakness of the test.

Table 1. Strengths and weakness of the test based on the Wright diagram

Property	Description	Justification
Strength	The difficulty of items match the ability of students	The distribution of items are approximately the same level as the distribution of students
	The difficulty of items are well distributed	There are no significant gaps between the item in a vertical direction
Weakness	The test does not target well the difficulty of items	The distribution of students is slightly higher than the distribution of items. This shows the test is too easy for the students
	Some items are redundant because they have the same levels of difficulties	They are: q16, q19 and q6 q11 and q18 q1, q15 and q3; q2 and q20
	Some questions are too easy. All the students have more than 50% chance of answering them correct. These questions do not contribute to measurement	They are q1, q15, q3, q2, q20, q8

Table 2 shows the fit statistics, which compares between real, which refers to what actually happened, and model, which refers to what the Rasch model predicts should have happened. There are two types of fits statistics – the infit mean squares and the outfit mean squares. There are slight

differences between the two mean squares, but for large samples, the differences disappear. Therefore, either the infit or outfit mean squares can be used. In this case, the analysis will use outfit mean squares. The expected value of the mean squares is 1. Values higher than 1 means a high misfit between the real and the model.

The mean for the mean squares outfit for all the items is 0.92 which is close to the required value of 1. This shows that on the whole, all the items are able to measure ability reasonably well. However, if examined item per item, questions with high mean squares outfit are questions 9, 16 and 1 with outfit mean squares of 1.38, 1.32 and 1.45 respectively.

Table 2. Fit statistics for first test

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	TOTAL MEASURE	MODEL S.E.	INFIT MNSQ	INFIT ZSTD	OUTFIT MNSQ	OUTFIT ZSTD	PTMEASUR-CORR.	AL-EXP.	EXACT OBS%	MATCH EXP%	question
9	13	43	2.16	.35	1.32	1.91	1.38	1.62	-.03	.34	67.4	72.2	q9
4	17	43	1.69	.33	1.13	1.07	1.21	1.29	.19	.35	62.8	66.9	q4
5	18	43	1.58	.33	.87	-1.19	.85	-1.00	.51	.35	79.1	66.4	q5
17	21	43	1.26	.33	1.16	1.52	1.24	1.68	.15	.36	58.1	64.8	q17
14	27	43	.61	.34	.89	-.86	.85	-.81	.47	.34	79.1	67.8	q14
6	28	43	.50	.34	.89	-.79	.81	-.97	.47	.34	72.1	68.8	q6
16	28	43	.50	.34	1.28	2.01	1.32	1.58	.01	.34	62.8	68.8	q16
19	28	43	.50	.34	.93	-.50	.88	-.59	.42	.34	67.4	68.8	q19
7	30	43	.26	.35	.88	-.75	.83	-.72	.46	.32	72.1	71.7	q7
13	31	43	.13	.36	.97	-.10	1.11	.51	.31	.32	79.1	73.6	q13
12	34	43	-.29	.39	.92	-.29	.77	-.63	.40	.29	79.1	79.5	q12
11	35	43	-.45	.41	.92	-.25	.77	-.56	.39	.28	81.4	81.4	q11
18	35	43	-.45	.41	.85	-.58	.69	-.82	.47	.28	86.0	81.4	q18
1	36	43	-.63	.43	1.11	.50	1.45	1.10	.09	.27	83.7	83.7	q1
3	36	43	-.63	.43	.90	-.31	.73	-.59	.40	.27	83.7	83.7	q3
15	36	43	-.63	.43	1.04	.23	.96	.05	.23	.27	83.7	83.7	q15
2	37	43	-.82	.46	1.06	.31	1.00	.15	.19	.25	86.0	86.0	q2
20	37	43	-.82	.46	1.06	.30	.85	-.20	.23	.25	86.0	86.0	q20
8	40	43	-1.64	.61	.80	-.27	.41	-.81	.46	.19	93.0	93.0	q8
10	42	43	-2.82	1.02	.89	.20	.26	-.42	.32	.11	97.7	97.7	q10
MEAN	30.5	43.0	.00	.42	1.00	.1	.92	.0			78.0	77.3	
P.SD	7.8	.0	1.15	.15	.14	.9	.30	.9			10.2	9.3	

Table 3 shows the summary statistics for the students. The mean ability for students is 1.21. This is higher than the mean difficulty for item difficulties which is set at default at 0.0. This is another indication the test is easy. The separation for student measures range from a lower bound of 0.87 for real separation to upper bound of 0.96 for model separation. The true separation, which is unknown, ranges between the lower and upper bounds. Using equation 1, this gives a strata of only 1. This shows there are no distinguishable strata of students' abilities.

Table 3. Summary statistics for first test

	TOTAL SCORE	COUNT	MEASURE	MODEL S. E.	INFIT		OUTFIT	
					MNSQ	ZSTD	MNSQ	ZSTD
MEAN	14.2	20.0	1.21	.58	.99	.07	.92	.05
SEM	.4	.0	.13	.02	.04	.15	.06	.12
P. SD	2.5	.0	.82	.10	.26	.96	.41	.75
S. SD	2.6	.0	.83	.10	.26	.97	.42	.76
MAX.	19.0	20.0	3.47	1.06	1.60	2.47	2.08	1.96
MIN.	8.0	20.0	-.50	.50	.58	-1.77	.23	-1.21
REAL RMSE	.62	TRUE SD	.54	SEPARATION	.87	student	RELIABILITY	.43
MODEL RMSE	.59	TRUE SD	.57	SEPARATION	.96	student	RELIABILITY	.48
S. E. OF student MEAN = .13								

Corrections to improve the discriminatory power of the test is made as follows. Questions 1, 2, 3, 8, 15 and 20 were either replaced or amended to make it harder. Question 9 was replaced because it has a high misfit. The amended test was given to another set of 74 students.

The results of the second test is given in the Wright map in figure 2. The diagram shows the items are more dispersed compared to figure 1. The shows there is dispersion of item difficulties is more dispersed. Also, there are no redundant questions apart from questions 11 and 12, questions 14 and 6, and questions 18 and 2. The distribution of students are also around the same level as the distribution of items, which shows the difficulty of the test matches the ability of the students.

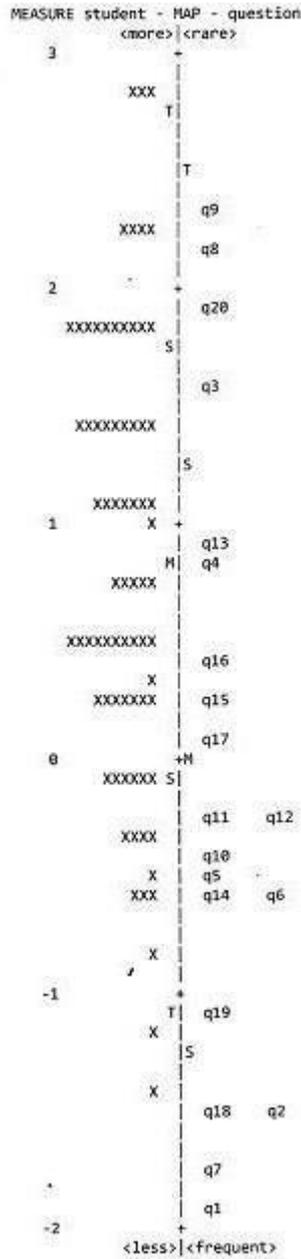


Figure 2. Wright diagram for second test

In table 4, the mean of the outfit mean square is 0.94, which is close to 1. The only item with a high misfit is question 2 with outfit mean square of 1.57. with a high misfit. Thus, all the items measure reasonably well the ability of students.

Table 4. Fit statistics for second test

ENTRY NUMBER	TOTAL SCORE	TOTAL COUNT	MEASURE	MODEL S.E.	INFIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD	PTMEASURE-A CORR.	EXP.	EXACT OBS%	MATCH EXP%	question
9	16	74	2.34	.30	.93	-.4	.86	-.4	.42	.34	79.7	79.2	q9
8	18	74	2.16	.29	.99	.0	.94	-.2	.37	.36	79.7	77.1	q8
20	21	74	1.92	.28	1.20	1.5	1.24	1.2	.18	.37	70.3	74.1	q20
3	26	74	1.55	.27	1.16	1.4	1.25	1.5	.22	.39	68.9	70.6	q3
13	35	74	.95	.25	1.11	1.1	1.15	1.2	.30	.41	63.5	67.8	q13
4	37	74	.82	.25	1.08	.8	1.06	.5	.34	.41	63.5	67.6	q4
16	43	72	.38	.26	.79	-2.2	.77	-1.7	.60	.40	77.8	68.5	q16
15	46	74	.23	.26	1.09	.9	1.07	.5	.31	.39	62.2	69.1	q15
17	47	73	.11	.27	.93	-.6	.85	-.9	.47	.39	68.5	70.2	q17
11	53	74	-.28	.28	.98	-.2	.84	-.7	.42	.37	70.3	74.1	q11
12	53	74	-.28	.28	1.01	.1	.89	-.5	.38	.37	70.3	74.1	q12
10	55	74	-.43	.29	1.06	.5	.99	.0	.32	.36	73.0	76.0	q10
5	56	74	-.52	.29	1.04	.3	.94	-.2	.33	.35	73.0	77.0	q5
6	57	74	-.60	.30	.96	-.2	.92	-.3	.39	.35	78.4	78.0	q6
14	57	74	-.60	.30	.95	-.3	.77	-.9	.43	.35	75.7	78.0	q14
19	62	74	-1.09	.33	.90	-.4	.78	-.6	.41	.31	86.5	84.0	q19
2	65	74	-1.46	.37	1.13	.6	1.57	1.3	.10	.28	87.8	87.8	q2
18	65	74	-1.46	.37	.85	-.6	.65	-.8	.43	.28	87.8	87.8	q18
7	67	74	-1.77	.41	.89	-.3	.51	-1.0	.41	.25	90.5	90.5	q7
1	68	74	-1.95	.44	1.00	.1	.72	-.4	.27	.23	91.9	91.9	q1
MEAN	47.3	73.9	.00	.30	1.00	.1	.94	-.1			76.0	77.2	
S.D.	16.3	.5	1.26	.05	.10	.8	.23	.9			9.0	7.5	

In table 5, the mean for the mean squares outfit for the student is 0.82. This is still higher than the default mean for items, which is 0, but lower than the mean of the first test which was 1.21. Thus, the test is slightly harder for the students. The separation ranges from 1.19 to 1.29. Using equation 1, this gives a strata of 2. Thus there are two distinguishable strata of students between those who performed well and those who performed poorly.

Table 5. Summary statistics for second test

	TOTAL SCORE	COUNT	MEASURE	MODEL S.E.	INFIT MNSQ	ZSTD	OUTFIT MNSQ	ZSTD
MEAN	12.8	20.0	.82	.58	1.00	.04	.94	-.02
SEM	.4	.0	.11	.01	.03	.12	.05	.11
P.SD	3.0	.2	.95	.07	.29	1.06	.46	.94
S.SD	3.0	.2	.95	.07	.29	1.07	.46	.95
MAX.	18.0	20.0	2.80	.80	1.65	2.50	2.51	2.31
MIN.	5.0	19.0	-1.45	.52	.47	-2.34	.27	-2.02
REAL RMSE	.61	TRUE SD	.72	SEPARATION	1.19	student	RELIABILITY	.58
MODEL RMSE	.58	TRUE SD	.75	SEPARATION	1.29	student	RELIABILITY	.63
S.E. OF student	MEAN = .11							

Thus, the second test is an improvement over the first test in discriminating the abilities of students. These are examples of steps to be taken to improve the discriminatory power of tests.



CONCLUSION

Feedback from Rasch analysis, in the form of Wright diagram, fit statistics and separation statistics is useful in determining whether the test targets the abilities of students. When the test is well-targeted, there will exist stratum of distinguishable levels of student abilities. Teachers can make use of these feedback to make better tests.

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A PRELIMINARY STUDY ON A LANGUAGE GAME DESIGNED BY ESL STUDENTS: STUDENTS' OPINION ON CRACKLY

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ABSTRACT

This paper presents a case study conducted in an ESL classroom to find out students' opinion on a language game, Crackly. The game was created by a group of 5 ESL students with the help of their ESL lecturer. In order to understand the students' opinion on the game, it was played in the classroom for 4 ESL lessons. A set of questionnaires was distributed afterwards; the 3 main sections of the questionnaire were designed to find out the students' opinion on the usefulness of Crackly on ESL learning, the usefulness of Crackly in relation to affective domain, and how Crackly can be improved into a better game. Data from the questionnaire were analyzed using IBM Statistics 25 and a thematic analysis was conducted for the open-ended question. It was found that the respondents reported positive opinion on the usefulness of Crackly on ESL learning and in relation to affective domain. However, the respondents also reported sections on the game that needed to be improved: content, appearance, and rules. From the open-ended question, 4 themes emerged which were Compliments, Suggestions to Improve the Game, Benefits, and Others. In conclusion, although Crackly received positive opinion, it needed to improve its content, appearance, and rules. Discussions of the study and recommendations for future studies are also included in this paper.

Keywords: language game, game-based learning, gamification, ESL learners

INTRODUCTION

The concept of learning while playing is a pedagogy that can engage and enhance students' learning. This concept is called game-based learning or GBL. GBL is a learner-centred approach whereby students are in control of their own learning. The method emphasizes more on the activities that the students do during the process of learning which is 'playing' and 'learning'. The

games must fulfil some criteria; the game must have clear and defined learning outcomes and some learning must take place. It should also be fun and have enjoyable activities that use English as the instructional language. The game must be conducted with some rules to reach a goal and can also be presented in different ways to the class to create a positive atmosphere for learning without thinking about learning (Ahmad Zubaidi, 2015; Ghazal & Singh, 2016; Wahyuni & Junior, 2018).

Past studies have shown that playing games in an ESL classroom can help students improve their learning. It does not put pressure on the students when they learn in a relaxed environment. When the pressure is less, they will learn something in a better way. The learning includes the four main skills which are reading, writing, listening, and speaking. According to Aliza, Zahara, and Rohaty (2011), students have improved in reading after they play games. They were able to recognize letters, pronounce the sound of the syllables, form a word from printed materials and objects, and name the words as they spelled the words during the activities. Additionally, students can write better when playing games (Cheng, Liao, & Chang, 2018). They have improved their summaries in terms of the numbers of main ideas and words. Listening and speaking skills are related to each other. When a person speaks, others need to listen. Playing games in a group can achieve these skills. They speak the language in order to play the games. As indicated by Dewi, Kultsum, and Armadi (2017), they found that playing game had a positive impact on students' speaking and students are more fluent. Students also enjoyed their lesson and got more motivation, interest, and confidence through their learning. Furthermore, Sasidharan and Tan (2013) also found that students improve listening skills. This is because students need to focus and listen attentively to the questions that are being asked by their peers to be able to answer them correctly

Apart from that, students also learn grammar and idioms while playing games. Students fear to learn grammar. To some of them, grammar is difficult and daunting. They learn the grammar rules by memorizing and doing practices repeatedly which is also called rote learning. However, it is found in a study conducted by Tengku Parisa and Yussof (2012) that a majority of students prefer the use of board game compared to other methods in learning grammar. It is motivating and interesting method to learn. It also improves their grammar and helps them to remember the grammar rules. In another study, it is said that students also improve in academics when learning grammar by playing games (Musa, Ariffin, & Hasan, 2016). Besides, learning English idioms can also be difficult for students. This is because English idioms are not the same as Malay idioms. Students cannot just use direct translation method to understand the idioms. Thus, learning idioms while playing games can help the students to enhance the knowledge of English idioms (Ling, & Md Yunus, 2016). Students that are involved in the study show a significant improvement in mastery of the knowledge of English idioms.

Learning is not only intellectual or mental function (cognitive domain). When teaching students, the affective domain also must be considered in order for the students to receive the information effectively. Affective domain refers to how people react emotionally such as feelings, values, appreciation, enthusiasms, motivations, and attitudes (Hoque, 2016). It is revealed that students do learn better when educators apply the affective domain in the teaching and learning process. Games

with difficult but achievable challenges and self-rewards can attract the students' attention. Consequently, they will not be easily bored even though the activity is repetitive. The students will give their best when playing the games. They will be more motivated when they can immediately see the result of their actions; the progress that they have made in order to master a set of content or skill through continuous feedback (Ghazal & Singh, 2016). As such, this paper is conducted to:

1. investigate ESL students' opinion on the usefulness of Crackly on ESL learning
2. investigate ESL students' opinion on the usefulness of Crackly in relation to affective domain
3. investigate ESL students' opinion on how Crackly can be improved.

METHODS

A group of 5 ESL students were given a task to design and create a language game in 3 weeks while their lecturer acted as the supervisor. They decided to adapt the concept of the famous board game, Monopoly by Hasbro, and created a different set of new rules and tasks that they deemed more suitable for and engaging to ESL learners. After the game had been finished, it was played by their classmates, 34 ESL learners, in 4 ESL lessons.

After the fourth lesson, the participants were requested to complete a questionnaire to investigate their opinion on the usefulness of the game, Crackly, and to discover their suggestions on how the game can be improved. There were 3 main sections in the questionnaire:

4. the usefulness of the game on ESL learning (5 Likert-scale items + 1 checkbox items)
5. the usefulness of the game in relation to affective domain (3 Likert -scale items)
6. suggestions to improve the game (1 checkbox item + 1 open-ended item).

The data collected was analysed by using IBM SPSS Statistics 25 to answer the 3 research questions and descriptive statistics were used in presenting the findings. All Likert -scale items (8 items) were tested with Shapiro-Wilk test of normality and their reliability was tested by using Cronbach alpha. On the other hand, thematic analysis was utilised for the open-ended item and the themes that emerged from the analysis were presented with the verbatim comments.

The Descriptions of the Game

1. The game can be played by a maximum of 4 players
2. A game master is required to oversee the game
3. There are 5 types of slots in the game.

The Rules of the Game

The Game Master:

1. The game master handles the deck of question cards
2. The game master reads the questions to the players

3. The game master can award the Crackly points (CPs) to the players when they answer the questions correctly
4. The game master has the power to deduct CPs when the players provide incorrect answers.

The Players:

1. The game can be played by a maximum of 4 players
2. Each player receives 50 CPs at the beginning of the game
3. The game ends when a player completes 15 rounds of the game
4. The player with the highest CPs wins the game.

Community Chest:

1. The community chest provides opportunities to the players to get additional CPs
2. There are 3 slots in the community chest.

Chance:

1. A chance card can either give advantages or disadvantages to the players
2. There are 3 slots in the chance.

MAIN RESULTS

The main results are presented based on the research questions:

4. to investigate ESL students’ opinion on the usefulness of Crackly on ESL learning
5. to investigate ESL students’ opinion on the usefulness of Crackly in relation to affective domain
6. to investigate ESL students’ opinion on how Crackly can be improved.

Test of Normality

Table 1. Shapiro-Wilk Test of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Skills	.282	34	.000	.754	34	.000
Fun	.363	34	.000	.711	34	.000
Knowledge	.329	34	.000	.745	34	.000
Recommend	.315	34	.000	.750	34	.000
Play	.320	34	.000	.767	34	.000
Motivate	.249	34	.000	.792	34	.000

Excited	.317	34	.000	.760	34	.000
Confident	.267	34	.000	.764	34	.000
a. Lilliefors Significance Correction						

The table above indicates that each Likert scale item had .000 as the Sig. value for the Shapiro - Wilk statistic. As a non-significant result (Sig. value of more than .05) indicates normality (Pallant, 2016), the Sig. value .000 here suggested violation of the assumption of normality. In this case, the median, a non-parametric statistic, of each Likert sale item was used in reporting the descriptive analysis.

Research Question 1: ESL Students' Opinion on the Usefulness of Crackly on ESL Learning

Table 2. Cronbach's Alpha Reliability Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.942	.946	5

The table above indicates that the 5 Likert scale items had 0.942 as the Cronbach's Alpha value, suggesting very good internal consistency reliability for the scale with this sample (Pallant, 2016).

Table 3. Frequencies on the Usefulness of Crackly on ESL Learning

		Statistics				
		Skills	Fun	Knowledge	Recommend	Play
N	Valid	34	34	34	34	34
	Missing	0	0	0	0	0
Median		4.00	5.00	5.00	5.00	5.00
Std. Deviation		.734	.663	.701	.779	.871
Percentiles	25	4.00	4.00	4.00	4.00	4.00
	50	4.00	5.00	5.00	5.00	5.00
	75	5.00	5.00	5.00	5.00	5.00

The table above indicates that all 5 Likert scale items in this part received positive rating from the respondents. They agreed that the language game, Crackly, helped improve their English language skills (median = 4.00), helped them learn English while having fun (median = 5.00), improved their knowledge about English language (median = 5.00), they would recommend the game to other people (median = 5.00), and they wanted to play the game in their English class (median = 5.00). Respondents were also asked to highlight which English language skills they learned from playing the game, Crackly. They could choose more than 1 skill and they could also add their own opinion. The figure below shows the findings:

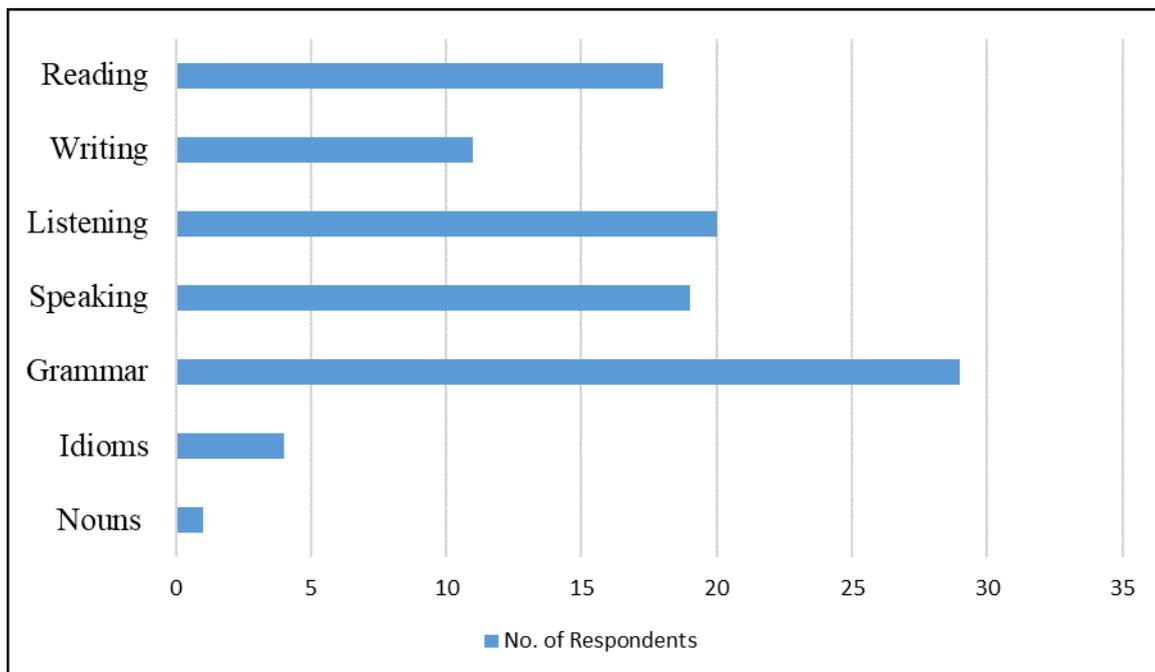


Figure 1. English Language Skills Learned from Playing Crackly

The figure shows that 85.3% (n = 29) of the respondents chose grammar as one of skills they learned from playing Crackly. This is followed by listening (58.8%, n = 20), speaking (55.9%, n = 19), reading (52.9%, n = 18), writing (32.4%, n = 11), and idioms (11.8%, n = 4). Only 1 respondent added his own opinion, nouns, as the skill that he learned from playing the game.

Research Question 2: ESL Students' Opinion on the Usefulness of Crackly in Relation to Affective Domain

Table 4. Cronbach's Alpha Reliability Test

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.940	.946	3

The table above indicates that all 3 Likert scale items in this part had .940 as the Cronbach's Alpha value, suggesting very good internal consistency reliability for the scale with this sample (Pallant, 2016).

Table 5. Frequencies on the Usefulness of Crackly in Relation to Affective Domain

		Statistics		
		Motivate	Excited	Confident
N	Valid	34	34	34
	Missing	0	0	0
Median		4.00	5.00	4.00
Std. Deviation		.699	.812	.923
Percentiles	25	4.00	4.00	4.00
	50	4.00	5.00	4.00
	75	5.00	5.00	5.00

The table above indicates that all 3 Likert scale items were rated positively by the respondents. They agreed that playing Crackly motivated them to use English (median = 4.00), made them excited to learn English (median = 5.00), and made them became more confident to use English (median = 4.00).

Research Question 3: ESL Students' Opinion on How Crackly can be Improved

In this section, the respondents were asked to provide their suggestions and opinion to improve Crackly. They were requested to choose which part of the game required improvement and they answered the open-ended question by writing their comments on the game.

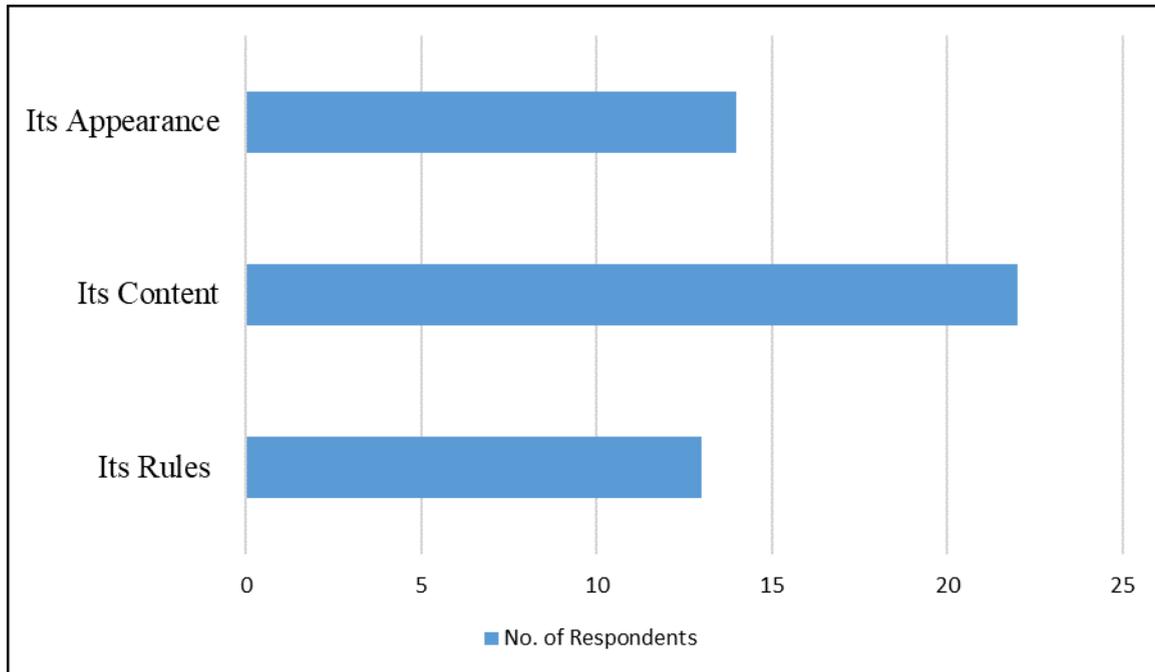


Figure 2. Parts of Crackly that Needed to be Improved

The figure indicates that 64.7% (n = 22) of the respondents believed that Crackly needed to improve its content. Apart from that, 41.2% (n = 14) of the respondents thought that the game’s appearance required to be improved and 38.2% (n = 13) of the respondents thought that the game needed to improve its rules.

Meanwhile, the open-ended question showed the respondents’ opinion on Crackly. Thematic analysis was utilized in analysing the data and the themes that emerged from the analysis were as follows:

Table 6. Comments on Crackly

Themes	Comments
Compliments	“Interesting” “Good” “Good game” “Splendid” “Not bad” “the game is most better than other game” “i enjoy this game so much.so, i think this game must be the international game.” “A nearly-perfected english game”

Suggestions to Improve The Game	<p>“needs more improvement in q&a”</p> <p>“need more rules to make it more fun”</p> <p>“give more nouns questions, the design of boards and cards</p> <p>“make it more nicer and the content make it more fun to play”</p> <p>“More challenging & fun question”</p> <p>“Make it simple(medium) rules”</p> <p>“Need to improve their content which mean including all section of english language”</p> <p>“add more question and nouns”</p>
Benefits	<p>“its good to learn”</p> <p>“fun”</p> <p>“It is fun to play with many participants.”</p> <p>“This game is quite fun”</p> <p>“This must be fun if play in the class”</p> <p>“this game is fun when we play with our friends.”</p>
Others	<p>“Goodluck”</p> <p>“People should try this game”</p>

The comments were presented exactly as written (verbatim) by the respondents. It must be highlighted that a lot of comments were focusing on the content of the game under the theme Suggestions to Improve the Game. On the other hand, the other 2 themes highlighted the positive aspects of the game which were Compliments and Benefits. The game was complimented as being good and enjoyable. Other than that, it was also regarded as a fun game. The participants wished the game developers good luck and encouraged other people to try the game in the fourth theme, Others.

CONCLUSION

The board game that was proposed in this study, Crackly, received positive feedback from the ESL students after they had played it in 4 ESL lessons. The research showed that the respondents provided positive ratings on the first section of the questionnaire, the usefulness of the board game on ESL learning. Similarly, previous studies on the usage of ESL games in class have discovered that a majority of students preferred to play a board game in learning grammar (Tengku Parisa & Yussof, 2012) and playing games in ESL lessons helped improve the knowledge of English idioms (Ling & Md Yunus, 2016), reading skills (Aliza, Zahara, & Rohaty, 2011), writing summaries (Cheng, Liao, & Chang, 2018), speaking skills (Dewi, Kultsum, & Armadi, 2017), and also listening skills (Sasidharan & Tan, 2013). As shown in this study, the respondents reported that they

mostly learned grammar when playing the game, Crackly. Grammar is one of the elements in English that most ESL students find difficult. So, the lessons become more fun and meaningful to the students when they can play games in the learning process. This has the capacity to improve the overall teaching and learning process in the classroom and academic performance as discovered by Musa, Ariffin, and Hasan (2016).

In relation to the second research question, it was found that the respondents provided positive ratings on the usefulness of the game in relation to affective domain. This research is important for the educators as they need to know that students are motivated to learn English when they can participate in the learning process which is by actively playing games, instead of passively receiving information through a lecture. In this regard, the game must have a goal to be achieved by the students through a set of rules and should be presented in different ways to create a positive atmosphere for learning without thinking about learning in the classroom (Ahmad Zubaidi, 2015; Ghazal & Singh, 2016; Wahyuni & Junior, 2018).

Although the game received positive comments in the third section of the questionnaire, improvements must be made in order to make the game become better. The respondents complimented the game, highlighted the benefits of the game, and suggested that the developers should improve the content of the game. In this case, the lecturer must play an active role in facilitating the student developers in refining their game.

It must be noted that the study conducted was a case study and it was still in a preliminary level. Therefore, the findings should not be generalized as the same study may reveal different results if conducted on a different sample. For future research, a similar study can be conducted, and the results found may yield an interesting view to be compared with the findings in the current study. It can also focus on a language game that only highlights one of the main skills in English language, namely, listening, speaking, reading, and writing.

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Biodata

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ABSTRACTS

THE IELTS SYLLABUS: TEACHING OR TESTING?

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ABSTRACT

Syllabus design for exam preparation classes in general is not an easy task, as many may assume these are only in place to give test-takers classroom practice towards the exam they are preparing for. Scrivener (2005:327) clearly states that ‘A common problem with exam preparation courses arises when too much time is spent on exam techniques and not enough on other areas.’ Also, May (1996:4) points out, ‘The potentially negative effect which the exam can have on the exam class...lessons imitate the exam.’ In this short presentation, I am going to share 200 IELTS test-takers views, from a study carried out at Kolej Yayasan UEM (KYUEM) in Malaysia, as to how well-prepared they felt they were when they sat for the test at the British Council in Kuala Lumpur in terms of language skills, as well as familiarity with the exam procedure. I will also disclose how our syllabus at KYUEM was first designed based on Hedge’s (2000) 7 stages of course design. We decided on a syllabus which blended a product and a process approach, focusing on the knowledge and skills which learners should gain as a result of instruction (product) and organized around tasks rather than grammar and vocabulary (process). The implementation and adaptation of this syllabus is continuous, based on test-takers feedback after they sit for their IELTS test. As Sharp (1990:132) states, ‘Evaluation is meant to provide a basis for future decisions about course planning and implementation.’ A further consideration is to adopt a computer-delivered test.

Keywords: mobile learning, mediation, barriers, smartphone

Biodata

Eberth Zagallo Lobo, MA Tesol, DELTA, is an English teacher with over 20 years’ experience in EFL. He has worked in the UK, South America, the Middle East and Asia and is currently teaching IELTS at KYUEM in Malaysia, where he is involved in developing the IELTS syllabus. Eberth is also an IELTS Teacher Trainer for the British Council.



EXAMINING COLLOCATIONAL KNOWLEDGE OF L2 LEARNERS: EMPIRICAL EVIDENCE FROM A MALAYSIAN UNIVERSITY

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ABSTRACT

It is generally agreed that collocational knowledge is an important language form for language learners in order for them to be proficient and fluent in the target language. However, previous studies have reported that L2 learners lack collocational competence and they encounter difficulties in learning and using collocations. The present study investigates the productive and receptive knowledge of lexical and grammatical collocations among L2 learners in a selected university in Malaysia. The study further examines whether there is a significant difference between the L2 learners' performance on three different types of collocations: verb-noun, adjective-noun, and verb-preposition. Results of the study reveals a few interesting findings with respect to L2 learners' overall knowledge of collocation, in particular the three types of collocations investigated. Pedagogical implications with regard to collocations and recommendations for future research are also put forward.

Keywords: Collocational knowledge, L2 learners

Biodata

Rafidah Kamarudin holds a PhD degree in English Language and Applied Linguistics from the University of Birmingham, UK. She is a Senior Lecturer at the Academy of Language Studies, UiTM Negeri Sembilan. Her research interest is in the field of English Language and Applied Linguistics particularly areas related to Corpus Linguistics and language teaching.

PATIENTS' PERCEPTION TOWARDS COMMUNICATION SKILLS OF OPTOMETRY STUDENTS IN CONTACT LENS CLINIC, UiTM VISION CARE

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ABSTRACT

The study is aimed to determine patients' perception towards the communication skills of optometry students in the Contact Lens Clinic of UiTM Vision Care. This study is also aimed to find out the difference in patients' ratings of the communication skills between third year and fourth year optometry students. A cross-sectional study was conducted using the Communication Assessment Tool (CAT) and was administered in a paper-and-pencil format to 182 patients who attended the Contact Lens Clinic. 161 respondents were female and 21 were male patients. The CAT was administered with a brief explanation regarding the study. It contained 15 items that focussed on basic communication skill elements. The mean ratings on the CAT were high which was 4.18 (SD = ±0.47). The mean (±SD) of the patients' perception was the highest in scoring item number 15, "Rate the care provided by the practitioner" (4.7±0.52), followed by item number 5, "Paid attention to me" (4.6±0.58) and item number 2, "Treated me with respect" (4.6±0.55). Meanwhile, the lowest mean scored by the patients were in item number 10, "Encouraged me to ask questions" (4.3±0.70) and item number 11, "Involved me in decisions as much as I wanted" (4.3±0.70). There is no statistically significant difference in the percentage of third year and fourth year optometry students ($p>0.05$) in all CAT items. The patients who had attended the Contact Lens Clinic generally rated the optometry students with the highest score. It shows that patients have a good perception towards the optometry students' communication skills regardless of their year of study.

Keywords: Perceptions, communication skills

Biodata

Wan Elhami Binti Wan Omar is a senior lecturer at the Centre of Optometry, Faculty of Health Sciences, Universiti Teknologi MARA. Her research areas are myopia, contact lens, teaching methodology and education.



A CASE STUDY OF UITM PERAK BRANCH STUDENTS ON THE CORRECT PRONUNCIATION OF WORDS WITH SCHWA [ɪ] SOUNDS

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ABSTRACT

Most second language learners are unable to pronounce the schwa [ɪ] sound correctly. This could be due to the influence of their mother tongue as well as fossilisation. Based on observation, most students fall into this category. Thus, this qualitative pilot study is to find out whether these students are able to pronounce the words with schwa correctly or not. A selection of 10 students from various demographic backgrounds was used as the sample to see whether they are able to pronounce the words correctly. They were given a list of 20 words and simple sentences containing the schwa sounds to read. The students' readings were recorded and later transcribed. A checklist was prepared to see whether they have pronounced the words correctly or not. The findings of this study will indicate the current level of students' ability to pronounce schwa sound words correctly. It is hoped that the findings of the study can shed light on the issue so that further investigation on the phenomenon can be explored.

Keywords: Pronunciation, words, schwa sounds

Biodata

Sheema Liza Idris graduated with a Bachelor of Education (TESL) (Hons) from University of Malaya, Malaysia and a Masters in Human Sciences (TESL) from the International Islamic University Malaysia. She is a senior lecturer with the Academy of Language Studies UiTM (Perak). She has vast experience teaching various levels in secondary schools and institutes of higher learning in the public and private sectors. She has special interest in trainings and has involved herself in countless trainings programmes organized by different organizations. She has special interest in Applied Linguistics, ESP, EAP and Communication Skills.



LESSON STUDY: EXPLORING THE IMPLEMENTATION AND PRACTICE AMONG STUDENT-TEACHER, TEACHER AND LECTURER

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ABSTRACT

The purpose of this paper is to explore the current situation of Lesson Study implementation and practice among the participants of 94 student-teachers and 3 lecturers from an Institute of Teacher Education. The student-teachers designed their reading lessons which involved the collaborations of lecturers as a team in a process of improving pedagogies. These designed lessons were then implemented in the primary school (SJKC) as an open lesson. A round table discussion was held among the school teachers, student-teachers and lecturers after observing the actual teaching and learning process. A qualitative research method was used to answer the questions of “How to carry out the reading lesson in an actual classroom effectively?”. A triangulation of data sources such as observational report and reflective writing was aimed to develop a comprehensive understanding of the implementation and practice of Lesson Study (Patton, 1999). Results showed that the collaborative designed lesson is comprehensive, fascinating and relevant. It was also revealed that the circle of improvisation in the process of teaching reading can be used to provide student- teachers the details on powerful practices. Teacher’s role as learning partnership provided the student-teachers’ opportunities to bridge the real experiences in the classroom with pedagogical knowledge.

Keywords: Lesson study, practice,



THE RELATIONSHIP BETWEEN THE FAMILY’S USE OF ENGLISH AT HOME WITH STUDENTS’ PROFICIENCY

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ABSTRACT

In Malaysia, English is considered a ‘strong’ second language (Azman, 2016). Realising the importance of English, many Malaysian families opt to speak English at home, even though English is not their first language (Hashim, 2014; Mohamed Salleh, Kawaguchi, Jones, & Biase, 2016; Salehuddin, 2012). Therefore, this paper aims to examine the correlation between home factor and ESL students’ proficiency in the language. The participants were three bilingual Malay-English students studying at International Islamic University Malaysia (IIUM). Each family of the student practices different communication strategy at home; the first family uses the acrolect variety of Malaysian English (ME), the second family uses the mesolect variety of ME and the third family does not use English at all. Data regarding the family’s use of English were obtained via questionnaires and the proficiency of the students were measured from the English proficiency test, taken from the University of Michigan database. The results show that the differences between the students’ English proficiency were not noticeably different as all of them scored above 80% in the test. The findings indicate that there might be other external variables responsible for the students’ proficiency in English other than the home factor.

Keywords: Malaysian English, student, language proficiency, home.



UNDERGRADUATE STUDENTS' PERCEPTION ON THE USE OF ROLE-PLAY IN ENHANCING SPEAKING SKILLS

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ABSTRACT

Having an acceptable level of communicative competence is often considered as one of the goals of teaching speaking. Lack of necessary speaking skills may hinder effective communication to take place. Although there have been several methods to teach speaking, there are still a lot of problems among students when it comes to speaking. Students may not normally express themselves well because of their inability to overcome the fear towards English, particularly speaking in English because of this, speaking classes have not been one of students' favourite slots. However, if the class is made fun, enjoyable and less stressful to them, students may find themselves participating in speaking activities. Role-play is one of the ways for learners to immerse themselves in a situation in which they are able to play someone else's role. By doing so, it would encourage them to communicate willingly without being forced. Therefore, this study seeks to find out how learners perceive the use of role-play as a tool to enhance their speaking skills. Their perception is important as it could lead towards the decision whether role-play should be given more emphasis in speaking class. Thirty pre-diploma students were given a questionnaire to get feedback on their perception of using role-play in class. Findings point out to positive effects of using role-play during English learning. If learners enjoy doing role-play and are able to use English with less effort, it is suggested that English classes should incorporate role-play more markedly as a tool to get learners to speak English.

Keywords: Role-play; communicative competence; speaking skills; perception

Biodata

Noraziah Azizan, a senior lecturer at the Academy of Language Studies UiTM Perak, has great experience teaching proficiency, ESP for Diploma and Degree courses in UiTM as well as TESL courses. Her 20 years of experience in teaching different levels of students in schools and university has engaged her with various outdoor language activities in schools and workplaces. She also has deep interest in ESP, Applied Linguistics and English Communication Skills.

JOM MEMASAK!: KREATIVITI DALAM PENGAJARAN BAHASA MELAYU KEPADA PENUTUR ASING

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ABSTRACT

Kreativiti dalam pengajaran bahasa telah lama diperbincangkan oleh sarjana bahasa. Pendekatan ini ada kalanya dilihat sebagai satu cara untuk mengelak kebosanan dalam pengajaran. Dalam konteks pengajaran bahasa hari ini, terutamanya pengajaran bahasa asing, kreativiti tidak seharusnya dilihat sebagai satu jalan keluar untuk mengelakkan kebosanan. Hal ini kerana sesuatu bahasa itu sendiri mempunyai ciri tersendiri yang mungkin berbeza daripada bahasa lain. Kreativiti dalam pengajaran bahasa asing seharusnya dilihat dari pelbagai perspektif yang berbeza. Dalam pengajaran bahasa asing, tidak dinafikan bahawa terdapat aspek yang mungkin boleh mewujudkan kekangan. Dalam hal ini, kreativiti yang digunakan oleh tenaga pengajar dapat membantu dalam pengajaran dan pembelajaran. Tenaga pengajar yang kreatif akan mencipta pendekatan atau kaedah yang boleh disesuaikan dengan keperluan dan minat pelajar. Bahkan tenaga pengajar yang kreatif juga mampu untuk mengadaptasikan isi kandungan buku teks dengan minat pelajar (Rihards & Sara Cotterall, 2016) dan gaya pembelajaran pelajar. Berdasarkan kajian dalam pengajaran bahasa Melayu untuk penutur asing, didapati bahawa kreativiti sangat membantu. Sehubungan itu, makalah ini membicarakan tentang kreativiti dalam pengajaran bahasa Melayu kepada penutur asing. Dalam makalah ini, kreativiti yang diterapkan adalah pembelajaran secara kolaboratif yang melibatkan aktiviti memasak. Tiga aktiviti memasak telah diadakan sepanjang program *In-Country* untuk pelajar Thailand dan melibatkan masyarakat setempat. Hasil kajian mendapati bahawa aktiviti memasak yang dianjurkan bukan hanya mempamerkan kemahiran psikomotor pelajar semata-mata. Aktiviti ini juga melibatkan domain kognitif dan afektif. Jelas dapat dilihat sepanjang aktiviti ini kesemua kemahiran berbahasa dapat diterap, dipraktikkan dan dipamerkan.

Biodata

Norhazlina Husin (Dr) merupakan Ketua Pusat Pengajian Bahasa Melayu, Akademi Pengajian Bahasa, UiTM Shah Alam, Selangor. Beliau memperoleh Ijazah Doktor Falsafah dan Sarjana dalam bidang terjemahan dari Universiti Sains Malaysia. Beliau mempunyai pengalaman dalam pengajaran terjemahan dan bahasa Melayu kepada penutur asing selama lebih 15 tahun. Beliau juga pernah dijemput sebagai sarjana pelawat (*visiting scholar*) di Thailand bagi membantu dalam pembangunan kurikulum dan pengajaran bahasa Melayu. Bidang penyelidikan beliau adalah terjemahan dan pengajaran bahasa asing.



IDENTIFYING FACTORS AFFECTING ACCEPTANCE OF VIRTUAL REALITY IN CLASSROOMS BASED ON TECHNOLOGY ACCEPTANCE MODEL (TAM)

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ABSTRACT

Technology Acceptance Model (TAM) has received great recognition through the various research conducted on determining users' acceptance of relevant technology innovation. Past researches have focused on technology innovation in education such as e-learning, Learning Management Systems and online applications. The 21st century teaching and learning framework has identified the relevance of the Internet of Things (IoT) and online applications as part of the teaching and learning process. Besides e-learning, MOOCs, Virtual and Augmented Reality have also found their place in the emerging teaching and learning platforms. As Virtual Reality only became popularized in classrooms in the recent years, not much is known about users' acceptance of this technology innovation in the classroom. This paper, which is based on the TAM, attempted to identify the factors that could affect the respondents' acceptance of Virtual Reality (VR) in classrooms. Factors on the perceived ease of use (PEoU) and perceived usefulness (PU) affecting the respondents' attitude and intention to use VR in their classrooms were studied. Employing a quantitative research design, a set of questionnaire based on constructs adapted by Davis (1989) and adapted from past researches (Ngai et al, 2005; Weng et al, 2018, Muhamad Sufi, 2019) was distributed to a group of in-service teachers who were pursuing their postgraduate studies in one of the faculties in Universiti Teknologi MARA. The data was analyzed using SPSS in determining the relationships between the independent variables and the dependent variables. The analysis has further confirmed past research findings. However, in the context of VR, some suggestions to improve current practice are suggested. Policy-makers and decision-makers could be enlightened by the present study's findings. Likewise, teachers may find VR a more convincing platform to be integrated in their classrooms.

Keywords: Virtual Reality; Technology Acceptance Model; classroom

Biodata

Dr Faizah Abdul Majid is a Professor in Adult & Higher Education at the Faculty of Education, UiTM. She has received both international and national research grants and published in various indexed journals all within the areas of Adult & Higher Education, TESL and professional development.



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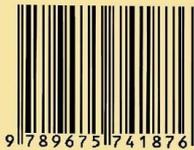


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