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**Investigating Productive Skills in Sunrise Series 7-9  
from Kurdish EFL Teachers' Perspective**

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**Abstract**

This study aims at investigating productive skills in Sunrise series 7-9 from Kurdish EFL Teachers Perspective. It focuses on teachers' perception on the material and activities that are found in Sunrise series 7-9. Productive skills include writing and speaking separate or integrative with each other and other skills. Though, teachers' view might have been taken into consideration prior to the implementation of Sunrise program in schools but their view and perception after more than ten years of the implementation of the program is much more important in order to have a better idea about the shortcomings and procedures required to fill them. This paper is a quantitative study and the data was collected through a close ended questionnaire administered to 170 EFL teachers at the Centre Directorate of Education and

Dashti Hawler directorate of education in Erbil-Kurdistan region of Iraq in the academic year 2019-2020. All the teachers had at least three years' experience in teaching Sunrise 7-9. The findings have indicated that productive skills are given their due attention in the program but for the implementation of the program, covering the material within the time period allocated for the lesson is still not satisfactory to the majority of the teachers. This is primarily attributed to large and crowded classes as it hinders using the suggested method and students practice time. The amount and length of productive skill activities are suitable to improve students both productive skills, namely speaking and writing if they are implemented.

**Keywords:** *productive skills, teachers' perspective, Sunrise program*

## **Introduction**

Communicative language teaching is used in the current program (Sunrise program) to help students talk more instead of using grammar translation method which was used in the previous program. This comes as a shift to develop learners' pragmatic competence and the ability to use the language properly in different social context. EFL learners should not be able to speak correct grammatical sentence but to use the language to fulfill social needs (Tran & Yeh, 2020; Al-Ghamdi & Alrefae, 2020; Alrefae & Al-Ghamdi, 2019).

Sunrise program has been applied in Kurdistan Region of Iraq since 2005, year after year to substitute the old program till the whole program is implemented. Sunrise program starts from preschool which is kindergarten till grade twelve. In general, units in Sunrise series 7-9 include four skills integrated with language areas which are vocabulary, pronunciation and grammar in every lesson and unit. The four skills are presented in each lesson in separate activities or integrated activities which are receptive and productive skills together. This paper focuses on productive skills which are speaking and writing in Sunrise series 7-9. The percent of productive skills material and activities are high in each of Sunrise 7, 8 and 9 whether these productive skills are present alone or integrated with other skills. Teacher is one of the main users of Sunrise program that is why teachers' perspective who has at least three years or more experience on teaching Sunrise is taken into consideration. A questionnaire with five rated scale is used to know Kurdish EFL perspective about speaking and writing, in other words productive skills.

## **Theoretical Background and Previous Study**

### **Sunrise: An Overview**

The new program Sunrise is implemented in Iraq Kurdistan Region since 2005. The project has been designed jointly with Macmillan Publishers. The curriculum Sunrise is organized as a series of textbooks. It consists of 13 levels (1 pre-school, 9 basic education levels, and 3 secondary levels) each level with four components: Student's Book, Activity Book, Teacher's Book and audio CDs. Each level of Sunrise has a communicative approach integrating speaking, writing, reading and listening.

### **Sunrise 7-9**

Sunrise series 7-9 are design to build on students' English and their confidence. In Sunrise series 7-9 English is developed through a fun approach to learning, using motivational topic-based units, adventure stories, solving exercises and listening to tape that introduce new language. According to Kaplan (2010), integrating activities together and practicing the language with pair and group is widely used in teaching language nowadays. Sunrise series 7-9 include language skills, recognition and production. and language areas either separately or in an integrated way, songs, puzzles as well.

### **Productive Skills**

As Olshtain and Cohen (1991) pointed to that there is need to communicative competency if anyone wants to master second language. Their idea proves that speaking is a vital feature for learners as it is part of the productive skills. Learning a new language needs communicative activities and implemented in active skills which are speaking and writing. According to Sharma (2004) writing is one of the categories that describe the word knowledge which is a part of productive skills, learners by writing will be sure about their communicative competence, thus it is called active skill. Productive skills have a significant role in learning another language and they need receptive skills to be improved.

### **Productive skills in Sunrise 7-9**

Productive skills (speaking and writing) have a vital role in Sunrise series 7-9. These tables below show the total activities in each lesson and the repeating of the productive skills whether separately or integrated with other skills. Productive skills occupy a noticeable place in Sunrise series 7-9 as we have in Sunrise 7 is 42% while in Sunrise 8 is 34% and in Sunrise 9 is 43%.

**Table 1 Productive Skills in Sunrise 7**

		Speaking		Writing	Integrated		
Unit 1	L. 1(7Actv)			•	<input type="checkbox"/>		
	L. 2(8A)		<input type="checkbox"/>	<input type="checkbox"/>			
	L. 3(9A)			•	<input type="checkbox"/>	<input type="checkbox"/>	
	L. 4(8A)			•			
Unit 2	L. 1(7A)			•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	L. 2(6A)		<input type="checkbox"/>	<input type="checkbox"/>			
	L. 3(7A)					<input type="checkbox"/>	<input type="checkbox"/>
	L. 4(6A)			•			
Unit 3	L. 1(6A)			•			
	L. 2(7A)			•	<input type="checkbox"/>	<input type="checkbox"/>	
	L. 3(8A)			•	<input type="checkbox"/>		
	L. 4(6A)			•			
Unit 4	L. 1(6A)						
	L. 2(8A)			•	<input type="checkbox"/>	<input type="checkbox"/>	
	L. 3(6A)			•	<input type="checkbox"/>		
	L. 4(7A)			•			
Unit 5	L. 1(7A)			•	<input type="checkbox"/>	<input type="checkbox"/>	
	L. 2(7A)			•	<input type="checkbox"/>	<input type="checkbox"/>	
	L.3(8A)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	L. 4(6A)			•			
Unit 6	L. 1(8A)			•	<input type="checkbox"/>		
	L. 2(8A)			•	<input type="checkbox"/>	<input type="checkbox"/>	
	L. 3(7A)					<input type="checkbox"/>	<input type="checkbox"/>
	L. 4(6A)			•			
Unit 7	L. 1(6A)			•	<input type="checkbox"/>		
	L. 2(6A)			•	<input type="checkbox"/>		
	L. 3(6A)			•	<input type="checkbox"/>	<input type="checkbox"/>	
	L. 4(5A)			•			
<b>Total</b>	<b>192 Activities</b>	<b>79 score</b>					

**Table 2 Productive Skills in Sunrise 8**

		Speaking		Writing		Integrated	
Unit 1	L. 1(6A)					<input type="checkbox"/>	
	L. 2(6A)					<input type="checkbox"/>	
	L. 3(7A)					<input type="checkbox"/>	<input type="checkbox"/>
	L. 4(7A)						
Unit 2	L. 1(6A)					<input type="checkbox"/>	
	L. 2(6A)					<input type="checkbox"/>	
	L. 3(7A)						
	L. 4(6A)						
Unit 3	L. 1(6A)					<input type="checkbox"/>	
	L. 2(6A)					<input type="checkbox"/>	
	L. 3(5A)					<input type="checkbox"/>	
	L. 4(8A)						
Unit 4	L. 1(7A)					<input type="checkbox"/>	<input type="checkbox"/>
	L. 2(6A)					<input type="checkbox"/>	<input type="checkbox"/>
	L. 3(6A)					<input type="checkbox"/>	
	L. 4(6A)						
Unit 5	L. 1(9A)				<input type="checkbox"/>	<input type="checkbox"/>	
	L. 2(6A)					<input type="checkbox"/>	<input type="checkbox"/>
	L.3(7A)						
	L. 4(5A)						
Unit 6	L. 1(7A)		<input type="checkbox"/>	<input type="checkbox"/>			
	L. 2(7A)					<input type="checkbox"/>	
	L. 3(6A)		<input type="checkbox"/>	<input type="checkbox"/>			
	L. 4(4A)						
Unit 7	L. 1(6A)						
	L. 2(6A)					<input type="checkbox"/>	
	L. 3(5A)					<input type="checkbox"/>	<input type="checkbox"/>
	L. 4(6A)						
<b>Total</b>	<b>223 Activities</b>	<b>76 score</b>					

**Table 3 Productive Skills in Sunrise 9**

		Speaking		Writing		Integrated		
Unit 1	L. 1(7A)					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	L. 2(8A)					<input type="checkbox"/>	<input type="checkbox"/>	
	L. 3(8A)	•		<input type="checkbox"/>	<input type="checkbox"/>			
	L. 4(7A)	•						
Unit 2	L. 1(7A)	•		<input type="checkbox"/>	<input type="checkbox"/>			
	L. 2(6A)					<input type="checkbox"/>	<input type="checkbox"/>	
	L. 3(5A)	•						
	L. 4(6A)	•						
Unit 3	L. 1(6A)					<input type="checkbox"/>		
	L. 2(5A)					<input type="checkbox"/>		
	L. 3(8A)			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	L. 4(7A)	•						
Unit 4	L. 1(6A)					<input type="checkbox"/>		
	L. 2(7A)		•					
	L. 3(7A)	•				<input type="checkbox"/>		
	L. 4(7A)	•						
Unit 5	L. 1(7A)	•				<input type="checkbox"/>		
	L. 2(8A)							
	L.3(9A)	•		<input type="checkbox"/>	<input type="checkbox"/>			
	L. 4(7A)	•						
Unit 6	L. 1(8A)					<input type="checkbox"/>		
	L. 2(7A)	•						
	L. 3(5A)					<input type="checkbox"/>	<input type="checkbox"/>	
	L. 4(8A)	•						
Unit 7	L. 1(7A)	•						
	L. 2(8A)					<input type="checkbox"/>		
	L. 3(8A)	•				<input type="checkbox"/>	<input type="checkbox"/>	
	L. 4(7A)	•						
<b>Total</b>	<b>188 Activities</b>	<b>81score</b>						

These tables show the significance of the productive skills in Sunrise series because they occupy a wide range from the textbooks. This fact, also, shows that the communicative approach has been implemented as the four skills have been given due attention.

### **Previous Studies**

Productive skills have an important role in learning a foreign language that is why there are many studies done about these two skills such as:

Djigunović conducted a study in (2006) entitled 'Role of Affective Factors in the Development of Productive Skills'. The participants were 1430 eight-year and 656 twelve-year EFL learners. The aim of this study was to find relationship of affective student features and development of productive skills which are speaking and writing competence of Croatian students of EFL. Writing tests and oral tests were administrated. Descriptive statistics were used for measuring the effect, speaking and writing skills by using 5-point Linkert scale and the correlations between effect and the assessed aspects of speaking and writing are found. The results were that the relationship between affect and success in productive language skills, the relationship is stronger for younger and less proficient learner. The complexity and difficulty of using productive skills: affect is more strongly connected with more complex activities.

Gholami, *et al* (2013) carried out a study which was entitled 'Investigating EFL Students' EAP Needs on Productive Skills in Malaysian Universities'. The tool used in this study was questionnaire sent to 60 post-secondary students. The aim of the study was what tasks of English writing and speaking skills are actually needed by EFL international students as these two skills are considered the most essential in academic setting. The result reveals that the majority of the participants considered speaking as the most significant language skill that needs improvement. According to the students' response for speaking they need explaining ideas, giving a presentation, giving reasons and discussing in meetings. While for writing, the tasks in English for Academic Purpose (EAP) classes include taking lecture notes and writing journal articles.

Golkova and Hubackova (2014) conducted a study entitled "Productive skills in second language learning". The aim of the study was to show what activities and strategies were more successful than others and how a language kind can impact influence the final outcome. The tool used was students' questionnaire at university by using qualitative and quantitative typology. The results showed that foreign learners were motivated by natural language environment, surrounding cultural and by the teacher. As it is internet age there are more than one innovative way to practice active skills which are speaking and writing and some of them

are only accepted by foreign language users. Foreign students point to that foreign language is not easy to master in the area of adjective endings and proper nouns.

Sreena and Ilankumaran (2018) carried out a research entitled "Developing Productive Skills through Receptive Skills a Cognitive Approach". The aim of the study was to focus on importance and barriers of the communication skills. The teacher guide and motivate the students to improve their speaking skills by giving students topics and asking students to talk about those topics. The skills can be improved for the development of productive skills because listening precedes speaking and reading paves the way for writing. With efficient reading, the level of comprehension is increased and improved. There are ways to enhance speaking skills by intensive practice, writing through various activities and enhancing the receptive skills of the learners through cognitive approach. Cognitive process is helpful learners to be more confident about their learning process.

In most of the previous studies the samples are learners but in this study the samples are EFL teachers who have taught Sunrise series 7-9, for the sake of knowing their view on the material and activities of the productive skills along with the percentage that each of the productive skills occupy in these three levels. Those previous studies try to find ways or methods for progressing the learners' productive skills while this study is an attempt to specify the percentage of productive skills in each of Sunrise 7, 8 and 9, taking teachers' perspective about those productive skills as the main users of the books (student and activity) as well. Among the previous studies, there is mixed method, qualitative method but in the current study only quantitative method is used in order to be more objective. Findings of the studies generally point to the important role of the productive skills in learning foreign languages. The great role of the receptive skills has in progressing and improving productive skills. The point that makes this study unique is measuring the amount that productive skills have in Sunrise program (7-9 series) and whether they are effective or not from teachers' perspective.

### **Research Design / Methodology**

The design of this study is descriptive and uses a quantitative method. The data are obtained from the teachers' questionnaire and then analyzed quantitatively. Louis et al (2000) pointed that questionnaire is more common instruments to collect information particularly for numerical data. The study conducted a pilot for questionnaire with twenty teachers chosen randomly on November 2019. This tool is used to assess teachers' perspective about the productive skills in Sunrise series 7-9.

## Participants

The final administration of the instrument is in the first course of the academic year 2019-2020. The whole process of the final administration of the instrument is conducted and finalized during November and December, 2019. The total number of the teachers who participated in the questionnaire is 170. The sample has been chosen randomly. The following table presents the total number of the participants according to gender, experience of teaching Sunrise and qualification.

**Table 4 Questionnaire Descriptive Statistics**

		F	P
Qualification	Diploma	8	4.7%
	BA	159	93.5%
	MA	3	1.8%
Experience in teaching Sunrise	3 years	9	5.3%
	5 years	6	3.5%
	more than 5 years	155	91.2%
Gender	Male	33	19.4%
	Female	137	80.6%
Total of teachers		170	

## Tools / Methodology

The main source of data collection for this study is one tool which is questionnaire. This tool is used to know Kurdish EFL teachers' perspective about the productive skills speaking and writing in Sunrise series 7-9.

The questionnaire consists of nine items (See appendix 1). Wilkinson and Birmingham (2003) pointed that the effective questionnaire is that which transfers accurate data to the researcher. The teachers' responses have to be clear and it is recorded by the researcher. The paper only focuses on speaking and writing (productive skills) and the questionnaire was sent to eleven PhD holders for face validity (See appendix 3) After applying their suggestions, the final validated questionnaire for this purpose was prepared for data collection.

To examine the reliability, Chronbach's alpha was obtained for all the items in the questionnaire. The reliability for writing items which is four items is 0.800 and for speaking items which is five items is 0.813.(See appendix 3)

## Discussion and Result

In this study, quantitative method is utilized for analyzing the collected data through the study instrument which is questionnaire. The use of these two productive skills which are writing and speaking helps to specify teachers' view about Sunrise series 7-9. The quantitative data is analyzed for frequency counts, percentage of frequency and the weighted means of the percentage. The standard deviations related to the items are also calculated.

**Table 5 Writing Skill Data**

Item No.	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	SD
	F	P	F	P	F	P	F	P	F	P		
1	3	1.8%	19	11.2%	44	25.9%	89	52.4%	15	8.8%	3.55	0.87
2	5	2.9%	24	14.1%	39	22.9%	82	48.2%	20	11.8%	3.52	0.97
3	6	3.5%	36	21.2%	41	24.1%	64	37.6%	23	13.5%	3.36	1.07
4	1	0.6%	14	8.2%	29	17.1%	82	48.2%	44	25.9%	3.91	0.90
All											3.58	0.60

As it is observed in table 5, the highest percentage for teachers who agreed and strongly agreed are with item 4 (*The written tasks in Student and Activity Book help students improve their writing skill*) in writing skill which is 74.1%. As the percentage show that most of the teachers are satisfied with activity book and it is helpful to improve students' writing. Unfortunately, a great number of students do not pay due attention to practicing activity book and they neglect activity book.

In the second position comes item 1 (*Writing activities are suitable in terms of length and accuracy*) in the same skill which is 61.2%. The majority of the teachers agreed and strongly agreed with suitability of length and accuracy of activity book. This means that the length and accuracy of the activities in activity book is accurate and long enough to suit with students' level and age from teachers' perspective.

In the third position comes item 2 (*Writing topics allow students to think critically*) which is 60%. Because the books include certain exercises that after explaining the exercise ask students to do some other examples by themselves and this will require critical thinking and working in pairs and groups. These exercises are enough to give students chance to think and criticize while doing the exercise and doing the writing topics.

The final position comes item 3 (*Writing is the most difficult language skill from the teachers' perspective*) which is 51.1%. From teachers' perspective which is more than half of the sample is with the researchers' view that writing is the most difficult language skill. It is important to learn how to write in learning a foreign language which has noticeable part in Sunrise series 7-9.

To sum up, both of the student and activity books include sufficient exercises and drills to improve students' writing and the length of the writing activities are suitable. The writing topics to some extent are helpful to students to think critically and only around fifty-one of the sample agreed and strongly agreed that the writing is the most difficult skill because others have different point of view.

**Table 6 Speaking Skill Data**

Item No.	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Mean	SD.
	F	%	F	%	F	%	F	%	F	%		
1	3	1.8%	9	5.3%	37	21.8%	92	54.1%	29	17.1%	3.79	0.85
2	2	1.2%	20	11.8%	42	24.7%	82	48.2%	24	14.1%	3.62	0.91
3	0	0.0%	3	1.8%	14	8.2%	50	29.4%	103	60.6%	4.49	0.72
4	2	1.2%	36	21.2%	37	21.8%	69	40.6%	26	15.3%	3.48	1.03
5	4	2.4%	15	8.8%	31	18.2%	93	54.7%	27	15.9%	3.73	0.92
All											3.82	0.60

As it is observed in table 6, the highest percentage for teachers who agreed and strongly agreed are with item 3 (*Speaking is the most important skill for the foreign language learning*) in speaking skill is 90%. As it is noticed, a very high percentage of the teachers are positive with the point that speaking is the most important skill.

In the second position comes item 1 (*Speaking activities and tasks encourage development of thinking skills*) which is 71.2%. Speaking as the most important productive skill includes tasks and activities that urge students to think and develop their thinking skill.

In the third position comes item 5 (*The Student and Activity books provide communicative activities that help students conduct conversations in their everyday lives*)

which is 70.6%. Both student and activity books include activities that assist student to conduct conversations in their lives. The topics that relate to students' daily lives help students not to forget these topics easily.

In the fourth position comes item 2 (*Speaking material encourages collaboration among students to solve problems.*) which is 62.3%. Especially when making groups or working in pairs speaking materials is helpful to make an argument about any topic as well as solving any problems, they face during doing any exercise.

In the last position comes item 4 (*The method used for teaching speaking skills allows students to talk more than the teacher*) in the speaking skill which is 55.9%. Although around fifty-six percentage of the teachers have agreed and strongly agreed with the idea that students speak more than teachers according to the specified method used for teaching speaking but not in our classes with more than forty students.

In short, speaking is the most important skill according to Kurdish EFL teachers' perspective. Student and activity books are good tools for students to conduct conversation in their daily lives. Speaking activities are developing students' thinking skill and they are helpful to students to help each other for solving problems they face during the learning process. The preferred method for teaching Sunrise series 7-9 is communicative language teaching and speaking skill as a part of productive skill encourage student to talk more than teacher.

## **Findings**

Based on the statistical analyses of the teachers' perspective about the productive skills which are writing and speaking the following findings are found:

Both of student and activity book contain topics that relate to student's real life which is so helpful to be not forgettable topics.

Sunrise series 7-9 includes enough communicative activities that are helpful to students to conduct conversations in their life.

Large class is one of the obstacles that prevent using the suggested method and does not lead to students speaking more than teacher

The lengths of writing activities are suitable and the writing topics help students to improve their writing skill.

As a productive skill, speaking is the most significant skill for learning a foreign language.

## **Conclusions**

It can be concluded that the productive skills, namely speaking and writing, are given their due attention in the program but for the implementation of the program, covering the material within the time period allocated for the lesson is still not satisfactory to the majority of the teachers. This is primarily attributed to large and crowded classes as it hinders using the suggested method and students practice time. The amount and length of productive skill activities are suitable to improve students both productive skills, namely speaking and writing if they are implemented properly by the teachers who are assigned to teach the program. Even though, writing and speaking are both important for language learners but according to results of this study speaking seems to be the most significant skill because it is more practical and life-related.

## **Pedagogical Implications**

Based on the results of this study the following pedagogical implications could be put forward:

Since Sunrise program contains sufficient communicative activities that lead to the improvement of the productive skill, therefore the teachers need to spend more time in practicing these productive skills. More time is deemed necessary for these activities which could be achieved only with practical planning throughout the academic year.

The teachers also are required to adopt group work or small group strategy in order to overcome the challenge of large and crowded classes. This will provide more opportunity for students to practice both speaking and writing.

Simply, the teaching method that should be adopted for teaching Sunrise needs to be student-centred which makes students the centre of teaching and the program and its content should serve that purpose.

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## Appendix 1

### Teacher's Questionnaire

#### Personal Information

School Name: .....

Qualification: Diploma ----- BA ----- MA. -----

Experience in teaching Sunrise:

3 years ----- 5 years ----- More than 5 years -----

Gender: Male ----- Female -----

**- Please tick appropriate choice**

#### A. Writing Skill

Items	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Writing activities are suitable in terms of length and accuracy.					
2. Writing topics allow students to think critically.					
3. Writing is the most difficult language skill from the teachers' perspective.					
4. The written tasks in Student and Activity Book help students improve their writing skill.					

#### B. Speaking Skill

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Speaking activities and tasks encourage development of thinking skills.					
2. Speaking material encourages collaboration among students to solve problems.					
3. Speaking is the most important skill for the foreign language learning.					

4.The method used for teaching speaking skills allows students to talk more than the teacher.					
5.The Student and Activity books provide communicative activities that help students conduct conversations in their everyday lives.					

## Appendix 2

### One-Sample t test – Productive Skills

Item No.	Mean	Std. Deviation	T	P-Value
1	3.5529	.87037	8.283	0.0001
2	3.5176	.97437	6.927	0.0001
3	3.3647	1.06972	4.445	0.0001
4	3.9059	.89870	13.143	0.0001
All Writing	3.5819	.59925	12.660	0.0001
1	3.7941	.84893	12.197	0.0001
2	3.6235	.90986	8.935	0.0001
3	4.4882	.72355	26.818	0.0001
4	3.4765	1.02745	6.046	0.0001
5	3.7294	.91520	10.392	0.0001
All Speaking	3.8203	.60394	17.709	0.0001

## Appendix 3

### Reliability Statistics

Productive Skills	Cronbach's Alpha	N of Items
Writing	0.800	4
Speaking	0.813	5



**Examining Performance on Short Story Writing through Blended Learning:  
A Case of SMA Students in Sukoharjo, Indonesia**

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**Abstract**

Blended learning is a hybrid learning approach that blends many different delivery strategies such as self-directed learning and web-based experimentation that integrates a portion of online course arrangements without the complete face-to-face lack of touch. The present study used a quasi-experimental pre-test design to assess the impact of a blended learning approach on creative writing for short story among secondary students in SMA Sukoharjo, Indonesia. Findings showed that the performance on short story writing of the SMA students was heavily influenced by using a blended learning approach. This study assigned 40 students of grade X of the SMAN 1 Sukoharjo. Results show that there is evidence to suggest that blended learning is potentially useful when used as an instructional tool to improve both the feasibility and efficiency of significant learning outcomes. This study suggests that blended learning methods be used in teaching among SMA students.

**Keywords:** *blended learning, short story, creative writing, digital learning.*

## **Introduction**

This paper examines the use of blended learning in teaching the short story to secondary school students in Indonesia. The focus of the blended learning platform is the use of technology as the learning resources as the contemporary literature (Clemente, 2019) and the use of digital environment of language teaching and literature (Mabuan & Ebron, 2017). The use of blended learning does improve students performance in general and the literature competence as well (Albiladi & Alshareef, 2019). The benefits of the blended learning conception are that it offers advantages for the classroom environment, as well as the trends to apply the blended learning application (Seage & Tiregiin, 2020).

Because of the rapid changes in our world, life has the full challenges and conflicts. Technology advancement immediately affects different customs and traditions, language barriers, highly complicated computer-based system, social media influence, adjustments in lifestyle, political, religious factions, and education values (Clemente, 2019). All are sources of education whereby literature is incurred within the community. Mabuan & Ebron (2017) emphasized that digital technology allows students and teachers to live everywhere. The emergence of computer technology, internet technology, mobile technology, for examples, has made the teaching process to run smoothly for almost any lesson to teach at schools and universities.

Engaging students in the learning of English through creative writing, this research tries to examine the short story writing through face-to-face and virtual classrooms to create expressive and creative language learning. This way, the researcher use a series of digital platform, namely web-site, google classroom, mobile classroom, laptop that all are internet based (Mabuan & Ebron, 2017). The digital platform gives students with extended opportunities for the short story writing. Though the use the digital platform in teaching short story has been explored, there is a little evidence in Indonesia that reports the results of creative writing for SMA students to write the short story (Gaol, Ford & Hutagalung, 2020).

Researches (e.g. Seage & Tiregiin, 2020; Zhonggen, 2015; Senge, 1990; Tawil, 2018) suggest that over the past few years, a growing array of courses in graduate studies such as educational administration, as well as numerous courses across other state colleges and universities, have fused online and/or mixed segments of learning courses (Zhonggen, 2015). These range from fully online courses to courses that are important up close and personal with extremely limited components online (Tawil, 2018). Specifically notable are courses that provide a blended learning description, where some components of the course are guided in a

normal classroom setting. In contrast, other components of the course are conveyed electronically (Graham, Woodfield & Harrison, 2011). Hybrid learning is a mixed learning process that integrates many different delivery mechanisms, such as self-paced instruction and web-based exploration, and includes a portion of online course accommodations (Seage & Tiregiin, 2020).

This paper argues that blended learning has its benefits as well as pitfall to some extent to create classroom environment of the learning. Despite the fact that the form of rationale for offering mixed or mixed learning experiences will usually differ from other schools and colleges, a simple question from the instructional and learning point of view is whether such proposals are persuasive to express the content of the course, provided that it shifts from all the more explicitly classroom-based conveyance roles, regardless of whether mixed participation is needed (Tawil, 2018). Therefore, it is also important to look at how graduate students experience the mixed path of adaptation and their feedback on its appropriateness (Zhonggen, 2015; Seage & Tiregiin, 2020; Aswad et al., 2020).

### **Blended Learning**

Zhonggen (2015) reviewing two decades of blended learning reported the origin and the development of blended learning to which this paper relies upon. First of all, blended learning is initiated by any learning that is made online (Senge, 1990). Simply, blended learning combines activities of physical classroom, learning activities, and online technologies (Garrison and Kanuka, 2004). This way, blended learning offers advantages (Zhonggen, 2015) (1) learning process facilitation via online or classroom technologies, (2) gap bridging between learning and working, (3) online collaborative learning promotion, (4) higher education benefit, (5) effectiveness among large and diverse student cohorts, (6) adoptability in many institutions such as higher education and industry, and (7) the military (Albiladi & Alshareef, 2019).

Blended learning integrated online or mobile technologies into physical classroom learning activities, the technology-aided activities attempted to improve learning effectiveness through the integration of active learning approaches and/or extensive use of working experiences (Seage & Tiregiin, 2020). Blended learning applies different instructional methods, such as lecture, project work, case studies, and thesis, as the ways of teaching and learning methods (Carbonell et al, 2013). Generally, blended learning mixed learning delivery methods, including face-to-face instruction with computer technologies, face-to-face learning and computer technologies (Phipps and Merisotis, 1999, p.26).

Blended learning, however, is not a simple learning method combining virtual and physical learning. It should mix hybrid factors, including learning environments (online, face to face learning, workplace), brain acquisition mechanism, learning affective factors (motivation, satisfaction, discouragement, and frustration), learners, teachers, and different affective factors in learning (Seage & Tiregiin, 2020; Zhonggen, 2015). Osguthorpe and Graham (2003) associate three components to blend: (a) learning activities, (b) students, and (c) instructors. Blended learning is currently in the “third generation” (Phipps and Merisotis, 1999, p.26). The first is correspondence education using a one-way instructional method, involving mail, radio, and television. The second is distance education aided with single technology, such as multimedia projector device. The third is the face-to-face learning with various computer technologies to learn and instruct (Zhonggen, 2015; Phipps and Merisotis, 1999).

### **Teaching Creative Writing through Short Story**

As this part describes creative writing that specifies to create the short story writing, description will start from creative writing. Creative writing in Google is defined as writing for typical use, such as fiction, poetry that displays imagination or invention to contrast with academic writing. Collins (1994) emphasized creative writing as “the ability to create, imaginative, productive, characterized by expressiveness and originality”. In academic writing, authors can express ideas and thought in an imaginative way (Collins, 1994), feelings and emotions instead of just presenting the fact (Muliawan, Nuryatin & Zulaeha, 2020; Balintag & Wilang, 2020), it is the writing skills to create your life experiences, feelings, emotions, thoughts, opinions, imagination, and spirituality to create real visuals and attractive stories for the readers. Creative writing takes its genre into: poetry, short stories, novels (including westerns, romances, science fiction, detective stories, mysteries, fantasies, etc), stage play script, films and television screen play, and lyric. The purpose of creative writing is to guide, nurture, educate, and support developing writers for the purpose of producing fine-new literature (Fenza, 2000).

In addition, short story indicates a literary work that tells about stories from the lives of characters, composed in conflicts and events experienced by the characters and problems of the characters’ lives (Morley, 2007; Muliawan, 2020). To write a short story students needs the ability to express proper and correct writing adapted from a model. According to Trianto (2011), learning model guides a pattern in learning in class, and describes systematic procedures in regulating learning experiences to achieve certain learning goals (Zulaeha,

2016). Learning that uses innovative model provides creative experiences for students to adapt to the context of the social community environment (Zulaeha, 2013).

To select the right model, conditions of each student who writes the short stories is required, so that the creativity level of each student is identified. Creativity refers guidance of a way of thinking and acting or making something original (Fachruddin, 2017), and the process to invent the original expression in writing (Fisher, 2004). In crafting the short story, students can navigate the language they use in their work. They can bring various aspects of life into short story, deal with the imaginative language to express their feelings, ideas, and stories as lived experience (Bloemert, Paran, Jansen, Ellen & van de Grift, 2019).

Drawing this evidence, short story teaching is categorized as expressive and creative language pedagogy. Hanauer (2012) suggests that expressive and creative language instructions make language learning a personally contextualized, meaningful activity for the learners. The short story writing as the multimodal genre can be designed in a different mode as the creative writing (Newfield & D'abdon, 2015).

While there is a relatively significant writing on the adequacy of complete online course delivery, the blended learning method has been studied with less tests. Logical arguments for mixed or hybrid learning have centered on the manner in which distinctive learning tasks are usually tailored to different modalities of transmission, with a combination of modalities taking into account a "play" between learning undertaking and transmitting mode (Garrison & Vaughan, 2008; Mazur, 2009). The use of hybrid learning is clearly practiced by graduate courses in the Philippines, as one of the ASEAN members. According to Powell et al. (2015), hybrid learning is a mixture of conventional face-to-face schooling and online teaching, but the online component has to provide a customized, diverse community of learners with instruction.

While there are strong theoretical reasons for a mixed learning approach, on self-paced or hybrid methodology, the experimental writing on relative feasibility was clear. Few investigations have found a combined or blended to be more effective (Rahman, et al, 2011), numerous studies have been discovered over the established training approaches without separating the outcomes. Different research findings suggest the availability and adequacy of different strategies should depend on their basic performance, whether on the network or individual conveyance techniques with sufficient ability to bring down while other learners have been more settled with blended approaches (Phipps and Merisotis, 1999; Zhonggen, 2015). Blended learning is live teacher-student engagement utilizing technology. This style of learning offers students and teachers versatility. Students may experience customized learning

that fits their program with mixed devices. Teachers can communicate more effectively with students by tracking their progress and getting direct input. Mixed learning allows students to personalize their knowledge by additional tools outside the classroom. Apprentices should recognize areas which need more focus and personalize their apprenticeships to adjust. Teachers should often use blended forms of instruction to enhance their lessons. It is a modernized form of teaching and will have an impact on the learning process of a pupil (Seage & Tiregiin, 2020; Zhonggen, 2015; Tawil, 2018).

Its style of learning trains students to work in digital occupations involving technological skills. By integrating instruction, organizations may strike a balance between online education and face-to-face learning. This allows students to take online classes provided by universities (Phipps and Merisotis, 1999). The choice of a college which uses combined learning in its education programs is crucial for students. With funding for technical schools, eco-space services, immersive learning and other live streaming solutions. Through modern learning technologies, students get a better understanding of the skills they learn (Tawil, 2018).

The effect of technology on the development of today's schools was tremendous. Teachers are increasingly utilizing new instructional approaches that suit students' learning patterns, preferences and desires (Albiladi & Alshareef, 2019). It is one of the reasons that blended education is the ideal instructional method for both teachers and students. The idea has become widely common as it essentially blends the benefits of formal schooling with online approaches (Seage & Tiregiin, 2020; Zhonggen, 2015). In this article the author will address about dual learning and dual media classes.

The purpose of this study was to uncover blended discoveries with its advantages of a blended approach compared to conventional arrangements among graduate students. It is in this context that the researcher allowed the students to discuss the possibility of a mixed learning method.

### **Objectives of the Study**

The main aim of this study is to examine the efficacy of a blended learning approach in the academic performance of graduate students. Specifically, it seeks to determine the level of academic performance in control and experimental group in pre-test and post-test; decide if there is a significant difference in academic performance in pre-test and post-test control and experimental group, and determine if there is a significant difference in mean benefit output in pre-test and post-test control and experimental community.

## **Null Hypotheses**

At the point of significance of .05, the following theories were tested:

Ho 1. There is no significant difference in academic performance in control and experimental category pre-test and post-test.

Ho 2. There's no substantial difference in the mean performance gain in control and experimental group pre-test and post-test.

## **Materials and Methods**

### **Research Design**

This study uses a quasi-experimental, nonequivalent control group method to investigate the impact of change from a more "traditional" classroom model to a mixed classroom model on the writing of short story of secondary school students (henceforth, SMA). A pretest-posttest experimental design was used to apply for the experimental group that was taught using blended learning and a conventional group as the controlled group. Data were analyzed using SPSS software to see the different effect of both groups.

### **Subjects of the Study**

Research subjects were forty (40) SMA students of language program in Sukoharjo, Indonesia enrolled in the 2nd semester of 2018-19 (twenty (20) students in the blended learning methodology, classified as the experimental group, and twenty (20) students in the "traditional" process, classified as the control group). Both groups were selected from bahasa Indonesia program in SMA 1 Sukoharjo. The 40 students were available in the two classes of the X-grade and they were selected using purposive sampling technique.

### **Data Collection Procedures**

Data management and analysis was performed using SPSS 15 and 21. Experimental group was received a reading and writing programme based on blended learning model. The course consisted of 8 weeks and 26 hours of lessons. Each lesson has 40 minutes. Both experimental and control groups were also exposed to short story writing course book for 4 hours in a week.

Participants in the experimental group were guided to read and analyse authentic short stories and wrote short stories as explained above. Briefly, the procedure was: Text map activity with repetition and physical movements, reading aloud the story, analysing the text in groups (boxed-up planning), vocabulary study, presentations on the topics

like character description, writing the beginning of a story, developing the language and style of a story, rhetoric devices etc., writing a part of a story in groups, shared writing with the whole class, writing a story independently, self-assessment with the rubric, awarding the short story certificates to the ones whose stories were good examples and discussing the criteria. Participants read three stories and exposed to the procedure above for each story. Also, three stories were utilized to be analysed in terms of the style of the texts by the learners as homework. They wrote five short stories independently, including pre- post tests. They had the chance to check their own stories with the help of the ASAR.

In contrast, the control group was not assigned reading or writing tasks like the ones in the model. They only used their course books (Spark 3) during the academic term when they were post-tested.

### **Data Analysis Procedure**

Data collection and analysis techniques were designed such as pre-post-tests to evaluate short stories, story assessment control lists. In order to establish scoring validity, the pre-post-tests “must be as similar as possible” in terms of the tested skills/ sub-skills (Weir, 2005:250). A couple of sentences were used to serve the beginning of an opening paragraph of a short story as pre-post-tests.

The pre-post-tests were scored by three experienced ELT teachers. ELT teachers assessed the participants’ short stories (pre-post-tests). Rater training is a “systematic process to train raters to apply the rating scale and the mark scheme in a consistent way.” (Weir, 2005:190). Three raters’ scores were analysed via Intra-class Correlation Coefficient and for pre-test, the correlation was .70 and the post-test correlation was .80. The scorings of both pre-test and post-tests indicate a good inter-rater reliability.

Mean was used for the standard of graduate students success in pre-test and post-test. Paired samples t-test, were used to evaluate pre-test and post-test performance. For comparison of control and experimental group pre-and post-test results, separate t-test samples were used. Separate t-test samples were used for analysis of mean experimental and control group gains. Data was computed using a variant of SPSS 17.0 based on Window.

### **Scoring Interpretation**

The score was used to characterize the graduate students 'academic results, with its explanation below.

Score Ranges	Interpretation
41-50	Very High
31-40	High
21-30	Average
11-20	Low
1-10	Very Low

## Results and Discussion

Table 1. Top. Level of writing ability on short story in Pre-Test Monitoring and Study Category

Groups	SD	Mean	Interpretation
Control	8.68	19.35	Low
Experimental	8.61	19.05	Low

The degree of writing ability on short story for the control and study groups is expressed in the table 1. It is understood that the control group obtained a mean score of 19.35 prior to the experiment while the experimental group received 19.05 which are all verbally described as low. It means that before research starts the control and experimental groups have the same level of performance. This statement affirmed the findings of the Hinkhouse (2013) report. In the Classroom on Investigating Blended Education, in which it reveals that both diagnosis and control group have the same scores performed in pretest.

Table 2. Writing rate of short story in Post-Test

Groups	SD	Mean	Interpretation
Control	3.30	21.93	Average
Experimental	1.74	37.02	High

After the trial, efficiency changes were found in both control and experimental classification. The mean scores attained by the control group improve from 19.35 to 21.93, which means that control group participants increase their success from low to average level. On the other hand, under the experimental group, students increase their performance from average score of 19.05 to 37.02, meaning that student participants in the experimental group

have improved their performance from low up. This implies that the use of blended learning approach has a significant impact on the academic performance of the graduate students.

This finding affirms the study conducted by Hadad (2007), the high PC skills and certainty is a precursor factor for mixed learning adequacy as substantiated by this study discovers students who are sure and capable of mixed learning viability. Table 3 describes gaps between control and study classes in the short story performance in Pre-test.

Table 3. Performance in short story writing discrepancies at Pretest between Control and Study Groups

SV	SD	Mean	DF	P	Interpretation
Control	4.24	17.35	38	.746	Not Significant
Experimental	8.61	18.05			

The computed t of  $-.326$  and its probability value of  $.746$  at the level of significance of  $.05$  is interpreted as meaning that there is no significant difference in the pre-test performance of student participants in control and experimental groups in short story writing. Null hypothesis saying there is no significant difference in short story performance in pre-test is not dismissed. This means that the competing groups have the same level of performance before experiment.

Table 4. Performance Differences on short story writing in Control and Test Classes Posttest

SV	SD	Mean	DF	P	Interpretation
Control	3.30	20.95	38	.000	Highly Significant
Experimental	1.74	18.05	39.00		

The computed t of  $-21.617$  and its probability value of  $.000$  at the level of significance in the post-test indicates that there is a very significant difference between the post-test scores of the experimental and study groups of students. Therefore it is dismissed a null hypothesis arguing that there is no significant difference in the post-test performance of control subjects and experimental groups. This means that the post-test performance of students undergoing blended learning is substantially higher than those undergoing common practice of instructional methods. Blended learning supports the openness of the students of different

learning opportunities. Using this method could have a significant influence on the academic performance of graduate students.

These findings show the potential advantage of integrating computerized instruction into educational programs using a blended learning method under studies and reinforce previous reviews showing benefits of blended learning under studies (Chambers et al., 2015). Table 5 describes the disparities in academic performance between Control Sample pre-test and post-test.

Table 5. Differences in Performance in Control Group Pretest and Post-Test

SV	SD	Mean	DF	P	Interpretation
Pre-test	4.24	17.35	19	.000	Highly Significant
Post-test	3.30	20.95			

The computed t of -4.396 and its probability value of .000 at the level of significance of .05 is interpreted to mean that there is a very significant difference between the students' pretest and post-test performance in the control group. Therefore it is rejected null hypothesis claiming that there is no significant difference in pupil performance in pre-test and post-test control group. This means that the students undergoing common practice of instructional methods have increased their performance significantly.

The findings confirmed by Chang's study, et.al (2014), they found out that there were notable contrasts between the two groups on self-assessment scores; and in addition, there was a critical distinction on self-assessment scores for the assembly test when mixing e-learning.

Table 6. Performance Differences in Clinical Classes Pretest and Post-test

SV	SD	Mean	DF	P	Interpretation
Pre-test	8.61	18.05	19	.000	Highly Significant
Post-test	1.74	39.00			

Under the mixed learning method, there was a statistically significant increase in student performance as shown in the measured tof-12.308 and its probability value of .000 at the point of significance .05 is viewed as there is a significant difference between the pupils' pre-test and post-test scores in the experimental group. Therefore it is denied null hypothesis arguing that there is no significant difference between students success in pre-test and post-

test. This means that the use of blended learning has increased graduate students success dramatically.

Table 7. Differences in Benefit Quality of Test and Control Team Pre-test and Post-test

SV	SD	Mean	DF	P	Interpretation
Pre-test	3.66	3.600	38	.000	Highly Significant
Post-test	7.61	20.95			

In the gain performance of experimental and control groups it is considered that there is a highly significant difference between the results of students in the experimental and control groups, measured t of -9.185 and its probability value of .000 at the point of significance of .05. Therefore it is rejected null hypothesis arguing that there is no significant difference in the gain between pretest scores and post-test analysis and control group results.

This result was refuted by the Pereira et al. (2011) report, which found no significant difference in mixed learning success compared with achievement and happiness in mixed learning formats; however, they found a significant gap in achievement scores, with higher achievement scores reported in mixed learners. With this mixed support in the literature, the authors conclude that the achievement and happiness rely on the online and classroom design quality. Educators should strive more than ever to solve some of the most challenging challenges confronting our students –rising aspirations, a fast-running economy and rapid technical advancements. Teachers worldwide embark on a blended learning cycle, incorporating personal knowledge, creative technologies, and real-time data to promote personalisation, interaction and mastering of critical skills as part of their fresh and demanding work. Combined learning combines multimedia material and curriculum with conventional instruction in schools and activities with the best of all environments. Like any transition in education, the leadership team has to conduct diligent review and preparation to decide how best to address their students 'has and motivate teachers to succeed while their position in the classroom grows. Such blended learning tools will enable the dialogue to develop a successful integrated learning curriculum.

### **Pedagogical Implications**

The use of blended learning in teaching language has been widely used and no exception teaching literature using blended learning has also increased. The benefits of using

blended learning in teaching short story for SMA students in this research are students have the opportunity to have a face-to-face learning with teachers in a while and practices to write the short story through the online platform. This condition contributes teaching implications that teachers can use websites and online system to incur the curriculum, show samples of short stories, comments and models of the short stories the students have performed. In the practical needs, students are encouraged to express ideas through creative writing such as the short stories to tell their own experiences and pleasures, so that blended learning can support teaching model and methodology for literature contents.

### **Conclusion and Recommendation**

A successful blended learning condition is important for the design of creative writing to develop short story using teaching and learning innovation. Shifting the introduction of course content from a usual way of dealing with a blended learning approach is valuable. In addition, the approach was exceptionally positive, and they overwhelmingly favored the blended learning approach to address a more conventional course structure. Very extensively updated blended learning methodologies may have solid potential to enhance the learning outcomes. This study recommends using blended learning in teaching short story. Colleges and various learning organizations should continue to emphasize blended learning approaches by establishing frameworks for learning administration alongside to empower successful learning through innovation. This study also recommends using other variables, for further study, such as profile variables.

The ideal combination of learning combines web-based teaching and human contact and media sponsorship. It optimizes the achievement of learning objectives by implementing correct learning technology to suit the particular style of learning. It refers to a training program which combines traditional classroom teaching and online learning methods. Modern face-to-face instruction is paired with eLearning techniques, enabling learners to reach their maximum potential. Each student has varying requirements and learning preferences, and they have more freedom to develop at their own speed in this education system. The implementation of the mixed learning method encourages students to be involved and enables them to transition from lecture to student-focused study. This facilitates connections between pupils, student teachers and various tools for instructional purposes. The method helps teachers to prepare an informative, interactive and enjoyable lesson for students. Themes are designed via innovative digital resources to involve students in collaborative practices such as debates, debates and oral presentations and question explanation, including electronic media and classroom sessions.

Schedules are versatile and realistic, because students are still able to access online material. Creating a blended course will allow the instructor to plan. Before planning the course, teachers need to keep in mind the teaching material, the needs of the students and the teaching methods that best suit the subject. Teachers will determine and delegate the material to be learned in class and online. For instance, components such as class introduction, description, questions and answers are better presented on a face-to-face basis, while components such as course content, quizzes and so on can be addressed electronically. We must therefore meet the requirements of online courses which include specification of course goals, contents overview and incorporation of appropriate teaching techniques. Classes and curriculum scheduling should also be planned in advance for each college. It is necessary to efficiently organize and combine all modes as students will believe that the course is not a set of techniques but a cohesive mix.

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**Effectiveness of English Language in a Globalized World:  
EFL Teachers of Duhok University**

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## **Abstract**

The present study aims at investigating the effectiveness of the English language perceived by instructors in Duhok University of Kurdistan Region-Iraq. For conducting this study, a sample of 30 male and female EFL teachers from five different faculties of the University of Duhok was selected. For data collection, a questionnaire of 20 statements is designed to evaluate the characteristics of teachers' effectiveness of English as a foreign language. Data were gathered employing a questionnaire. The data were analyzed quantitatively utilizing the statistical computer software SPSS (Version 25). The results showed that the majority of the participants strongly agree about most of the characteristics about the effectiveness of the English language including; reading English well, integrating class activities, preparing the lessons every day and so on. It is supposed that the findings of the study will help to make university EFL teachers gain useful knowledge which in turn facilitates the recruitments of personals into the teaching.

**Keywords:** *English language teachers, globalized world, higher education, effective teachers.*

## **Introduction**

English language is becoming more important as a universal means of communication, particularly after the recent advances in technology that have brought people of different cultures and countries closer to one another (Alzebaree & Yavuz, 2017, as cited in Alzebaree & Hasan, 2020; Alrefaee & Al-Ghamdi, 2019; Menayni & Merabti, 2020). Good and qualified teachers are essential for the efficient functioning of the educational system and enhancing the quality of learning. Although effective teachers, in general, may share common characteristics, certain qualities differ among them depending on a variety of variables. Some researchers believe that it is the nature of the subject matter that makes language teachers different from teachers of other fields

Being professional and qualified teachers are essential in the system of education to improve the quality and profession of learning and teaching. There are certain effective characteristics among the teachers, but some teachers may share different qualities than others depending on the subject they are teaching, therefore, some researchers claim that it is the subject matter which makes the teachers different from each other with regard to being effective language teacher and learner (Homa Babai Shishavan & Karim Sadeghi, 2009).

Teachers play a diverse role in English language teaching (ELT). Some of the roles that teacher performs when dealing with students are as follow: learner, facilitator, manager, and

evaluator. By performing various roles she or he becomes an ideal guider in shaping their future. In this globalized world, most of the communications done are in English as a medium of teaching. Moreover, English is a comprehensive or worldwide language, where the present globe is forging ahead by connecting itself to others for coming out of their harmonious relationships (Archana. S &Usha Rani, 2016).

Being proficient in English is required where students can use English to ask questions, understand teachers, read materials, as well as test the ideas and challenge what is being asked in the classroom (Muralim, 2009).

### **Statement of the Problem**

This study aims to answer the following questions:

1. What are the characteristics of English Language teachers in the university of Duhok?
2. What do English Language instructors face in universities in Kurdistan Region - Iraq?

### **Literature Review**

It's noticeable that effective teachers are those whose students can perform better on tests. While the failure of achieving the learning goals is another major problem in the system of education.

However, the educational system must try to train the individuals' essential skills and knowledge such as self-knowledge, child development, classroom management, subject content, communication skills, observation skills, and presentation skills. In this regard, it was recommended that learners should possess several characteristics including personality which form a focal point in the process of learning the FL. In their study, Zebari, Allo & Mohammadzadeh (2018) found that students have positive attitudes, in terms of the cognitive, affective and behavioral aspects, towards learning English, and there is a statistically significant difference between the male and female students based on gender.

Most of the previous studies asserted that the growth of academicians is through developing styles and strategies of learning and one can gain such skills by attending conferences and workshops, reading recent articles, and teaching and learning ceaselessly. Hence, in their study, Rajab & Silman (2017) found that “instructors and administrators suggested that many areas need to be improved in higher education. One of these areas is the lack of training courses for leadership. Other areas that need improvements are, methods of teaching, and developing programs for instructors and administrators and guiding them how to

open such courses that can improve the quality of teaching, curricula, evaluation and educational methods ”.

According to (Rebecca, 2003), styles and strategies are the two key variables affecting language learning. Therefore, teachers should look for an individual's progress, proficiency and motivation in L2. Likewise, Rajab & Faqe (2018) in their study discovered that teachers adopt more of a reactive management style than proactive. Moreover, teachers are bound to encounter more of pupils' behavioral problems in the classroom as behaviors will negligibly be allowed to manifest before solutions are sought.

Moreover, appropriate language learning strategies are resulted in greater motivation and confidence to help learners to take responsibility for their own learning. Teachers are encouraged to choose appropriate teaching techniques for students and teach them how enhance self-directed methods (Krashen, 1982).

Several studies pointed out that the most important factors that distinguish effective from ineffective schools are the proportion of effective teachers. In that event Dominic Castello (2015) states that the acquisition of second language in the class is often done at a stage when the mind is more developed, classroom learning is more syntactic in nature than L1 acquisition and requires a more conscious and sustained effort. Consequently Saeideh Ahangari and Roya Zamani (2016) show that students expect a good English teacher to have the ability to develop the proper relationships with students, and the ability to build confidence and maintain discipline in the classroom as the most important points.

In a study conducted by Alzebaree & Hasan (2020) on describing the characteristics of the effective EFL teacher as perceived by Kurdish high school students, it has been found that students emphasized on English proficiency most. Furthermore, both males and females had the lowest mean scores for English culture. However, no significant difference was found neither between males and females nor between high achieving students and low achieving. The findings indicated that reading English well, managing the classroom properly and being confident and having self-control had the highest mean score.

Mashadi (2017) investigates the type of effective behavior of EFL teachers that promote positive effect on EFL learners as perceived by undergraduate students in Indonesia. Seven dimensions of EFL teachers' behavior are perceived as signs that could promote effective EFL learning in undergraduate education. While Ramirez and Romero (2012) suggest that using technology in English language teaching will positively affect the student participation in the class and the results indicated that the most commonly used are board and the textbook and teachers inadequately use available materials.

Furthermore, some other researchers proposed that both teachers and learners may have different perceptions depending on how good the teachers' qualities are of language teaching. In this token the characteristics of a good teacher could change over time (Homo Babai Shishavan & Karim Sedeghi, 2009).

## **Methodology**

### **Research Design**

The questionnaire was designed according to what the researchers of the study need to know about Kurdish teachers of the English language, their awareness about the English language, and its effectiveness in the process of teaching and learning among the university of Duhok instructors. The study was carried out on (30) participants of both males and females teachers who teach at Duhok University. To elicit information about the teachers' points of view towards the effectiveness of the English language, the questionnaire is constructed to achieve the aims of the study.

### **Participants**

This study was a combination of 30 EFL teachers, 14 males and 16 females aged between 25 to 70 years old. Most of them were native speakers of Kurdish, while others were Arabic native speakers. The questionnaires were distributed randomly in five different faculties in the University of Duhok during the academic year 2019 - 2020.

### **Procedures of Data Collection**

The data was collected from 30 teachers, MA, and Ph.D. holders majoring in English language teaching, translation and psychology, and from the basic education faculties in Duhok university. After the piloting stage, the questionnaires were administered to the participants and it took about 10 minutes to answer, and the researchers explained whenever participants faced any difficulty.

## **Results**

### Results of statement 1

The aim of this statement is that whether the teacher should understand English well or not, the results show that 22(73%) of the participants strongly agreed about and 8(27%) of them had just agreed.

### Results of statement 2:

The results show that the teacher must know about English culture to know how to teach like natives, so 20(67%) of the teachers strongly agreed and 9(30%) of them just agreed but one of them (3%) had no idea about the statement.

Results of statement 3:

The findings reveal that 21(70%) of the teachers strongly agreed that teachers must read English well and 9(30%) just agreed, so in this statement we understand that the teachers should read the words correctly.

Results of statement 4:

It is important for teachers to integrate group in activities in the class in the way the students will be more active and not feel tired in the class, so 22(73%) of the teachers strongly agreed about and 8(27%) of them had just agreed.

Results of statement 5:

One of the most important things in teaching is that teachers must be on time and divide class time for different activities. 19(63%) of the teachers strongly agreed about managing the class time while 11 (27%) of them had just agreed.

Results of statement 6:

Maintaining a good classroom atmosphere is needed in the class like the weather or teacher's behavior in the class, so 22(73%) of the teachers strongly agree and 6(20%) of them said just agree. Furthermore, 2(7%) stated that they had no idea about the statement.

Results of statement 7:

The result indicated that the teachers should give students opportunities in the class to use English for whatever the purposes are, in this way students will be able to speak and be fluent in English without any shyness, 19(63%) strongly agreed and 11(37%) just agreed.

Results of statement 8:

Being friendly to students is very crucial but some of the teachers did not like this idea but among them no one disagreed, therefore, 22(73%) of the teachers strongly agreed and 7(23%) of them had just agreed.

Results of statement 9:

Helping students is worthy and whenever they face a problem. About 18(67%) of the teachers strongly agreed, and 12(33%) of them had just agreed.

Results of statement 10:

Nearly 18(60%) of the teachers strongly agreed about having a sense of humor and 12(33%) of them had just agreed.

Results of statement 11:

Regarding the statement that was asked the teachers about being open to criticism, 14(47%) of the teachers strongly agreed and 13(43%) of them only agreed but 3(10%) of them had no idea about the statement.

Results of statement 12:

However, paying attention to personal needs is important. The results revealed that 16(53%) of the teachers strongly agreed while 14(47%) had just agreed.

Results of statement 13:

The teachers should guide, motivate students, and show them the way of learning English language. They should also help students to build self-confidence, though 16(53%) of the participants strongly agreed and 14(47%) just agreed.

Results of statement 14:

Good pronunciation makes a good impression. Sometimes people cannot convey the message because of the mispronouncing an utterance so teachers need to pronounce English well to convey the message accurately, according to the results 18(60%) of the teachers strongly agreed about the statement while 12(40%) of them had just agreed.

Results of statement 15:

The syllabus demonstrates the kind of teaching that teachers do, it is a way to get students excited about the upcoming semester and interested in class. Though 17(57%) of the participants strongly agreed about and 7(23%) of them had agreed.

Results of statement 16:

The flexible teaching approach is absolutely essential in learning. It is not only imperative for your students but also for your own sanity. So nearly 15 (50%) of the teachers strongly agreed about the statement, 11(37%) of them only agreed, 3(10%) had no idea while only one of the participants disagreed about being flexible.

Results of statement 17:

Beyond achievement, homework can also lead to the development of good study habits and foster independent learning and teaching responsibilities. In this case 18(60%) of the teachers strongly agreed and 12(40%) of them just agreed about assign the homework.

Results of statement 18:

Teachers should prepare the lesson well before they start teaching the materials and should follow the timetable every day to know what they teach? That's why all the participated teachers 30(100%) strongly agreed for preparing the lesson well before they attend the classes.

Results of statement 19:

There are many ways for teachers to keep their practice up-to-date like the internet and technologies which are a valuable tool in this respect. Around 13(43%) of the teachers strongly agreed and 17(57%) of them agreed.

Results of statement 20:

It is very important for teachers to use lesson plans and divide the class time for different activities in order to know from when and where to start and finish the curriculum, in this way 14(43%) of the teachers strongly agreed and 16(53%) of them agreed to use lesson plans.

## **Discussion**

As the results show above, teachers of EFL hold different opinions towards the characteristics of effective English language teachers. It is important to note that English for nonnative speakers is useful in all aspects like a business and working with internationals and should be taught correctly. Teaching English has a great responsibility for teachers of EFL such as pronunciation, grammar, vocabularies...etc. The study enhanced the good characteristics of English language teachers that must be taken into consideration. Teachers' availability is considered to be the main factor to students to enrich themselves with language knowledge,

Moreover, the revealed results will help university teachers of the English language gain important knowledge which will facilitate the recruitment of individuals into the teaching profession as well as provide support, appropriate materials, and professional development that will lead to the retention and job satisfaction of EFL teachers. Respecting the impressiveness of teachers' professional development on their target language, teachers training programs should develop more if they prefer to come through the process of developing effective teachers.

## **Conclusion**

The findings revealed that teachers have different perceptions regarding higher educational settings, teaching qualities, and increasing dimensions of communicative skills particularly in Kurdish context.

Regarding the results, new ways and areas need to be prepared for students which require qualified teachers in using, introducing, analyzing, and teaching English as a medium for learning and communication. In the same regard, people, in this globalized world, needs a competent curriculum and teachers. Therefore, providing qualified teachers with opportunities to develop their profession is a must.

Finally, this study will help teachers of universities to gain useful knowledge which facilitates the recruitments of personals into the teaching profession as well as support appropriate curriculum, and professional development that will lead to the retention and job satisfaction of EFL teachers.

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## **The Impact of Malaysian Education and Social Science Lecturers' Trait Emotional Intelligence and Classroom Discourse on Students' Comprehension of Learned Jargons**

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### **Abstract**

Over the past few years, educational researchers have begun focusing more on emotional intelligence (EI) involving lecturers. Lecturers whose emotions are positive are normally associated with a better emotional competency (Trigwell, 2012). When emphasising on language variations, jargons continue to be misapprehended with the others (Chaika, 1982; Trask, 1999). The present study has found a gap, which is to examine the relationship of lecturers' trait EI and their classroom discourse on the students' comprehension of learned jargons. The sample size consisted of 6 lecturers and 31 students from the Department of Education and Social Sciences of a private university in Malaysia. This research employed a mixed-methods design that involved two main parts. Data were collected from questionnaires comprised of both open- and closed-ended questions for lecturers and students, and a short form trait EI questionnaire (TEIQueSF; Petrides, 2009) for the lecturers, that were computed into Google Forms. First, the lecturers' and students' comprehension of learned jargons were descriptively analysed through SPSS (i.e the quantitative analysis). Second, the qualitative analysis was manually carried out to examine the student's perspectives of the lecturers' classroom discourse and the learned jargons. Based on the data analysed using Pearson's correlation, there was no correlation between the lecturers' trait emotional intelligence with students' comprehension of learned jargons. However, there was a significant positive correlation between two trait EI – emotionality and sociability which concurred with Sucaroma's (2012) findings. It was also found that most students did not understand the meaning of learned jargons unlike what lecturers have conceived. Due to the small sample size, further investigations within this research area is necessary. The present study has implicated that lecturers need to modify their classroom discourse to promote student understanding of the learned jargons instead of rote memorisation.

**Keywords:** *Language Variations; Jargons; Trait Emotional Intelligence, Classroom Discourse; Psycholinguistics*

## **Introduction**

In recent years, the topic on lecturers' emotions has piqued the interest of educational researchers. From the position in which emotions were constantly seen as peripheral to teaching, educational researchers who have investigated the emotions of lecturers have reached the unanimity in which emotions are the essence of teaching as well as being a part of the lecturers' lives (Hargreaves, 2001; Isenbarger & Zembylas, 2006). Emotions play a crucial part in the development, education, as well as formation and transformation of both lecturers' and students' identities or self-understanding (Alavinia & Agha Alikhani, 2014; Fahim & Pishghadam, 2007; Hamachek, 2000; Hargreaves, 1998; Hayes, 2003; Intrator, 2006; López, 2011; Pishghadam, 2009; Yin & Lee, 2011; Zembylas, 2003). Consequently, the relevancy of emotional intelligence (EI) to the work of lecturers has been recognised throughout the world. The outcomes of many research studies have demonstrated that the ways lecturers emotionally undergo the teaching context is substantially related to their teaching approaches. Positive emotions are usually consociated with a student-centred approach while negative emotions are associated with transmission approaches instead (Trigwell, 2012). Lecturers usually deem emotions expressed in front of students as a skill, and that high-quality lecturers are capable of using their emotional competency efficaciously in their teachings (Hosotani & Imai-Matsumura, 2011).

With respect to educational research, language functions are also increasing in the current modernised society. Language plays an important role in education, domestic and international trading, government administrations, science and technology, politics, and sports. In all of these professional fields, communication occurs with the use of a specific and peculiar language known as jargons. Yet, jargons are still one of the most misunderstood language variations in sociolinguistics, which is the study of language employed in the society via social interactions (Chaika, 1982; Trask, 1999). As a result, there are extraordinarily few research studies pertaining to the teaching of jargons in an academic setting, and thus, similarly for the effect of lecturers' trait EI on their teaching approaches (classroom discourse). Even so, these few research studies are found often investigating each component separately. Therefore, the present study aims to bridge the gap in the educational research in terms of the effect of the lecturers' trait EI on student comprehension levels of educational jargons.

## **Background of the Study**

In the past, the focal point of prior educational and research system was primarily on the cognitive component of individuals such as memory and problem solving. The individuals

with high intelligent quotient were considered as intelligent. However, over the past few decades, there has been a rising interest in the emotional components of people in both second language (L2) and scientific literature. Considered as a sub-set of social intelligence, EI is believed to affect the different areas of human life which include the achievement of language. There is a substantial body of research studies (Alavinia & Agha Alikhani, 2014; Fahim & Pishghadam, 2007; López, 2011; Pishghadam, 2009) that corroborates with the position of an individual's EI to different language achievement areas. Hence, it can be resolved that higher EI levels could serve as the drive and motive for language achievement. This is to say that individuals with higher EI levels are anticipated to convey more positive mental attitudes towards the learning of an L2. Likewise, Fahim and Pishghadam (2007) also observed a significantly positive relationship between EI, academic success, and skills. However, most of the EI research focused on student achievements instead of the lecturers' teaching approaches (classroom discourse). Even research done with regards to lecturers' EI were more closely associated to the aspect of their workloads (Yin et. al., 2013), self-efficacies (Moafian & Ghanizadeh, 2009), life satisfaction (Augusto Landa, 2006), as well as burnouts (Chan, 2006; Platsidou, 2010). Additionally, in the existing literature, there was a clear conceptual distinction between ability EI and trait EI. Most of the formerly mentioned literature are on the ability EI except for research done by Platsidou (2010) that focused on trait EI instead.

Language and communication are a basic essence of human lives and hence cannot be severed and disjointed. It is almost impossible to live without the use of language. Language is generally communicated directly or indirectly in either the spoken or written form. In terms of society and the usage of language, it is known as sociolinguistics as it is the study of language usage in the society through social interactions. However, in sociolinguistics, there also language variations such as dialect, jargon, register, slang, and sociolect and these language variations are often mixed up in terms of their usage by the society. Hence, there are overlapping definitions and characteristics for these language variations (Allan & Burridge, 2006; Holliday, 2007; Holmes, 2001; Hornby, 1995; Wardhaugh, 2006; Yule, 2010). Amongst all language variations, jargons are the most misinterpreted language variation. This demonstrates the rarity of research studies done on jargons, and more so in terms of teaching jargons.

Regardless of the plethoric research about language variations and emotional intelligence, the present research makes a beneficial contribution to both fields as no research has been done yet on this topic, which is examining the effect of lecturers' trait EI and

classroom discourse on student comprehension levels of educational jargons. Hence, this study is both crucial and apropos.

### **Current Research Situation and Problem Statements**

A gap was found in the existing literatures involving language variation, specifically on jargons and lecturers' trait EI. No studies have been done yet to investigate the effect of lecturers' trait EI on student comprehension levels of educational jargons. In addition, there is also a lack of research when it comes to the investigation of the effect of both lecturers' trait EI and the classroom discourse employed on the students' comprehension of educational jargons. Lastly, the research field of psycholinguistics in Malaysia is still at its infancy. Therefore, the present study aims to bridge the gap within educational research in terms of the effect of lecturers' EI on student comprehension levels of educational jargons.

### **Purpose of the study**

This study intends to draw a relationship between the impact of lecturers' trait EI on the students' comprehension of learned jargons.

### **Research Questions**

The central research questions pertinent to the purpose of this research are as follows:

1. What is the most common trait EI out of the 4 dimensions found in TEIQueSF amongst education and social science lecturers?
2. How do education and social science lecturers engage in classroom discourse focused particularly on the teaching of educational jargons?
3. What is the comprehension rate of education and social science students in terms of educational jargons?
4. What are the perspectives of education and social science students on the education and social science lecturers' classroom discourse methodology for educational jargons?
5. What is the significant correlation between education and social science lecturers' trait EIs with the education and social science students' comprehension of educational jargons?

### **Research Objectives**

The aims of this research are:

- (i) to identify education and social science lecturers' most common trait EI;

- (ii) to investigate the way education and social science lecturers engage in the classroom discourse focusing particularly on teaching educational jargons;
- (iii) to evaluate education and social science students' comprehension rate of educational jargons;
- (iv) to analyse the co-relationship between education and social science lecturers' global trait EIs with education and social science students' comprehension of educational jargons.

## **Literature Review**

### **Jargon – A “Misconstrued” Language Variation in Sociolinguistics**

The etymology of sociolinguistics comes from the words, *socio-* and *linguistics*. This term, by nature, depicts the knowledge of the way language is utilised in a social context. This concept has affected many experts suggesting sociolinguistic definitions. The simplest definition of sociolinguistics, as provided by Finch (2003), is the study of language and society. This signifies that sociolinguistics has always been the primary issue pertaining to the relationship between language and the society. Wardhaugh (2006) mentioned that sociolinguistics is an endeavour to seek a relationship between the linguistic and social structures, as well as to observe alterations which occur. A linguistic structure depicts the linguistic component's rule which produces a wider component while a social structure demonstrates the systematic behavioural patterns between interindividual, intergroups, or individual relationships. Hence, sociolinguistics examines language's social utilisations and the social evaluation of language variation.

Chaika (1982) devised sociolinguistics as the study of language utilised in the society via interaction. It addresses how people aim to express their meanings in a social interaction. This is corroborated by Trask (1999) who defined sociolinguistics as the branch of linguistics that investigates the relationship between language and society. Furthermore, he reasoned that each society is likely to produce several language variations. Therefore, sociolinguistics could be the study of language variation instead.

Coulmas (2007) suggested that sociolinguistics covered two domains. The first domain deals with languages' descriptive sociology. This domain handles finding the solution to the approved social organisation of language utilisation within a societal community and looks to relate to the standards of language utilisation. The latter domain handles the dynamical sociology of languages. It pertains to the way varying change rates impact the social

organisation, either in terms of the usage of language or an individual's demeanour towards language.

Moreover, Marshall (2004) mentioned that sociolinguistics is mainly involved with integrated models to explain the connection between three fields – linguistic change, linguistic variation, and social structure. Linguistic change is a phenomenon through which some branches of linguistics such as grammar, morphology, phonetics, phonology, and pragmatics differ over a period. This concept is substantiated with the elaboration of the five reasons of linguistic change, which are the imperfect learning of grammar, contact, functional, social, and structure (Culpeper, Kerswill, Wodak, McEnery, & Katamba, 2009). The imperfect learning of grammar addresses the phenomena where there is a deficiency of a complete learning by the young generation leading to modifications, such as *for* and *from*. Contact factor takes place because of the interaction with other languages. The functional aspect is passed off as the occurrence of changes such as *going to* into *gonna*, *kind of* into *kinda*, *sort of* into *sorta*, and *want to* into *wanna*. The social factor shapes language change in terms of age, class, ethnicity, and gender. Lastly, the effect of the structural factor on language change is focused on the formal relationship between linguistic elements. On the other hand, the second field, linguistic variation, denotes the range of difference between the world's languages. Linguistic variation is impacted by the regional aspects as well as the social aspects where the language is utilised. The final field being the social structure, consists of the modelled social arrangements that is “wholly-structured” to the society that distinguishes some of them into varying degrees.

Based on these suggested sociolinguistic concepts, it can be reasoned out that sociolinguistics is the study of the linguistic field which examines the factors impacting society; for example, cultural norms, contextual situations, and expectation where language is utilised, and the way language utilisation affects society.

Aforementioned several times about the variation of language, it is one of the main aims of sociolinguistics that are the outcome of the relationship between language and social factors. These social factors include age, education, professional occupation, social status, social occasions, and many other factors (Barber & Stainton, 2010). The primary types of language variation as evidenced in grammar, pronunciation (in terms of accents), and vocabulary include regional variation such as regional dialects, and social variations such as argot, ‘genderlect’, jargon, sociolects, and social dialects.

There are two key facts about language variation (Coulmas, 2007). Firstly, language variation is ever changing in all areas involving structures, such as discourse, grammar, phonology, semantics, style, and vocabulary. This occurs in the example such as the case in

which American English pronounces *whine* [hwain] which melds with *wine* [wain]. Secondly, language variation varies in dissimilar ways at various place and times. This occurs in the example such as the case in which English speakers presently say and write *ice cream* in lieu of *iced cream*. It was unconsciously considered a vulgar error in the 1900s.

Malmkjær (1995) mentioned that numerous sociolinguistic studies are concerned with how language varies in concordance with the social contexts. These studies also discussed where the language variation is utilised and how it is based on the social group an individual belongs to. Additionally, these studies also propose to explicate this variation and demonstrate the way this variation of language reflects on the social structure that is influenced by certain factors such as the individual's age, class, ethnic group, gender, and region. The areas of this variation of language occurrence were formulated by Belletti (2007) who distinguished them into two separate points of view – language acquisition and language comparison. Belletti (2007) imparted that language acquisition might have created a foreign area where the variation of language could manifest itself. Language acquisition could have supplied variation alternatives which are also tapped by different languages.

Likewise, Marshall (2004) put forward the point that language variation allows for an explanation of the way communication occurs. Based on his statement, language variation is not whimsical but instead stringently controlled, often by extra-linguistic aspects. The specification of these aspects might assist in the explanation for the changes that occur, such as age, attitude, gender, and social class. In line with this statement is what was mentioned by Eckert and Rickford (2001), in which age, class, or gender is correlative as the said determinants of language variations. These three factors affect language utilisation, for instance in the case of gender, males are more likely to utilise logic and direct statements, as opposed to females.

The factors which have shaped some of the emerging language variations has had an influencing effect on argot, jargon, register, slang, and style. Each frequently coincides with the other. They are often mistaken and misused due to societal equalisation even though they are naturally different. Such is the case for jargons. Yule (2010) suggested jargon as the specialised vocabulary utilised by those within established social groups whilst slang is for those who are outside these established groups. Holmes (2001), on the other hand, states that some linguists have used the term 'register' to closely describe the specific vocabularies consociated with the various occupational groups. In concordance with her is Wardhaugh's (2006) definition of 'register' which is a set of linguistic items colligated with the distinct occupational or social groups. Yule (2010) opposes this by defining 'register' as the

conventional way of utilising language, which is appropriate in a particular context, that may be distinguished as occupational, situational, or topical. He added that one of the most essential features of 'register' is the utilisation of jargon in which its technical specialised vocabulary is consociated with a specific area of interest or work. Furthermore, the term argot also comes along in the discussion of jargons. Allan and Burrige (2006) mentioned that argot entirely converges with the definitions of jargon and slang, in relevance. Hornby's (1995) definition of argot is that it is a set of words and phrases utilised by a specific group which cannot be understood by others with ease. The distinctive feature of argot which discerns it from jargon and slang is the intention of secretiveness. For example, thieves might use the word *package* rather than *stolen goods* with the objective of deflecting suspicions and any information leakage to those who are not members of their group. The other language variation, slang, also has an overlapping distinctive characteristic with the significant aspect of jargon, which is the marker of an in-group solidarity, and hence it is a correlation within individual groups with shared experiences (Allan & Burrige, 2006). Based on their explanations, slang serves as in-group recognition devices and putatively conceal meanings of words and phrases from out-groupers. This is the reason Holliday (2007) has depicted slang as anti-language, or 'the anti-societal language'. More than jargon, slang is 'anti-language' due to its intention to differ the in-groupers from the out-groupers. However, other factors that discerns slang from jargon are the fact that it becomes out-dated or mainstream quicker than jargon, and that slang can generally be substituted with the society's standard language without the fear of losing efficiency during communication (Allan & Burrige, 2006). The last language variation is style, which differs from jargon due to its frequent examination on the formality scales, in terms of the consistent occurrence of textual and lingual structures.

### ***Jargon – A Field 'Infrequently' Researched On***

As previously mentioned about jargons being one of the misunderstood language variations in sociolinguistics, it is also apparent that there are also very few research studies on jargon, more so when it involves academic teaching. To date, only two research papers in other fields of academic teaching has brought up the issue of teaching jargons.

The first paper is a case study done by Brown (2017) about the teachings of jargons in an undergraduate writing-intensive anthropology. She has acknowledged that jargons are often conceived as 'bad' in both the academic and research writing realms due to how it could make meanings vague. In her paper, she described her experiences from teaching a group of undergraduates in a writing-intensive anthropology course. She taught her students in a systematic approach to learning terminologies instead of the traditional 'interim literacies'

which depicts the transitional periods when students utilised previously learnt discourses to gain the mastery in an academic discourse (Moragh, 2007). Brown found that when jargons, in terms of discipline-specific vocabulary, are employed effectively, allow for non-anthropology students to have more confidence in writing. She added that it is also important to focus on the matter of students practicing and incorporating their own academic voices into their writing while incorporating jargons that are unrelated to their disciplines. To her, students' academic voices help in reducing the misuse of discipline-specific jargons in their writings and it assists them in incorporating some common jargons into their own disciplines as well.

In the other research study as carried out by Ong, Dani, and Johari (2013), they focused on the usage of jargons and slangs in strategic studies. Although it was not described in detail on the way utilised in teaching jargons, they did however, identify the model that could be linked to strategic studies, which is by *The Speaking Model* developed by Hymes (1974). *The Speaking Model* was formulated to elevate discourse analysis as a series of speech acts and events found inside a cultural context and it utilises speaking mnemonics to describe police jargons and slangs briefly and promptly. In addition to these findings, they found that the usage of slangs and jargons is an effective communicative method and it is inclined to promote unity in the police profession. They believe this could also help for those working the criminal justice system.

### **Classroom Discourse**

The conception of the language classroom discourse has experienced an assortment of interpretations. Nunan (1993) viewed classroom discourse as the distinctive discourse type happening in classrooms. Discourse which occurs in the language classroom is a subject with regards to the oral language usage in the classrooms. In a period of less than 35 years, a significant focal point in both fields of applied linguistics and education research has attempted to comprehend the nature and implications of classroom interaction, or what it is generally denoted as 'classroom discourse' at present. Among all approaches to the spoken discourse, one influential model stood out, as developed by Sinclair and Coulthard (1975) and recognised by McCarthy (1991). In their model, Sinclair and Coulthard proposed a three-tier approach, *beginning-middle-end*. This is to concentrate on the distinguishable *moves* which occurs in spoken discourse, that could also be conceived as *question-answer-comment* in the classroom environment.

Generically, studies with regards to the classroom can be observed from three differing views (Johnson & Johnson, 1998) – the interaction view (amongst lecturers and learners with

one another), the way instruction affects language development view, and the view if different instruction methods have dissimilar effects on the development of language. Nevertheless, Behnam and Pouriran (2008) purported that the classroom discourse could be divided into four structures – Initiation-Response-Feedback (IRF), Instruction, Probing Questions, and Argumentation.

Initiation-Response-Feedback (IRF) is the most traditional discourse type in which the lecturer first asks a question (Initiation), the student provides an answer to the question (Response), and lastly the lecturer evaluates the student's answer (Feedback). Then, the cycle of IRF continues (Richards, Platt, & Platt, 1992). In this cycle, the students' answers are generally brief and sometimes vague as students are concerned with their lecturer's expectations of their answers. In this discourse, the lecturer's primary role is asking questions, and only several students are actively involved. The second type of discourse is providing instructions. The lecturer passes statements which are either directive or informative and the students have no need to answer them verbally but by physically following the statements passed to them. The third discourse structure is through probing questions. The lecturer first asks referential or 'thinking' questions (Brown, 2001) in which students are urged to provide a longer answer to these questions. Their answers might challenge the lecturer's position or expected answer and the lecturer is not required to provide an immediate evaluation after receiving the students' responses. The final discourse type is argumentation which can be considered as an extension of probing questions. The lecturer calls for the involvement of his or her students in a challenging situation with the aim of making them justify their answers. Questions asked or statements given are usually referential, similar to probing questions, and these questions are used to attempt to evoke students' answers in the form of predictions, clarifications, and explanations. However, no studies have been done involving all four structures of classroom discourse.

### **Emotional Intelligence (EI) – Trait EI**

Emotional intelligence (EI) pertains to the process of an individual's assessment of his or her own and others' emotions, conveying the appropriate feelings, processing the information with regards to emotions and the regularisation of emotions in order to establish a better life (Bown & White, 2010; Deveci & Nunn, 2016; Ghanadi & Ketabi, 2014; Razavi, 2014; Salovey & Mayer, 1990; Sucaromana, 2012). The definition provided by Goleman (1995) is the ability to motivate oneself, have persistence, self-control, and seal. Furthermore, he adds that EI is a much more powerful factor as compared to IQ in the different walks of

lives (Goleman, 1995). In concordance with these conceptualisations of the EI construct, it can be presumed that the consolidation of Man's cognitive and emotional reasonings (cognitive and emotional intelligence) may render positive results in the language learners' development – emotionally and intellectually.

In the existing literature, there are two different EI models, the ability and the trait models. The ability model shows EI as an individual's mental ability to be able to manage, perceive, understand, and use emotions in the self as well as in other individuals. This model is ordinarily assessed with maximum performance tests, such as the Multifactor Emotional Intelligence Scale (MEIS; Mayer & Salovey, 1997) and the Mayer-Salovey-Caruso Emotional Intelligence Scale (MSCEIS; Mayer, Salovey, & Caruso, 2004). Meanwhile, in the trait model, EI is conceived as a configuration of emotion-related behavioural dispositions and self-perceptions pertaining to an individual's ability to recognise and utilise emotion-related information (Shi & Wang, 2007) that are located at the personality taxonomies' lower levels (Petrides, Pita, & Kokkinaki, 2007). As for the assessment of trait EI, self-reporting measures are commonly assumed by utilising instruments such as the Emotional Intelligence Scale (EIS; Schutte et. al., 1998), Wong and Law Emotional Intelligence Scale (WLEIS; Wong & Law, 2002), and Trait Emotional Intelligence Questionnaire (TEIQue; Petrides, 2009).

In the present study, Trait Emotional Intelligence Questionnaire – Short Form (TEIQueSF, version 1.50; Petrides, 2009) will be utilised as the questionnaire of choice for lecturers. To briefly summarise, the TEIQueSF was contrived based on the procedures utilised in the development of the classical psychometric scale (Petrides, Pe'rez-Gonza'lez, & Furnham, 2007), with the aim to evaluate the global trait EI. This scale is based on the long form (153 items) of the TEIQue (Petrides, 2009). After specifically analysing the contents of EI salient models and the cognate constructs in the existing literatures, Petrides and Furnham (2001) deduced the trait EI's sampling domain which is comprised of 15 facets organised under four main factors – emotionality, self-control, sociability, and well-being. The principle for the construction of this scale was to include all of the core elements that are common to several models, and yet exclude all peripheral elements appearing in a certain model. Therefore, the commonalities of the different items which constitutes the scale were carried forward into a total (internally uniform) score, with random and unique elements being wiped out in the process. As for the TEIQueSF, two items from each of the respective 15 subscales in TEIQue were chosen for inclusion as they are primarily found to be correlated with the conforming total subscale scores.

## ***EI and Teaching***

Based on the research done by Sucaromana (2012), it was mentioned that it would be best when lecturers are self-aware of their own emotional well-being and EI as well as that of their students. Emotional intelligence induces learning in many ways and ameliorates the retention of language. Furthermore, she suggested that EI could fill in the gaps when it came to acquiring languages, where most students have trouble in utilising and employing the learned languages, for which teaching could surely be carried out in a more effective manner.

Moreover, she adds that with EI, the lecturers would not just help foster a positive atmosphere in the classroom, but also become more influential to students in terms of enhancing their own respective EI. Lecturers would have to address all types of emotions in a social setting and adapt their own actions and mannerisms following the social setting in order to be at their most effectual state. By nature, each individual has EI. Nevertheless, if the lecturer has low EI, his or her students' EI development would be at the very minimum. For instance, it would not be possible for a lecturer to provide sound advice and control a classroom comprising students with bad behaviour when the lecturer himself or herself has not developed his or her EI and is unable to fully control his or her own feelings.

## **Methodology**

### **Theoretical Framework**

#### ***Jargons***

##### **A. Definition**

Jargon, as defined by Allan and Burrige (2006), is the language that is peculiar to a specific context such as a profession, a trade, or any other group types. This is the language used in the spoken and written text bodies, covering the limited domain that speakers and writers share a common specialised vocabulary, expression forms, and word utilisation habits. Besides that, Allan and Burrige (2006) also mentioned that jargons are utilised among individuals who have a common work-related or recreational interest. This binds all members of any group type, including professionals, to utilise a specific jargon.

Malmkjær (2002) put forward that jargon is utilised exclusively in restricted contexts such as the labour recruitment or labour. Jargon is similar to mini dialects, with the exception that it is solely utilised for the activities which they were produced for. They are susceptible to the activities' requirements, as well as the speakers' personal and social needs.

Yule (2010) mentions that jargon is a peculiar technical vocabulary consociated with a specific work area or interest. In social terms, jargon assists in the creation and the maintenance

of associations amongst individuals who view themselves as the insiders in a certain way and to exclude the outsiders. Additionally, Hornby puts forward that jargon comprises of technical expressions or words utilised by a specific profession or a social group and makes it hard for others to understand. Spolsky (1998) adds that jargons create a specialised bond amongst in-group members and imposed boundaries for outsiders. This is the case if an individual is unable to comprehend a certain jargon, it signifies that the individual does not belong to a certain group. Jargons are practical in expressing precise meanings efficaciously for particular communities. Hence, speakers and writers of these communities have to be mindful of their audiences when it comes to using their jargons befittingly.

Besides that, the definition of jargon provided by Crystal (2003) is that it is a technical idiom or vocabulary of a peculiar activity or of a particular group. In reality, everyone utilises jargon as it is an indispensable component of the network, occupation, and/or pursuits that constitutes a society. All occupations lay out a jargon component that proles acquire as they train their expertise. Even games, hobbies, and sports necessitate the command of their respective jargons, as do respective groupings of society having their own peculiar jargons. Due to these factors, the individual's language has the tendency to alter, especially during the period he or she has to utilise speech or write the appropriate technical terms. The jargon usage phenomenon consequently proves to be both universal and valuable at the same time.

Meanwhile, Richards and Schmidt's (2002) definition of jargon is that they are spoken, written expressions, or words employed by a group of individuals who are a part of a specific profession or trade which are held together by a common concentration, such as the law jargons or medical jargons. They added that jargons possess their own sets of expressions and words that might be inexplicable to any outsiders of the group. Yet, jargon is occasionally equated to slang as both are similar in terms of senses as well as the language shorthand. Be that as it may, the boundary line between jargon and slang could still be subjected to dispute as the definition of slang, in certain cases but not always, converge nearly altogether with the definition of jargon (Allan & Burridge, 2006).

Allan (2001) purported three measures when it came to distinguishing jargons. Firstly, jargons could be distinguished by its lexical markers – the peculiar usage of abbreviations, and/or idioms. Secondly, they could also be discovered by their syntactical markers such as imperative and passive forms of sentences. Lastly, they could be distinguished by their presentational markers that are in terms of the format and prosodic (amplitude, rhythm, and voice quality) that they were contextually presented.

Briefly, jargon is a technical language of a certain profession or trade, which utilises strange vocabularies, complicated phrasing, and muddled meanings. They are exclusive terms that are recognised by insiders rather than outsiders of the group. There are reasons to the creation of these jargons. Firstly, it is meant to keep out individuals or rookies who are not part of the group as jargons could provide a belonging sense to an individual with the respective group. Additionally, jargons are good indicators for personal identification when individuals try to identify with a specific group. Apart from that, the creation of jargon allows for effective communication, especially if the particular word or phrase has to be mentioned often. Thus, a single word is much more economical as compared to a lengthy phrase or sentence. Jargons commonly utilise items that already exist in the language, but their function and meaning are further extended for accommodation. Jargons seldom utilise entirely novel constructions or words. Nearly all jargonised words are old, but they are given new and dissimilar meanings.

### **Types of Jargon**

According to Carr (2006), a majority of linguists conceived that jargon should be best set aside for specialists. In other words, people denote this as ‘art terminologies’, ‘shop talk’, or commonly known as ‘technical jargon’. There have also been many propositions for words badly put together and are unnecessarily long. Presently, one of the most popular jargon, *gobbledegook*, was primitively an American word which intended to echo turkeys’ sounds. Alternatives utilised over the years also include ‘bafflegab’, ‘bureaucratese’, ‘doublespeak’, ‘FOG’ (also known as the ‘frequency of ‘gobbledegook’’), ‘officialese’, and ‘striptrouser’ (made up by George Orwell). The last jargon type involves buzzwords and phrases, also prevalent in most organisations nowadays.

Table 1: Features of the different types of jargon [adapted from Carr (2006)]

	Type of jargon		
	Technical jargon	Gobbledegook	Buzz words
Typical linguistic features	<ul style="list-style-type: none"> <li>• Official names for things</li> <li>• Sometimes spelt with capital letters</li> <li>• Commonly shortened to abbreviations or acronyms</li> </ul>	<ul style="list-style-type: none"> <li>• Long words</li> <li>• Abstract nouns</li> <li>• Latin words</li> <li>• Long-winded, complex and impersonal style</li> </ul>	<ul style="list-style-type: none"> <li>• Many verbs</li> <li>• Often derived from other fields, especially sports</li> </ul>
Common in writing?	Yes	Yes	To an extent
Common in planned speech?	Yes	To an extent	To an extent
Common in spontaneous speech?	Yes	Only words and phrases, not structures	Yes
Rate of change	Depends on rate of change in professional area (very fast in NHS, as government policy changes continually)	Slow	Fast
In an ordinary dictionary?	No	Yes	Not necessarily
Typical length of plain-English alternatives	Longer	Shorter	Varies

### **Functions of Jargon**

A summary of two primary functions of jargon was provided by Brown, Attardo, and Vigliotti (2014) and supported by Allan and Burrige (2006). Firstly, jargon was created to allow for specialised domain speakers to be clear about the ambiguous terms when referring to their peculiar activities, as well as to give the speakers of a respective sub-group the working means of the in-group membership and keeping it exclusive from outsiders. Based on these two primary functions, it can be said that jargons ease the immediate communication between individuals within the same field. However, if jargons are employed outside the said field, it can be baffling and cause misunderstandings. By doing so, this could make outsiders experience inferiority as they may not understand the jargons. Indirectly, most groups frequently utilise jargons to establish social identification, by demonstrating that these individuals belong to a specific group.

### **Values of Jargon**

Most authors in the existing literature frequently conceded jargons as a “bad thing” to be avoided in any spoken and textual types (Carr, 2006). The trouble merely begins when technical jargons are utilised in writings to individuals who are unfamiliar with them, without

the necessary explanations for them. This is especially grievous to readers as they may misunderstand the message entirely.

However, Carr (2006) mentions that it is beneficial for the inclusion of jargons with proper explanations in public documentations. She provided two reasons for this matter. Firstly, when viewed from the practical perspective, Carr mentioned that it is inconceivable to replace all words and phrases to fall into the technical jargon category with plain-English or layman translations that are brief and precise in meaning. Secondly, when viewed from the ethical perspective, revealing these technical jargons to the audience allows them to have a better understanding of the respective field, indirectly reducing the audiences’ inferiority.

Besides that, buzz words or phrases could likewise be utile as a shorthand type, while their plain-English or layperson translations are frequently longer. Yet, the meanings of buzz words or phrases are often unclear and indistinct, even when utilised amongst colleagues. On the other hand, Gobbledegook could nigh be substituted with plain-English and layperson alternatives which are less verbose and well-defined in meaning.

Table 2: Values of different types of jargon [adapted from Carr (2006)]

		Type of jargon		
		Technical jargon	Gobbledegook	Buzz words
Effect on communication	Positive – if used with audience that understands it, or explained to audience that does not	Negative	Negative	
	Negative – if used unexplained with audience that does not understand it			

***Classroom Discourse***

Aforesaid in the previous literature review section, Behnam and Pouriran (2008) suggested that the classroom discourse is divided into four structures – Initiation-Response-Feedback (IRF), Instruction, Probing Questions, and Argumentation. These suggestions will be adopted in this study and is briefly explicated below in Figure 1.

Initiation-Response-Feedback (IRF)	Instruction	Probing Questions	Argumentation
<ul style="list-style-type: none"> <li>• <b>Initiation:</b> Lecturer asks a question</li> <li>• <b>Response:</b> Student provides an answer</li> <li>• <b>Feedback:</b> Lecturer evaluates student's answer</li> <li>• Cycle repeats</li> </ul>	<ul style="list-style-type: none"> <li>• Lecturer provides <b>directive</b> or <b>informative</b> statements</li> <li>• Student follows statements <b>physically</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lecturer asks <b>referential</b> or <b>'thinking'</b> questions</li> <li>• Students are urged to provide a <b>longer answer</b> which may <b>challenge</b> the lecturer's position</li> </ul>	<ul style="list-style-type: none"> <li>• Lecturer involves students in a <b>challenging</b> situation</li> <li>• Students' answers should be in the form of <b>predictions, clarifications, and explanations</b></li> </ul>

Figure 1: Different types of classroom discourse [adapted from Behnam and Pouriran (2008)]

### *Trait EI Theory*

In the existing literature reviews, lots of theoretical models have been suggested to depict and distinguish the trait EI construct. Amongst all, the most eminent model is the Petrides model which is also known as the Trait EI theory (Petrides, 2010; 2011). The Trait EI theory's objective is to organise them into a consolidative framework involving all of the affect-related personality components, thereby functioning in an integrative manner in the formulation of Trait EI (Mikolajczak et al., 2007). The Petrides model formulates trait EI as a comprehensive, multi-dimensional construct of the content domain (Petrides, 2011). The derivation of this content domain is from the content examination of the earlier EI models and the affective-cognate-motivational constructs which include empathy, alexithymia, self-motivation, and optimism. From this theoretical point of view, trait EI pertains to an accumulation of comparatively persisting affective-motivational personality traits and they reflect the distinctive behavioural, emotional, thought and patterns concerned with the expression, management, perception, and regulation of emotional-related information, as well as the temperament tendencies towards holding a generalised favourable outcome on anticipations, self-control, self-motivation, sociability, and positive emotionality (Perera & DiGiacomo, 2013).

## **Research Design**

This research employed a mixed-methods design that involves two main parts. For the first part of this research, education and social science lecturers' trait EI and the education and social science students' comprehension of learned jargons, were descriptively analysed. Furthermore, the co-relationship between the lecturers' trait EI and the students' comprehension rate of learned jargons were investigated. This part of the study was analysed quantitatively with the aid of the statistical software, IBM Statistical Package for Social Science (SPSS) Statistics Version 25. Then, qualitative analysis was manually carried out to examine student perspectives of the lecturers' classroom discourse and the learned jargons.

## **Procedures**

### ***Participants***

#### ***A. Lecturers***

The first group of participants consisted of 6 lecturers aged between 21 and 60 years old with a range of between 1 and 20 years of teaching experience. Their educational level varied from high school to PhD. This group comprised of 4 females and 2 males from different educational backgrounds, the majority of whom had majored in the different branches of the English Department – Education (TESL), Early Childhood Education, Counselling and Guidance, Education (Physical Education and Health), Public Relations & Entertainment Management, Education (Visual Arts), Education (Science), Public Relations Management, English Language & Literature Studies, and Psychology. Some however, had certificates in majors other than English and still had the necessary qualifications to teach.

#### ***B. Students***

The second group of participants consisted of 31 students aged between 18–40 years old. They were made up of 22 females and 9 males from different education departments, the majority of whom had majored in the different branches of the English Department – Education (TESL), Early Childhood Education, Counselling and Guidance, Education (Physical Education and Health), Public Relations & Entertainment Management, Education (Visual Arts), Education (Science), Public Relations Management, English Language & Literature Studies, and Psychology.

### ***Questionnaire - TEIQueSF***

TEIQueSF consists of a 30-item questionnaire. Respondents used a 7-point scale for these items. This 30-item form includes two items from each of the 15 facets of the TEIQue.

Items were selected primarily on the basis of their correlations with the corresponding total facet scores, which ensured broad coverage of the sampling domain of the construct.

### ***Data Collection***

The respondents were asked to answer open and closed ended questions in the respective questionnaires already computed into Google Forms for ease of access. The respondents completed the questionnaires in a span of 5 to 15 minutes. Before they answered the questionnaires, information was provided with regards to this study and that anonymity was preserved as no identifiable questions were asked. Instructions and explanations were also provided to them so they would have a clear view about the questionnaires undertaken.

### ***Data Analysis***

The quantitative data obtained was analysed with the use of IBM Statistical Package for Social Science (SPSS) Statistics Version 25. Descriptive statistics was utilised to explore the research questions related to the dependent variable. Bivariate correlations were conducted to ascertain the co-relationship between the lecturers' trait EI and the students' comprehension levels of learned jargons. As for the qualitative data, the answers provided by both lecturers and students in the respective Google forms were manually analysed. In this study, the reliability of TEIQueSF, analysed with Cronbach's alpha, was at 0.936.

## **Results and Findings**

### **Common Trait EI and the Correlation between lecturers' trait EIs and the students' comprehension level of learned jargons**

Table 1 summarizes the descriptive statistics and the correlations amongst the four observable first-order factors. Amongst the four trait EI factors (well-being, self-control, emotionality, and sociability), well-being (Mean [M] = 5.72, Standard Deviation [SD] = 1.078) was found to be the most common trait EI for education and social science lecturers, which was then followed by emotionality (M = 5.15, SD = 1.190). As for the Pearson correlation matrix (also in Table 1), there is a strong correlation between two trait EIs – emotionality and sociability ( $r = 0.936$ ,  $p < 0.01$ ). However, the four trait EIs showed negative correlations with students' comprehension level of learned jargons.

Table 3: The descriptive statistics and Pearson Correlation matrix

	Well-being	Self-control	Emotionality	Sociability	Students' Comprehension Levels of Learned Jargons
Well-being	1	0.605	0.866*	0.856*	-0.148
Self-control	0.605	1	0.675	0.795	0.112
Emotionality	0.866*	0.675	1	0.936**	-0.414
Sociability	0.856*	0.795	0.936**	1	-0.322
Students' Comprehension Levels of Learned Jargons	-0.148	0.112	-0.414	-0.322	1
Mean (M)	5.72	4.53	5.15	4.64	3.50
Standard Deviation (SD)	1.078	1.249	1.190	1.019	0.837

\* Correlation is significant at  $p < 0.05$ .

\*\*Correlation is significant at  $p < 0.01$ .

### Lecturers' Perspective of Students' Comprehension of Learned Jargons

According to the lecturers' perspectives, the most commonly used classroom discourse when it came to teaching educational jargons (Figure 2) were IRF and probing questions, followed by argumentation, and lastly, instruction. As for educational jargons taught before by lecturers, it was found that *assessment* and *Bloom's taxonomy* were the most commonly taught among 29 educational jargons (Figure 3).

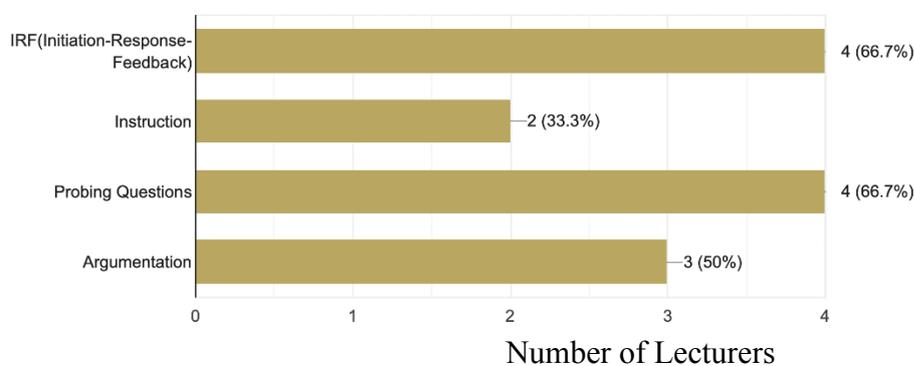


Figure 2: Classroom discourse usually used by the lecturers

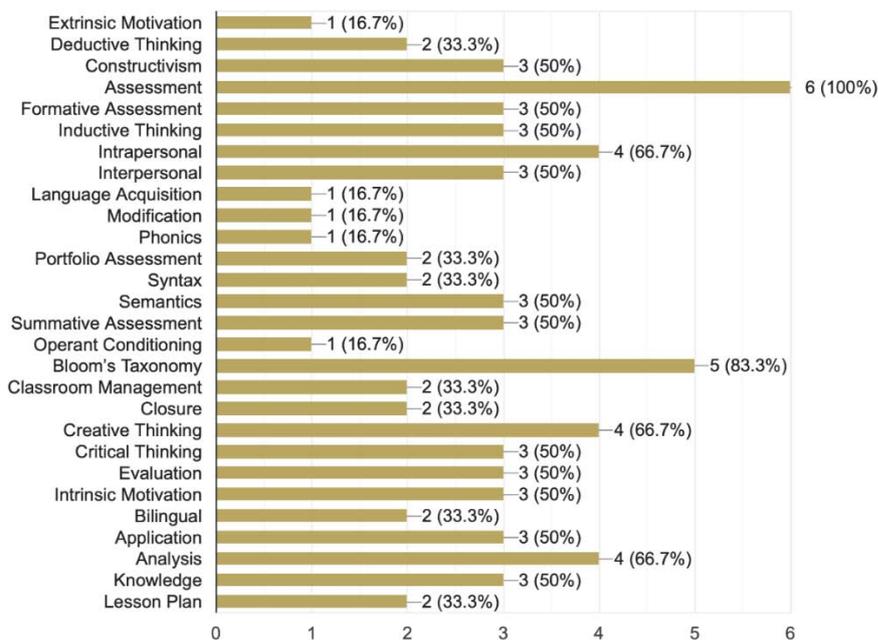


Figure 3: Educational jargons used before by the lecturers during their lessons

Lecturers added that average duration required for the students to understand the educational jargons was 2 weeks (Figure 4) and the majority of them mentioned that the current cohort's comprehension level of educational jargons was fairly good (Figure 5). They have also listed down the educational jargons which they believed were difficult for the students to comprehend (Figure 6).

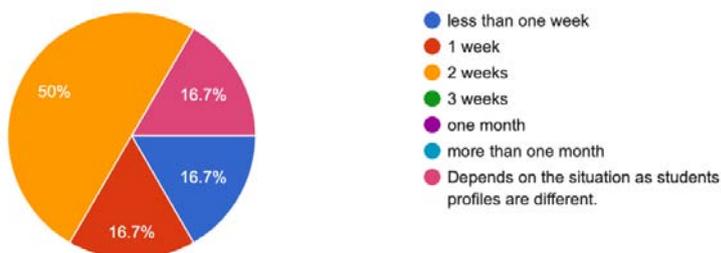


Figure 4: Duration for students to understand the educational jargons

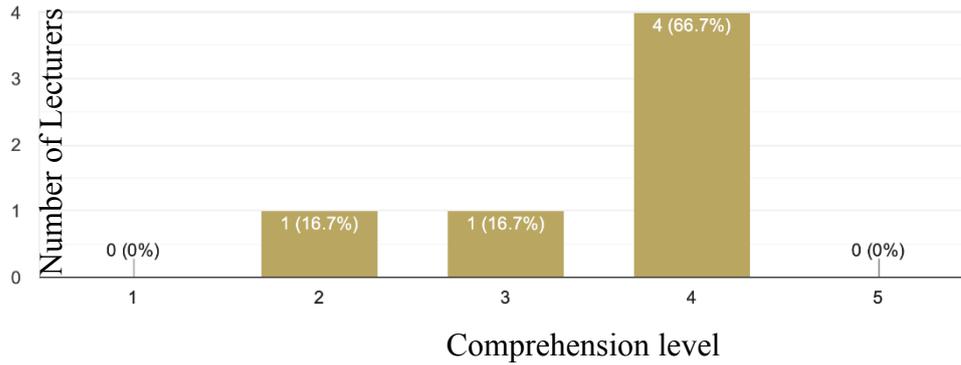


Figure 5: Current intake students' comprehension level of educational jargons



Figure 6: Hardest educational jargons for students

### Students' Perspective of Students' Comprehension of Learned Jargons

Based on the students' perspectives, the most commonly used classroom discourse by their lecturers (Figure 7) were IRF, which was then followed by instruction, probing questions, argumentation and lastly babbling. When students were asked about their satisfaction with the lecturers' classroom discourse methodology, 60% of them answered *Yes* (Figure 8).

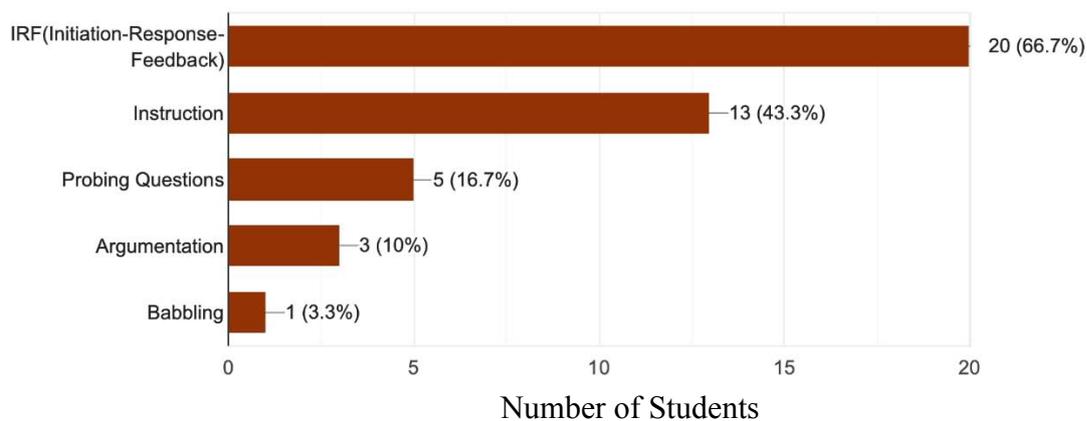


Figure 7: Classroom discourse used by lecturers this semester

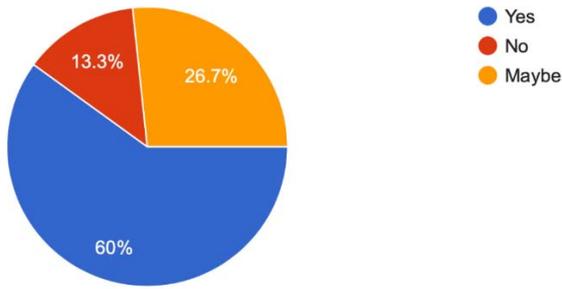


Figure 8: Students' satisfaction with classroom discourse utilised by lecturers this semester

However, when the students were asked for their point of views as to the reason for satisfaction with the classroom discourse used by the lecturers (Figure 9), some declined to answer while some were unsure of the reason and/or did not fully understand the question asked.

No
-
No
IRF
It makes me feel excited to go to class
Scientific terms
Because lecturer utilised it well
Lecturer initiated the students to speak, therefore students will be alert with what they are learning. For the second one, there are some things that students understand and not necessarily needed to be tested on that.
Both subjects have their own characteristics that cater my needs.
Because it is completely good
Because of two way communication
Nil
i dont know
Effective for students
Good Interaction between lecturers and students
Direct and Clear
Good for making the students active in class
Fast Reponse regarding the issue
Strict and Clear
Leisure situation
Easy to understand
Because we did implement both IRF in class and also been given an clear instruction in class for us to understand
I voted for maybe

IRF allows students to learn through listening and being actively involved in the classroom lesson. Although not all students get to be asked questions and evaluated, the other can learn from what their peers answer and the feedback the peers receive. This allows students such as myself, to know about a topic better. As for Probing Questions, it allows us students to think deeper, more critically and try to bring back past memories of the topic in order to answer a question. It helps us immensely when a little scaffolding is given, and for us to be able to answer freely in our own words and question the lecturer to understand better of what we have been learning.

Students affair

Figure 9: Students' point of view if they were satisfied with the classroom discourse utilised by lecturers this semester

Furthermore, when the students were asked for their point of view as to the reason they are not or probably satisfied with the classroom discourse used by the lecturers (Figure 10), some declined to answer while similar to before, most were unsure of the reason and/or did not fully understand the question asked.

Yes
-
Maybe
The lecturer used native language only
No
Argumentation
No
Because the lecturers tend to talk too much and dragging the topic until out of the topic
No problem
I'm okaay with it
.
Nil
Not sure
Not all students can response very well
Should be a question and response between lecturer and student
ya
I voted for maybe
Students need

Figure 10: Students' point of view if they were not or probably satisfied with the classroom discourse utilised by lecturers this semester

Furthermore, when the students were asked about the most commonly encountered educational jargon for this semester (Figure 11), a majority of them were able to list down the

jargons. Yet, some refused to list any jargons down and others were not sure of non-jargon, plain-English, and layman terms. One of them provided an honest feedback of not knowing the meaning of *jargon* too.

Bloom Taxonomy, piaget, Universal Grammar, FLA, SLA
Theatre...many new word csn find
I m not aware
Cognitive learning, cooperative learning, emotional intelligence, GPA, ESL
Cant remember
Act, egg, safe, save, mostly having trouble to pronounce the words
Interpersonal, intra personal, keen, intercept, alohamora
-
The word jargon itself. Contextualize. Literature review. Reliability. Integration.
No jargon
Jargon is a literary term that is defined as the use of specific phrases and words in a particular situation, profession, or trade. These specialized terms are used to convey hidden meanings accepted and understood in that field. Jargon examples are found in literary and non-literary pieces of writing.
English jargons Medical Science Beauty standards Eucentric
A certain trade, Profession Vernacular Academic field Language
Sll, sla, cant remember
Nil
Sla, ell, tesl
Deductive, Inductive, Piaget, GTM, DM
Bloom Taxonomy, FLA, SLA, GTM, DM
Extrinsic Motivation, Insintric Motivation, Deductive, Inductive, DM
Bloom taxonomy , piaget, dm, fla, sla
FLA, SLA, DM, Bloom Taxonomy, Inductive
DM, SLA, FLA, Bloom Taxonomy, Piaget
Extrinsic Motivation, Intrinsic Motivation, Deductive, Inductive, Universal Grammar
Universal Grammar, FLA, SLA, GTM, Deductive
Extrinsic Motivation, Intrinsic Motivation, Bloom Taxonomy, Piaget, Deductive
DM, GTM, FLA, SLA, Inductive
ESL ELL EMI
I don't even know what jargon means

Drilling - repetition of activity, snowballing - chain sampling, discourse - communication, freytags pyramid - plot of story, CF - a type of feedback given to students through discourse

Understanding

Figure 11: Common educational jargons encountered by the students this semester

When students were asked about the duration required for them to understand educational jargons, 33.3% answered it took them less than one week. Others were unclear of the question asked of them.

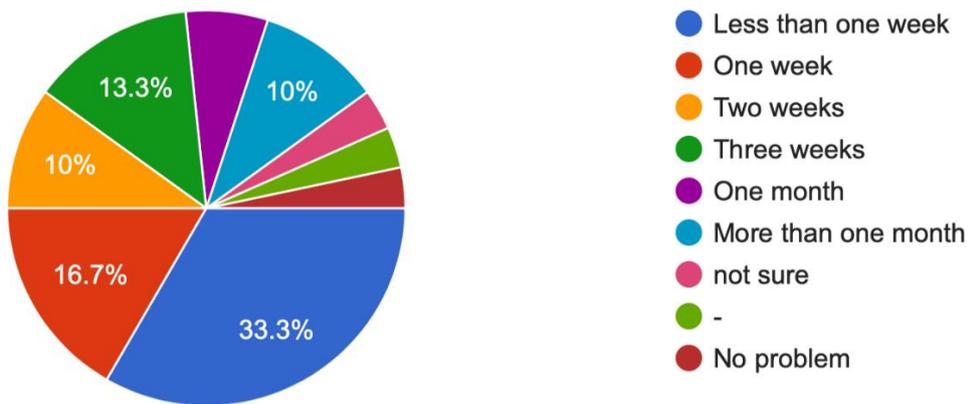


Figure 12: Duration required by the students to understand the educational jargons

Also, when students were asked to list down the hardest educational jargons encountered in the present semester (Figure 13) and to explain those jargons, a majority of them only listed down the jargons. Some provided their perspectives instead of explanations of the listed jargons. Additionally, some students provided their honest feedback of not remembering or being unaware of the jargons used. Approximately 60% of the students added that they sought their lecturers' help when they needed to understand these educational jargons (Figure 14). Several students provided feedback on the methods they try to understand educational jargons when they did not seek lecturers' help (Figure 15). Only one student mentioned that lecturers did not use any jargons during their lessons and explained everything clearly. Lastly, after students did a 10-question quiz of educational jargon meanings and listing down the educational jargons. Afterwards, these students were asked if they had heard or learnt about such jargons prior to learning in the classroom (Figure 16), and 56.7% of them answered *No*.

Nil
-
FLA, SLA, DM
FLA, SLA, Piaget
Discourse analysis because we need to search the word
Not aware
Bloom's taxonomy, competency based instruction, peer coaching.
I cant remember
The lecturers' emotion and attitude
1. Jargon because it has another word s that quite have the same meaning. It makes me confused when to use it. 2. Contextualize. I often heard this word but dont really get the clear picture on how to use it appropriately.
No jargon
Examples of Jargon. ... On the other hand, jargon is like a type of shorthand between members of a particular group of people, often words that are meaningless outside of a certain context. Another term that is sometimes used interchangeably with jargon is "lingo," which isn't exactly the same as slang words.
Medical Science Social
Learning Term Assesment
Deductive, Inductive, Piaget
SLA, DM, GTM
DM, Inductive, Deductive
fla, piaget, bloom taxanomy
SLA, Bloom Taxanomy and DM
Deductive, Inductive, Universal Grammar
Extrinsic Motivation, Intrinsic Motivation, Piaget
GTM, Inductive and SLA
i think there is no jargon that i unable to understand when it's come to the jargon, we usually get early closure towards the jargon from lecturer. therefore we usually understand
No idea
Blooms Taxonomy, Discourse Analysis, Ethnography
Communication Time and consideration

Figure 13: Hardest educational jargons for the students this semester

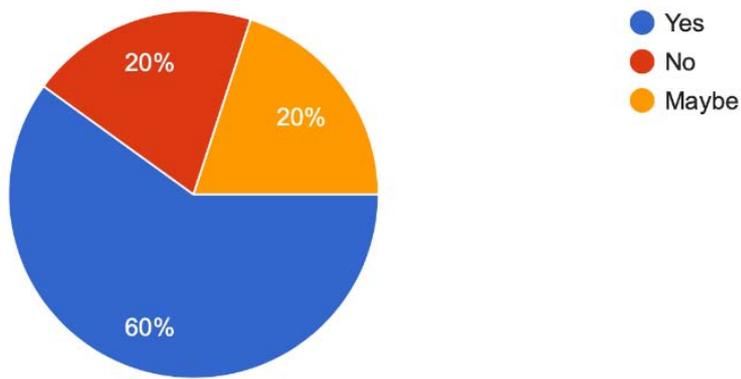


Figure 14: Seeking help from lecturers for understanding these educational jargons

Yes
-
Nil
Maybe
Learning by myself
No
No
By referring the notes/slides myself
Dont know
I understand the meaning but i can't pronounce it well.
Google
Through reading amd listening to those who used the words quite frequently.
The lecturers don't use jargon and their speeches were clearly delivered
By searching it on internet
.
Googling
nada
Internet
Compile

Figure 15: The ways students understand educational jargons when they do not seek help from lecturers

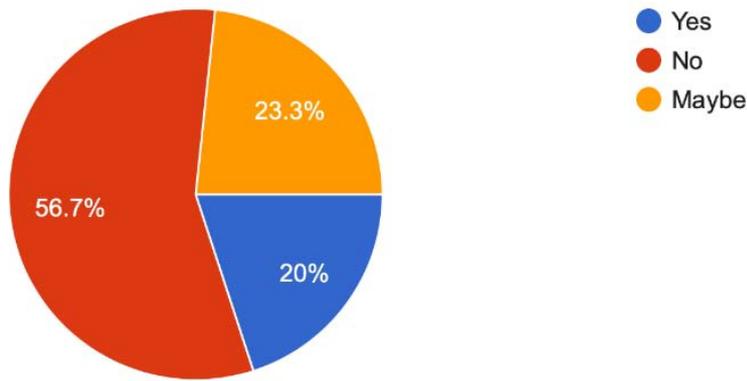


Figure 16: If students have learned or heard about these jargons before they were taught in class

## Discussion

Based on the results and findings of the co-relation between the lecturers' trait EI and the students' comprehension level of learned jargons, it was found that there was no significant relationship between these two factors; however, a significant correlation for two of the trait EIs, emotionality, and sociability exists. This reflects the lecturers' emotionality which has influences their sociable-ness when it comes to teaching. This finding concurs with Sucaromana's (2012) research study that lecturers' EI influenced their effective communication skills.

In the qualitative part of this present study, it was found that most lecturers perceived their students to have a moderately high comprehension level of educational jargons but this is contradicted with the students' point of view – it can be seen that some of the listed common educational jargons were in fact merely plain-English terms and that most of the students did not bother to explain the listed educational jargon meanings.

After the analysis of both quantitative and qualitative data of the current study, it can be stated that the education and social science students have very little understanding of what jargon is. It can be conceived that due to the lecturers' classroom discourse of IRF, only the students' memorisation skills of these educational jargons were being enforced instead of promoting understanding of their meanings. There may also be the expectation from lecturers for students to be mostly responsible for understanding the meanings of educational jargons on their own. Hence, it can be suggested that students are forced to learn these educational jargons through memorising for the sake of passing their exams and that the understanding of educational jargons are rarely taught in academic institutions.

## **Conclusion**

In a nutshell, this study is an attempt to examine the impact of education and social science lecturers' trait EI and classroom discourse on the students' comprehension of learned jargons. It was discovered that there is no significant positive correlation between the lecturers' trait EI on the students' comprehension levels of learned jargons. Notwithstanding, there was a significant positive correlation between two trait EIs of the lecturers, which are emotionality and sociability. This is in concordance with Sucaromana's (2012) research study in which lecturers' EI regulates or shapes their effective communication skills or their communication competency. Additionally, it was found that the education and social science students have little to no understanding of the educational jargon meanings unlike what was perceived by the lecturers with regards to student's comprehension levels. It is to be noted however that these results may not be entirely precise nor reliable due to the sample size obtained in the current study. Limitations were also inescapable during this study. As there was a difficulty for the researchers to obtain data from both students and lecturers due to time constraints and their involuntariness to participate in this study, there is a need for further research to be able to substantiate the results and findings of this study. The next step for this research could be expanding on this research topic to other study disciplines for a comparative analysis. This could therefore, provide better comprehension of the Malaysian students' ability to understand jargons within their respective fields.

## **Pedagogical Implication**

A crucial implication of this study is that it highlights the necessity for lecturers to alter their classroom discourse methodology in order to improve student's comprehension of learned jargons.

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## **The Effect of Inquiry-based Approach on Development of Reading and Writing Skills of a University EFL students**

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### **Abstract**

Over the last decades, foreign language preference has become a global trend. This popularity has ultimately put the spotlight on language teachers who are expected to teach languages effectively. Specifically, teaching language skills is one of the vital elements of the

process. There are many methods and models that are available to improve language skills. Considering this, this study was conducted. The models that have recently emerged into language teaching is Inquiry-based Learning (IBL) claiming to fulfill the demands of education nowadays. It is defined as a process of seeking truth, information, or knowledge by posing questions and problems, consequently, the students are required to find out answers to the arisen questions or problems by themselves (Fauziati, 2014). In this research, it is predicted that IBL enhances reading and writing skills. To figure out this, an experimental study was conducted on students from a private university in Iraq, Erbil. Hence, the primary aim of this study was to find out to what extent IBL improves reading and writing skills. To carry out the study, pre-and post-tests design was followed to assess the effects of IBL on reading and writing skills. The results of the tests showed that IBL, indeed, improves reading and writing skills significantly to a great extent.

**Keywords:** *Inquiry, reading, writing, language teaching. IBL.*

## **Introduction**

After tremendous advances in information and communication technology that have brought dramatic changes to the lives of the human beings, English has gained a special and importance stance worldwide and become a means of closing other nations and cultures together (Alzebaree & Yavuz, 2017, as cited in Alzebaree & Hasan, 2020; Alrefaee & Al-Ghamdi, 2019).

Nowadays the ability to formulate questions, find solutions to problems, to collect, evaluate, and interpret information, and autonomous life-long learning skills are especially valued by academia, employers, and society. Hence, there is an increasing demand for changes in education and implementation of teaching methods that are planned to promote mastery of these vital skills and abilities (Cummins & Davison, 2007; Nasser, 2020).

Implementing a preeminent and efficient method to teach languages, particularly the English language, has been scholars' and researchers' concern all around the world including Kurdistan. Over the last decades, there have been many reforms in language teaching methodologies. One of the methodologies that have been recently emerged on top is Inquiry-based Learning (IBL).

Inquiry-based learning is defined as a process of seeking truth, information, or knowledge by posing questions and problems, consequently, the students are required to find out answers to the arisen questions or problems themselves (Fauziati, 2014). It is also regarded

as a current manifestation that the students are provided with a productive atmosphere. Students are the focus of the class to enhance their own learning process (Edelson, Gordin, and, Pea 1999).

Shih, Chuang, and Hwang (2010) state that, IBL inspires language teachers to immerse students into authentic situations that make them to be curious about exploring and solving problems that they encounter in daily life. Consequently, when EFL students take courses that require content knowledge through engaging, hands-on exploration can make more connections between what they learn in the classroom and what they experience outside and develop higher level thinking skills. Learning takes place through a sequence of stages and students become actively involved in social interactions as well as higher-level thinking.

Price (2001) stated that students develop a deeper understanding of the subject and “learn how to learn” in inquiries which are a combination of acting and reflecting on the experience and its consequences. Colburn (2000) described the inquiry as “the creation of a classroom where students are engaged in essentially open-ended, student-centered, and hands-on activities.” Online IBL enlarges learning experience as an active individual process by increasing their involvement and responsibility for their own learning (Lim, 2004). Like Lim, Creedy, Horsfall, & Hand’s (1992) research and writing confirm that inquiry-based learning is intended to emphasize hands-on learning as opposed to authoritarian methods in teaching, encourage people to be active learners rather than passive receivers of information. At Tishk International University in Iraq, Erbil, faculty of education, freshmen students take English language courses that prepare them to study departmental courses in later academic years. Two groups of Biology students, elementary level, took part in the study. They were taught through IBL procedures that it is famous for its Confucian maxim “Tell me and I forget, show me and I remember, involve me and I understand” at the center of the learning experience.

### ***Purpose of the Study***

The aim of the current research is to present the experience of an English language instructor at a private university in the region, in implementing Inquiry-based learning in teaching reading and writing. The study examines the effects of the IBL model on improving learners’ reading and writing skills

### ***Research Questions***

Since the aim of the study was to find out the effectiveness of IBL on reading and writing skills, the study sought to answer the following question:

- What are the benefits of applying the IBL method on the development of students' reading and writing skills?

And the above question is addressed by the sub-questions below:

- 1) **Sub-research Question 1:** Are there any significant differences in the pre-test results of the experimental group with the control group?
- 2) **Sub-research Question 2:** Are there any significant differences in the post test results of the experimental group with the control group?
- 3) **Sub-research Question 3:** Are there any significant differences between pre-test results and post-test results in the experimental group.

## **Literature Review**

### ***Inquiry-Based Second/Foreign Language Pedagogy***

Questions profoundly aspire thinking in which learning is intensely deep-rooted. Inquiry based teaching is considered as an educational theory that is based on cognition. It is also regarded as a teaching practice that triggers thinking, discovery, and as a result the learning process through well-structured appropriate contextualized questions (Collins & Stevens, 1983; Collins, 1987). Different from the other theories, it was first originated by dealing with scripts and text analysis where teachers worked in harmony to develop an argumentative dialogue which was done by following inductive strategies. Teachers used forms of question-answer to teach a concept in different fields. The research findings show that such forms of question-answer are already related to inquiry and exploratory approaches, in other words Socratic approach.

As it may be understood through its name, an inquiry-based approach is basically about utilizing questions as the main bridge of transferring knowledge and content to demonstrate the lesson. The way that the lesson content is being delivered is determined by the posed questions given throughout the process of teaching.

One of the goals of the approach is to promote higher-order thinking skills which is one of the main concepts of exploratory and cognitive learning. This differs the approach from the other regular question and answer learning processes. To put it differently, teachers do not teach everything directly or explicitly and what is taught is not taught directly. As an alternative, the students are supposed and directed to explore the knowledge themselves. They are also expected to find out the targeted rules according to the given examples and should

implement the knowledge, skills, and information in new cases and cope with real life occurrences on a daily basis. The role of the teacher is to facilitate learning by helping the learners to build and discover concepts. Evidences have been found that this kind of approach disputes learners in comparison to teacher directed methods which simultaneously motivates them to be engaged in the lesson. When teaching is based on problem-solving as in the IBL model, learners enhance their understanding that helps them to gain more cognitive abilities specifically by being highly active and engaged during the process of learning.

There are two various forms of IBL which are open and guided inquiry-based learning. In the former, the learners generate questions all by themselves and then they develop a plan to investigate. While in the latter, teachers pose a problem, and students work on it to find a solution with available resources and materials (Sadeh and Zion, 2011). The way the IBL model is implemented in class has been explained by Pedaste et al. (2015) within a cycle plan (see Figure 1). He illustrates that IBL can be achieved through four stages that Orientation, conceptualization, investigation, and conclusion. The topic is introduced in stage one which is orientation where students' attention is grabbed to get engaged in class. After this, the problem is addressed by the learners and then they generate questions and start to look for solutions for the problem. This occurs in the conceptualization stage. Then, the availability of resources from the internet, library, and pundits in the area of the concept are used to conduct investigations to gather data and facts relevant to the tackled questions. Henceforth, learners use the collected data to come to a conclusion. In another word, based on the data students find out answer(s) to the questions. The answer may lead to further inquiries and investigations that are vital for students to make them self-directed learners. Along with the stages above, it is enormously important for students to communicate, reflect, and discuss while going through the steps of implementing IBL stages.

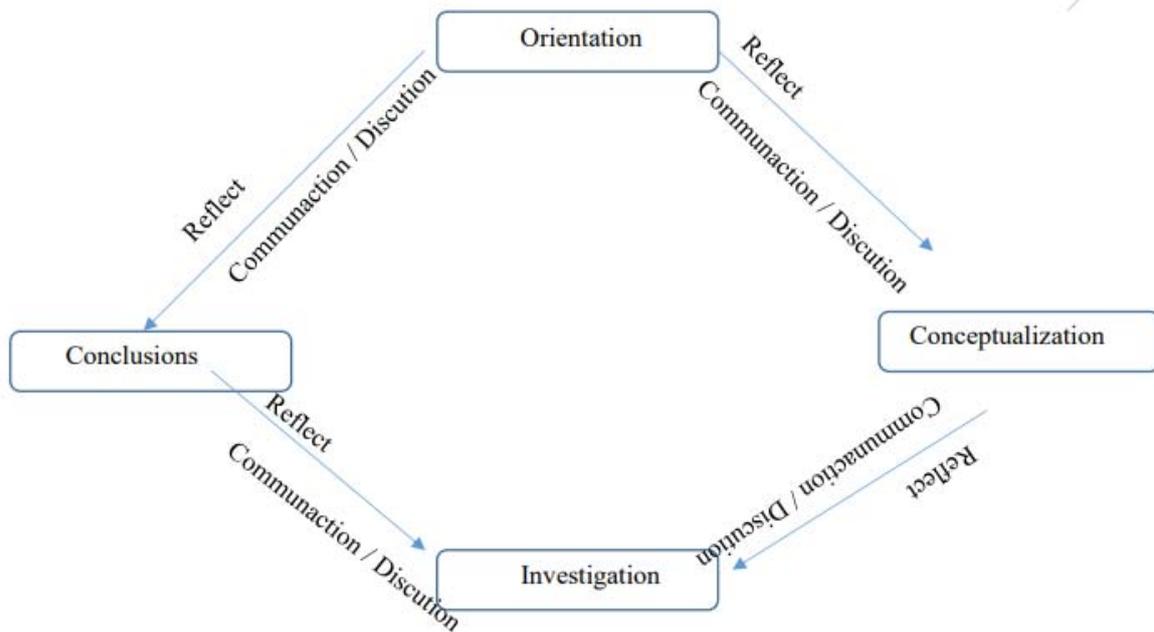


Figure 1: Inquiry-based learning. Deprived of Phases of inquiry-based learning: Definitions and the inquiry cycle by Pedaste et al. (2015, p.56)

### ***Why Inquiry-based?***

One of the important issues that educators have been working on is to change and enhance the way teaching is done. Educators, to an extent, are on the verge of abandoning traditional methods and transform into inquiry-based learning where learning goes beyond classroom and students' expectation. More importantly, there are students with a lack of attention span. They do not have the ability to simply sit and read texts for a long time, hence the need to have a model that drags them to learning. Important speakers like Gunter Pauli stated in one of the TEDx talks that "If we are only teaching what we know, our children can only do as bad as we are doing, and this is the challenge we are facing—we have to go beyond it" (TEDx Talks, 2010).

Even though, IBL was mainly used as a model of instruction in teaching math and science at the beginning of its emergence, its notion and question-answer processes of the model are also suitable to be used in language classes. The techniques and strategies of IBL are applied to improve vocabulary enhancement, to highlight grammar rules and structures, to involve students in meaningful discussions, and to understand the cultural diversity of the language being taught. When these are explicitly focused, it makes the language learning

process to remain dynamic and active in which ultimately students find the lessons to be highly attentive and engaged. Furthermore, once inquiry-based learning is implemented, it results to give massive enhancements in all language learning areas. Particularly in serving the idea of mass participation and attracting great attention from the language learners, it is also regarded as a tool to maintain interactive and sustainable language instructions. When it comes to evaluation, teachers can assess the progress and learning outcomes through the question-answer patterns in which the students make errors throughout the experiences they have been through and track the level of comprehension (Lee, 2014).

Furthermore, Lee (2014) added more that the IBL approach has a great significance in enhancing linguistic competence besides communication skills. An optimal way to improve this type of teaching is to design different kinds of questions through contexts that are natural and meaningful. One of the crucial skills that a language instructor should gain is the technique of inquiry. In another word, the better questions an instructor asks, the more engaging and challenging the learning experience gets in which it leads the learners to be more reflective, creative that would improve their metacognitive and cognitive capabilities. When these are tackled, it will assist to build self-directed learners and lifelong learning experiences. Hence, the role of a teacher is not merely to teach linguistics but also to help the learners to steer and understand their learning process in a way that their cognitive abilities are wisely made use of, this is where IBL comes to play.

## **Method**

### ***The Study Design and Objectives***

An experimental design is chosen for the study that is the proper design to be used. There are a few different versions of experimental design that have been classified into three categories. The first one is a true experiment that random assignment is followed in a study. The second one is a non-experimental design that no multiple groups or random assignments are used. Third, is called quasi-experimental that does not use random assignment but either multiple groups of measurement (Trochim, 2006).

Quasi-experimental design was selected for the study to set the control and experimental groups. There were only two groups involved in the study

### ***Participants and Research Setting***

The research was carried out in the spring semester of the 2018-2019 academic year. The primary aim was to find out to what extent the implementation of inquiry-based learning

develops the reading and writing skills. The mode of the investigation was entirely action research which provides practical and philosophical benefits to teachers in a systematic way so that they can learn about how effective their teaching methods are on students learning process Mills (1996, p.4).

The participants were chosen from the foundation year students of education faculty. Foundation year is the first academic year when students take English language courses to improve their English language proficiency before they move on to take major courses. Moreover, the students are grouped based on a placement test. The results of the placement test are used to put the same level students together. Two classes were selected to participate in the study among three classes. 1B as the experimental group and 1C as the control group. 1A was not considered because the students' level was higher than the other classes based on the placement test results. The control and experimental group were kept intact throughout the research. Therefore, a quasi-experimental study design was followed in the research.

<b>Experimental Group- 1B</b>	<b>Total</b>
	<b>26</b>
<b>Control Group- 1C</b>	<b>Total</b>
	<b>26</b>

Table 3.1 Research Participants

### ***Instruments***

To gather data from the participants, Pre-test and post-test were conducted that were standardized tests from Cambridge Press known as KET (Key English Tests) (Cambridge Assessment English, 2020). The question parts covered reading and writing skills.

### ***Data Analysis***

To analyse the gathered data, different tools and programs were used. GraphPad Prism 6,00, and t-test were used to analyse the standardized tests that included pre-tests and post-tests for both groups.

## Findings and Discussions

The research questions were tackled through a tool of data collection. The tool that used was (KET) Key English Test that was conducted at the beginning and end of the research to measure participants' reading and writing skills.

In this subchapter, the answers to the research questions are presented and discussed based on the data collected during the research.

To ascertain that there is no pre-existent difference between control and experiment groups at the beginning of the study, the participants of the study were given a pre-test to find out whether they are at the same level of language proficiency in regards to reading and writing skills or not. The results of the tests showed that there is not a significant difference between the control group and the experimental group at the beginning of the study. Both groups are seemingly close to each other. As it can be seen in the table below, the mean for the experiment group is 30.54 and 26.85 for the control group. The standard deviation is 7.32 for the experimental group, 6.22 for the control group, which shows that the groups were homogeneous at the beginning of the experiment and suits the requirements of the experimental research. The table also shows p-value that is 0.0556 which is more than 0.5 that shows there that is no a significant level between both groups.

	<b>N</b>	<b>M</b>	<b>Sd</b>	<b>T</b>	<b>P</b>	<b>Significance Level</b>
<b>Experimental Group</b>	<b>26</b>	<b>30.54</b>	<b>7.32</b>	<b>t=1.960</b>	<b>0.0556</b>	<b>Not significant</b>
<b>Control Group</b>	<b>26</b>	<b>26.85</b>	<b>6.22</b>			

Table 1. Pre-tests results out of 60 for both groups

To visualize the results of the pre-tests in both groups a bar-chart was designed

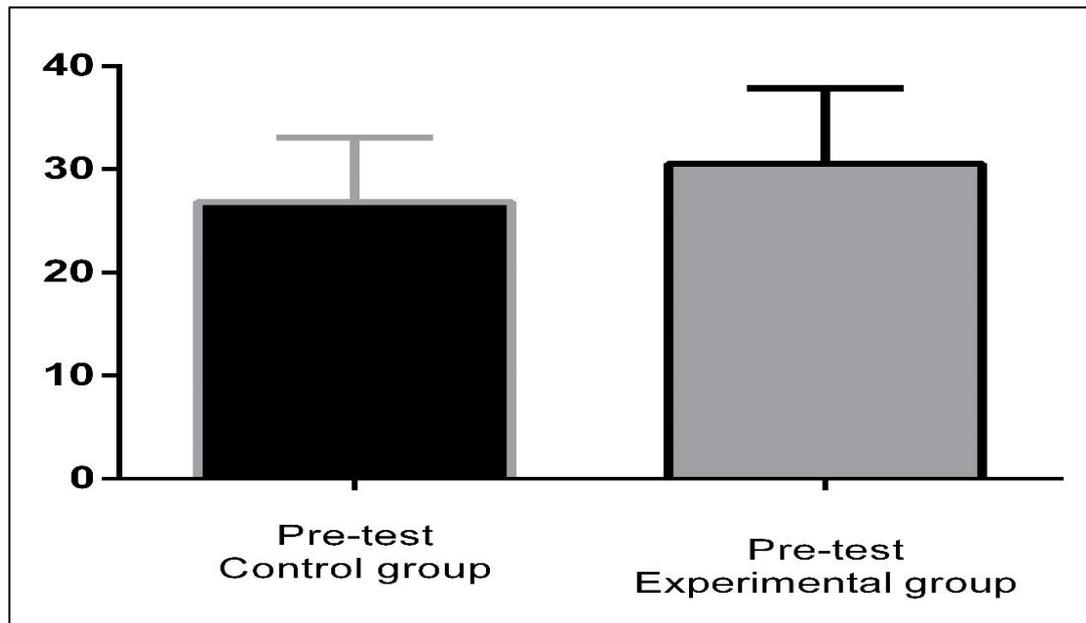


Figure 2. Pre-test results scored out of 60 for experiment and control groups

To make sure that experimental and control groups are at the same level of proficiency in terms of reading and writing skills. They both undertook reading and writing tests. The results were later analysed to find out the difference. As it is seen in the figure 4.1 that there is no much difference between the results of pre-tests that were carried out. As it is already presented in table 4.1 above, the mean for EG 30.54 and 26.85 for CG and the standard deviation is 7.32 EG, 6.22 CG in which explains that both groups are somehow at the same level despite that EG has better results to a very small of proportion, but it is not statistically high, therefore, their study was conducted with the participants. More importantly, P value is bigger than 0.5 which is 0.556. This explains that the difference between EG and CG is not significant.

When the study was over, post-tests were conducted, and the results were analysed to see if there is any change in their reading and writing scores between the experimental group and the control group after the study. Table 4.2 (see below) shows the results of the study regarding participants' improvement in reading and writing skills as for the experimental group after being exposed to IBL activities. And, control group being exposed to traditional ways of teaching.

	N	M	Sd	T	P	Significance Level
<b>Experimental Group</b>	26	38.58	9.46	t=2.834	0.0066	Highly Significant
<b>Control Group</b>	26	32.15	6.70			

Table 2. Post-test results scored out of 60 for experimental and control groups

Table 4.2 shows that the mean is 38.58 for the experimental group while for the control group is 32.15. The standard deviation is 9.46 for the experimental group and 6.70 for the control group, which is high than in the pre-test and quite natural due to the difference in instructions in both groups. The table also shows a p value that is 0.0066, which shows that the results are statistically significant. Considering all results and changes, it shows that participants of the experimental group have significantly improved in comparison to the control group that is very limited, and the difference is highly significant between the two groups.

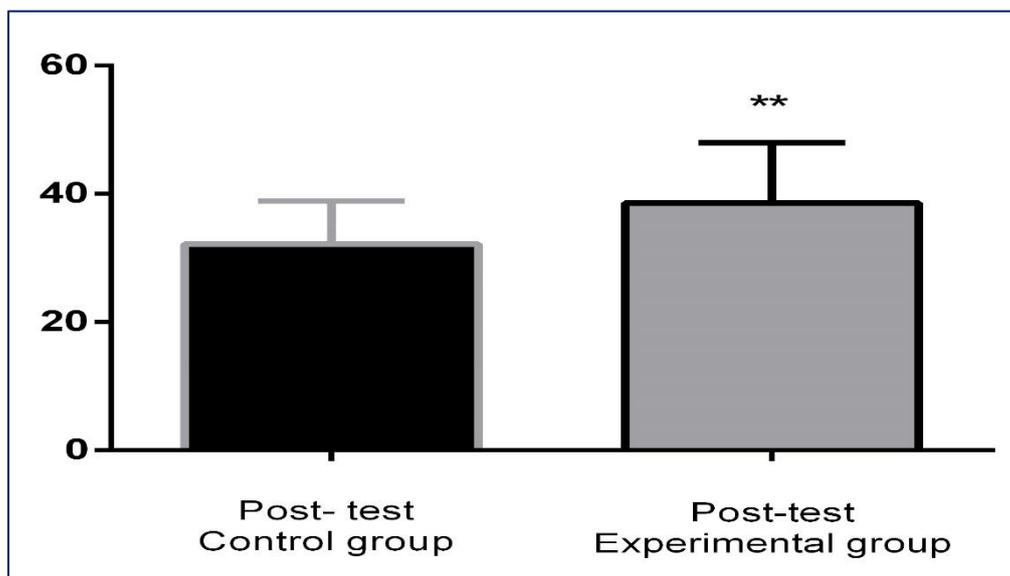


Figure 3. Post-test results scored out of 60 for experimental and control groups

To see how the EG and CG improved and changed after the study, the results of the post-tests were analysed as Figure 4.2. presents the results of post tests conducted after the end of the study in which shows that the experimental group has scored much better than the control group as also shown in table 4.2 that (Mean= 38.58 for EG and 32.15 for CG). The standard deviation for EG is 9.46 and 6.70 for CG. So, the difference between the two groups is high based on the numerical values presented. Furthermore, the asterisks that are two (\*\*) show the level of significance derived from p value that significantly high in this case.

To find out more about to what extent participants of the experimental group have improved after being exposed to IBL implemented activities, the results of the pre-test and post-test were analysed for the experimental group.

<b>Experimental Group</b>	<b>N</b>	<b>M</b>	<b>Sd</b>	<b>T</b>	<b>p</b>	<b>Significance Level</b>
<b>Pre-Test</b>	<b>26</b>	<b>30.54</b>	<b>7.32</b>	<b>t=1.960</b>	<b>0.0556</b>	<b>Highly Significant</b>
<b>Post-Test</b>	<b>26</b>	<b>38.58</b>	<b>9.46</b>	<b>t=5.731</b>	<b>0.0001</b>	

Table 3. Pre-test and post-test analysis experimental group scored out of 60.

As table 4.3 below shows that in pre-test result the mean was 30.54 changed to 38.58 in post-test results. As for standard deviation, in the pre-test it was 7.32 changed to 38.58. T test was 1.960 in the pre-test changed to 5.731. Finally, the p value was 0.0556 in the pre-test changed to 0.0001. All that shows the improvement that the participants of the experimental group made throughout the study as the result of the effects of IBL implementation in which greater than the improvement control group made.

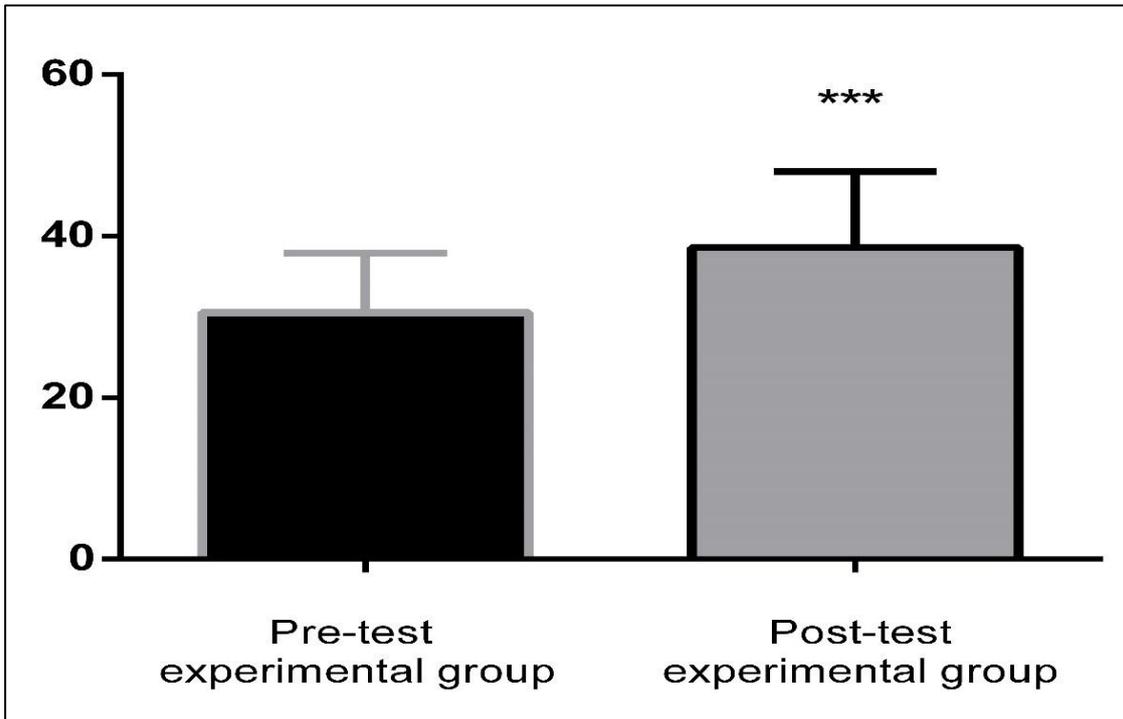


Figure 4. illustrates pre-test and post-test analysis-experimental group

Figure 4.3 shows the difference between pre-test results and post-test results for the experimental group. The experimental group has improved much better after being exposed to IBL implementation than the control group who were taught through traditional methods. As it is presented the difference is highly significant between pre- and post-tests. The three asterisks tell the level of significance that is very high.

### Conclusion and Recommendation

The aim of the study was mainly to find out to what extent the Inquiry-based learning model affects learners' reading and writing skills. This was targeted as the study question to find the answer for through the study.

To find the answer to the abovementioned question, a research study was conducted in a private university in Kurdistan, Iraq. The participants of the study were from faculty of Education, first level and those students study English language courses in their foundation year study. Out of six classes from foundation year classes, two groups were selected from one department. Groups were coded as 1B and 1C, 1B as experimental group and 1C as a control group. At the beginning of the study, the participants were given KET tests (reading and writing) to collect data. Both groups were exposed to two different ways of teaching. The

experimental group was exposed to IBL implementation. On the other hand, the control group experienced a traditional way of teaching. At the end of the study, from the same package of tests (KET), another test was given to both groups to find out the potential difference between the experimental and control group. Once the data collected through the tests. The analysis of the data commenced to reveal the following results:

- Reading and writing skills enhancement is entirely vital when learning the English language, especially for university students. So that students can perform well during academic studies and after graduation.
- Based on the study findings from the tests, the experimental group participants who were exposed to IBL application significantly improved their reading and writing skills. On the other side, the control group participants' improvement was not as great as the experiment group. In another word, their improvement was so limited as compared to the experimental group.
- The IBL model for reading and writing skills improvement was tested. The results of the experiment were highly satisfactory as expected. The experimental group participants were taught by IBL model procedures that included question-answer activities, group discussions, projects, experiments, and investigations on various topics. On the other hand, control group participants were taught according to traditional methods. The findings matched with the results of previous studies (mentioned below) conducted on IBL implementation, evidencing the success of IBL on reading and writing skills improvement. Based on the results of post-test, the experimental group improved significantly as compared to the control group (EG mean= 38.58 and CG mean= 32.15). as for the level of significance between control and experimental group, it was significantly high as shown by p value that is 0.0066.
- According to what has been concluded above, the researchers wish to advise English language teachers to consider the IBL model to teach reading and writing skills. The researchers would also like to recommend stakeholders of higher education organizations to help and reinforce IBL implementation in learning and teaching processes.

The study findings match with similar findings of other studies conducted on inquiry-based learning like (Smith, 2016) has presented that the link between IBL implementation is positive with academic achievement and literary skills. Also, (S. Chu et al., 2008). In their study, they found out that IBL projects improve reading skills. Another study by (Lee, 2014)

in which discovered that IBL activities give opportunities to students to interact together and participate actively in class. This shows that IBL is proper to gain students' attention and get them engaged in class activities. He also pointed out that students can improve academic achievement as they are motivated through IBL activities.

### **Suggestions**

This section introduces some future study suggestions in the field so that new findings will be made to get to know more about the possible benefits of the IBL model.

- In the research, the targeted skills were only reading and writing. A similar study can be conducted in the region to find out the benefits of IBL on other skills including listening, speaking, grammar, and vocabulary.
- The participants of the study were freshmen who had taken English language courses in education faculty. There can be a similar study with multiple groups from different generations.
- The number of the participants was fifty-two students. Each group consisted of twenty-six students. There can be another study with larger participants so that the results can be generalized.
- The level of the students in the study was elementary. There can be another study with higher-level students to see that if similar results will occur.
- For the data collection in the study, standardized tests, teacher diary, and survey were used to collect data. There can be a similar study but using different instruments and tools. So that we could see if the same findings will come out.

### **Study Limitations**

The study was conducted in a private university with freshmen and their language proficiency level was elementary which was somehow low to implement activities that needed individuals with a higher level. Moreover, the participants were almost all Kurdish who somehow had the same experiences in regards to English language learning. There was only one participant from other nationalities. Furthermore, the duration of the study was only three months that is not completely enough. Also, the study was carried out with one department and with fifty-two students. For these reasons mentioned, it is hard to generalize the findings for wider populations, however taking into consideration the fact that the participants came from different parts of the country it is enough to conclude that the suggested approach has a positive

effect on language learning. Lastly, the study methodology is purely quantitative. Other tools of qualitative research were followed because only one teacher was involved in the process of conducting the study. Therefore, carrying out interviews with teachers, for example, was not feasible for the researchers.

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## **Intercultural Communicative Competence Development of Indonesian Higher Education Students**

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### **Abstract**

The purpose of the study is to explore how higher education students develop their intercultural communicative competence (ICC) based on the lecturers' perceptions during one academic semester. The researcher focused on the viewpoints on intercultural interaction experiences and competence as enacted by the lecturers in the area of the study. For this purpose, the study was conducted based on both quantitative and qualitative design. The

participants set are in English Language teaching department in a private higher education in Indonesia. The result of this study implies that the lecturers commonly promoted the aspects by comparing the target culture with the students' own culture. Those teaching approaches are used to improve students' linguistic knowledge and facilitate a better oral and written skill so the students can employ various strategies in the academic situation. It also reveals that the activities carried out contributed a lot to develop the students' intercultural communicative competence.

**Keywords:** *intercultural communicative competence, higher education, lecturers' perception*

## **Introduction**

Nowadays, one of the foremost focuses currently faced by higher education institutions (HEIs) is the development of transversal skills by students, in addition to technical and scientific ones, to enhance their integration in national and international work markets, their mobility and their ability to live in a plural world (Deardorff, 2015). Intercultural communicative competence (ICC) has been seen as a higher education transversal learning outcome, whose significance is twofold: the need to prepare graduates who are able to address worldwide challenges, acting in an integrated world system, and to resolve intercultural conflicts, which has increasingly become a key topic at worldwide level (Deardorff and Arasaratnam-Smith, 2017).

During the obscuring of national and cultural boundaries in HEI, intercultural relations have been reinforced and turned more complicated. This is characterized by interdependence and mutual penetration, where people from different cultures progressively encounter each other. For a person to succeed, one must have a good background in education and the attitude of a survivor (Maguddayao and Medriano, 2019). When people lock in an intercultural dialogue or international trade, they are unavoidably confronting the challenge from communication barriers such as cultural stereotype and prejudice, identity conflict, language deficiency, and the lack of interaction skills. Only through the acquisition of ICC can these problems be solved in the process of worldwide interaction. ICC constitutes an indispensable capacity for people to outlive and build up productive relationships in the global interconnected world.

In this framework, and in the context of a current rise in nationalism, populism and independent tendencies, the development of intercultural communicative competence in higher education assumes a crucial significance as shown by extensive research (Dimitrov et al., 2014). Integrating cultures in English language teaching is urgent and vital in order for EFL

graduates to grasp and enhance their intercultural communicative competence in the globalized community where English has been used as a means of communication among people of multicultural backgrounds in the 21st century. EFL educators and teachers in different contexts, however, seem to neglect such an important issue in their English language teaching practice. Similarly, in Indonesia, ICC is not given significant attention in English language higher education.

The study of ICC has drawn much attention of educational scholars that increasingly calls from different disciplines in the past decades. For example, Maguddayao and Medriano (2019) investigated the sojourning of foreign students in its quest for intercultural communicative competence; Saqing (2018) studied intercultural communicative competence and internalization; Abduh, Rosmaladewi & Basri (2018) focused on internalization awareness and commitment of Indonesian higher education; Razi and Tekin (2017) revealed the role of culture and intercultural competence in university level; and Tran and Seepho (2016) explored EFL learners' attitudes toward intercultural communicative language teaching. Scholars have conceptualized and tested ICC from diverse perspectives that resulted in abundant literature in the field of intercultural communication study.

Although the importance of ICC has been confirmed by various researchers and numerous studies conducted, the role of culture and intercultural communication in English language has not always been well acknowledged and the concept of ICC is still unfamiliar. Holmes & Neill (2012) added that the inherent complexity of the concept makes the study of ICC continue to suffer from various problems of conceptualization and measurement. Therefore, this study aims at filling this gap focusing on the lecturers' perceptions throughout the development of students' intercultural communicative competence in higher education.

## **Literature Review**

### ***Model of intercultural communicative competence development***

The developmental model of intercultural communicative competence draws from several types of research in intercultural education as it attempts to integrate three major domains of development (cognitive, intrapersonal, and interpersonal). The conceptualization of intercultural development that is focus here primarily from the literature on higher education student and adult development and, in particular, from Kegan's (1994) model of lifespan development.

According to Kegan, mature individuals are better prepared to approach and respond to complex life tasks because they represent what he has termed "self-authorship". Using this way

of organizing one's life, individuals act as authors of their lives (not just the stage on which their lives are played out), balancing external influences with their individual interests and those of others around them (Baxter Magolda, 2000). Many demands placed on adults in contemporary society "require self-authorship because they require the ability to construct our own visions, to make informed decisions in conjunction with coworkers, to act appropriately, and to take responsibility for those actions" (Baxter Magolda, 2001). Self-authorship requires complex ways of making meaning of experience, drawing on one's understanding in all three domains of development.

Kegan's (1994) version is holistic in that it consists of and integrates three dimensions of development. The cognitive dimension focuses on how one constructs one's view and creates a meaning-making system based on how one understands knowledge and how it is gained. The intrapersonal dimension specializes in how one understands one's personal beliefs, values, and sense of self, and uses these to guide choices and behaviors. The interpersonal dimension focuses on how one views oneself in relationship to and with other people (their views, values, behaviors, etc.) and makes choices in social situations. Kegan argued that development in all three dimensions is required for a person to be able to use one's skills. Those for whom development in one or more dimensions does not provide an adequate basis for coping with the complex life tasks they face often report being overwhelmed or "in over their heads."

### ***Assessing the development of intercultural communicative competence using the level of intercultural maturity***

The framework for discussing intercultural maturity encompasses Kegan's (1994) three dimensions of development (cognitive, intrapersonal, and interpersonal), as well as their interconnections. The choice of the word "maturity" in the name of this educational goal refers to the developmental capacity that undergirds the ways learners come to make meaning, that is, the way they approach, understand, and act on their concerns. Thus, demonstrating one's intercultural skills requires several types of expertise, including complex understanding of cultural differences (cognitive dimension), capacity to accept and not feel threatened by cultural differences (intrapersonal dimension), and capacity to function interdependently with diverse others (interpersonal dimension). In other words, through this proposed model, we are building on Kegan's contention that producing interculturally competent citizens requires helping students achieve intercultural maturity in all three dimensions. This conceptual framework is designed to reflect two elements that are not apparent in most of the existing

literature on collegiate outcomes. First, in recognition that this is a complex collegiate outcome, we define intercultural maturity as multi-dimensional and consisting of a range of attributes, including understanding (the cognitive dimension), sensitivity to others (the interpersonal dimension), and a sense of oneself that enables one to listen to and learn from others (the intrapersonal dimension). Second, acknowledging that students typically learn and become capable of more complex learning by taking a series of steps (whether gradually or quickly), the framework proposed here not only identifies the desired outcome itself, but also includes two steps that lead to the achievement of the outcome, benchmarks along a developmental continuum. For example, being aware of cultural differences is an important first step in cultural competence; respectfully demonstrating this awareness in a conversation with a co-worker or community member is a more compelling indication of the achievement of this outcome. Each of these examples shows a basic developmental progression, with the application of one’s learning in changing contexts as the more stringent criterion of educational success.

The three proposed developmental levels are offered here as general descriptions of these benchmarks, not as detailed, comprehensive lists of capacities at each level. We also wish to note that the framework is the result of our attempts to integrate insights from existing theories of human development, prior research on student development and intercultural competence, and from our own experience teaching graduate students and researching college student development. The framework has not yet been subjected to empirical analysis. This framework links the three domains of development (cognitive, intrapersonal, and interpersonal) with three levels of development (initial, intermediate, and mature). The table thus consists of nine cells that show how development in each domain unfolds across three developmental benchmarks, the last of which describes the kind of maturity that is consistent with the description of intended collegiate outcomes.

Table 1. ICC developmental domains framework of intercultural maturity

<b>Developmental domain</b>	<b>Level of development</b>		
	<b>Initial</b>	<b>Intermediate</b>	<b>Mature</b>
Cognitive	<ul style="list-style-type: none"> <li>Assumes knowledge is sure and categorizes knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Evolves awareness and acceptance of uncertainty and</li> </ul>	<ul style="list-style-type: none"> <li>Has ability to consciously change viewpoints and behaviours into</li> </ul>

	<p>claims as proper or wrong</p> <ul style="list-style-type: none"> <li>• Naive about different cultural practices and values</li> <li>• Resists demanding situations to one's own beliefs and views differing cultural perspectives as wrong</li> </ul>	<p>different viewpoints</p> <ul style="list-style-type: none"> <li>• Has ability to move from tolerating authority's knowledge claims to personal processes for accepting knowledge claims</li> </ul>	<p>an alternative cultural worldview and to use multiple cultural frames</p>
Intrapersonal	<ul style="list-style-type: none"> <li>• Lack of awareness of one's own values and intersection of social identity (racial, class, ethnicity, sexual orientation)</li> <li>• Lack of understanding of other cultures</li> <li>• Defines beliefs that guide choices and regulate interpretation of experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Evolves sense of identity is different from external others' perceptions</li> <li>• Prompts self-exploration of values, racial identity, beliefs within strained situation between external and internal definitions</li> <li>• Immerses in own culture</li> <li>• Recognizes legitimacy of other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Has capacity to create an internal self that openly engages challenges to one's views and beliefs and that considers social identities (race, class, gender, etc.) in a global and national context</li> <li>• Integrates characters of self into one's identity</li> </ul>

	<ul style="list-style-type: none"> <li>• Views difference as a danger to identity</li> </ul>		
Interpersonal	<ul style="list-style-type: none"> <li>• Dependent relations with similar others is a main source of identity and social affirmation</li> <li>• Perceives different others is wrong</li> <li>• Lack of awareness on how social systems affect group norms and intergroup differences</li> <li>• Views social issues egocentrically, no recognition of society as an organized entity</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to interact with diverse others and abstain from judgment; believes in independent relations in which multiple viewpoints exist (but are not coordinated)</li> <li>• Self is often shifted from need for others' approval.</li> <li>• Starts to explore how social systems affect group norms and intergroup relations</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity to involve in meaningful, interdependent relationships with diverse others that are grounded in an understanding and appreciation for human differences</li> <li>• Understands ways individual and community practices which affect social systems</li> <li>• Willing to cooperate for the good of others</li> </ul>

***ICC's Cognitive Dimension in Intercultural Maturity***

The first row of Table 1 portrays the direction of the cognitive dimension and how it intercedes the way people think about and understand distinct issues. For example, the assumption in the initial level that knowledge is sure and knowledge claims can be readily judged as proper or wrong serves as a barrier to learning about or tolerating different perspectives. At this level, beliefs tend to be accepted from authorities rather than being internally constructed, so challenges to beliefs are often ignored or quickly determined to be

wrong. Different cultural perspectives that do not agree with one's view of what is proper are often considered wrong rather than different. This level has been defined in several theories of cognitive development as dualistic thinking (Perry, 1968), received knowing (Belenky, Clinchy, Goldberger, & Tarule, 1986), absolute knowing (Baxter Magolda, 1992), pre-reflective thinking (King & Kitchener, 1994), ethnocentric reasoning (Bennett, 1993), and as the use of representational skills (Fischer, 1980).

In the intermediate phase of the direction, views about knowledge move from seeing knowledge as certain to increasingly acknowledging the uncertainty associated with making a knowledge claim. This move is accompanied by decreasing reliance on authority's knowledge claims and increasing reliance on personal processes for accepting knowledge claims. Increasing uncertainty yields more openness to different perspectives, while personal processing of knowledge claims yields the notion that different people can hold different views for legitimate excuses. The intermediate level has been defined as multiplicity thinking (Perry, 1968), subjective and procedural knowing (Belenky et al., 1986), transitional and independent knowing (Baxter Magolda, 1992), quasi-reflective thinking (King & Kitchener, 1994), the beginning stages of ethnorelative reasoning (Bennett, 1993), and as the coordination of representational systems and abstract mapping (Fischer, 1980).

The mature level of the direction is marked by the move to knowledge as constructed and as grounded in context. The ability to consciously change perspectives emerges because judgments derive from personal experience, evidence from other sources, and others' experience. The ability to entertain various perspectives in multiple contexts leads to the ability to use various cultural frames. This mature level has been defined as relativistic thinking (Perry, 1968), constructed knowing (Belenky et al., 1986), contextual knowing (Baxter Magolda, 1992), reflective thinking leading to the ability to make reflective judgments (King & Kitchener, 1994), integration, the final ethnorelative stage of M. Bennett's (1993) model, and coordination of abstract systems (Fischer, 1980; see also Fischer & Bidell, 1998; Kitchener, 2002; Kitchener & Fischer, 1990).

Milton Bennett's (1993) model specifically explicates the role of cognitive complexity in the development of intercultural competence, concerning on the way's individuals come to understand cultural differences. This model is grounded in constructivism (how individuals make meaning of experience) and, in particular, how individuals interpret their experiences with diverse others in intercultural circumstances. It also delineates six major markers that indicate increasing sophistication in complexity of understanding intercultural issues, from ethnocentric (three stages) to ethnorelative (three stages) perspectives. The two forms of

adaptation (the second ethnorelative stage) portray this link particularly well. The first form is “cognitive frameshifting,” or taking a cultural viewpoints different from one’s own; the second form is “behavioral code-shifting,” in which the individual can act from another frame of reference. Both require the cognitive complexity to hold at least two cultural perspectives in mind at the same time.

Since there is cognitive complexity in the presence of diverse worldviews, accepting ambiguity and understanding the basis of differing worldviews require complex thinking skills. Perry (1968), Baxter Magolda (1992, 2001), Fischer (1980), and King and Kitchener (1994, 2004) all posit that earlier, more simplistic levels of cognitive development involve concrete thinking and a belief in absolute knowledge, whereas later, more complex levels reflect an ability to consider knowledge grounded in context, deriving judgments from personal experiences, evidence from other sources, and from the perspectives of others. This raises the distinct possibility that complexity in thinking is a prerequisite for mature understanding of culturally different worldviews (Bennett, 1993; King & Shuford, 1996). Intercultural perspective taking, another cognitive task, also has application as students are able to develop the ability to consider both cognitive and affective elements that affect culturally different students (Kappler, 1998; Steglitz, 1993). Evidence of the role of cognitive complexity in the development of intercultural maturity is provided in a study of students who had studied abroad: Moore and Ortiz (1999) found that interculturally competent students were critical thinkers who suspended judgment until the evidence was in and who included a diverse range of knowledge in what they considered as evidence. Taken together, these findings suggest that there are strong reasons to include and to continue to explore the role of cognitive development in various aspects of intercultural maturity.

## **Method**

### ***Materials***

The materials during this study are research instruments within the form of a web survey and interview protocol. In order to gather the information of the lecturers’ perception regarding the students’ development in intercultural communicative competence, the researcher used web survey material. The questions of the web survey were self-designed material and sent to the participants of the study via Google form. Specifically, the answers obtained through closed-ended questions were analyzed quantitatively. The other material employed in this study is the interview which contains pre- and post-usage interview. The interview session of the study is within the sort of semi-structured questions,

which are associated with the questions on the web survey material. This means the theme of the interview forms were placed according to the questions that appeared within the web survey. This material was analyzed qualitatively.

### ***Participants***

The participants in this study were six English language education lecturers in a private higher education (see table 2). These participants have experienced for four to nine years teaching English. The main reason for choosing the participants of the study was based on the lecturers' experience in teaching cross-cultural understanding. The other reason was the lecturers' intercultural experiences. Specifically, the recent involvement of the lecturers in intercultural situation is speaking at 2020 international forum in Philippines and organizing 2019 students teaching programs in Thailand. The lecturers' viewpoints of intercultural matters were also taking into accounts for participations in this study.

Table 2. Demography of the research participants

<b>Participant</b>	<b>Length of teaching</b>	<b>Field of teaching</b>	<b>Educational background</b>
Lecturer 1	9 years	Literature	Master
Lecturer 2	7 years	Teaching English as a Foreign Language	Master
Lecturer 3	5 years	Grammar	Master
Lecturer 4	4 years	Teaching English as a Foreign Language	Master
Lecturer 5	4 years	Linguistics	Master
Lecturer 6	9 years	Literature	Ph.D
<i>These data refer to 2019</i>			

## **Results**

### ***The lecturers' perception on promoting intercultural in EFL classroom***

#### ***a) Lecturers' teaching approach in promoting intercultural aspects in EFL classroom***

On teaching approach, majority or 83.3% lecturers compared the target language culture with the students' own culture in order to promote intercultural aspects in EFL classroom. While the rest used authentic materials such as audio recordings, written texts and a variety of

visual aids. None of them presented the existing learning materials from intercultural perspectives.

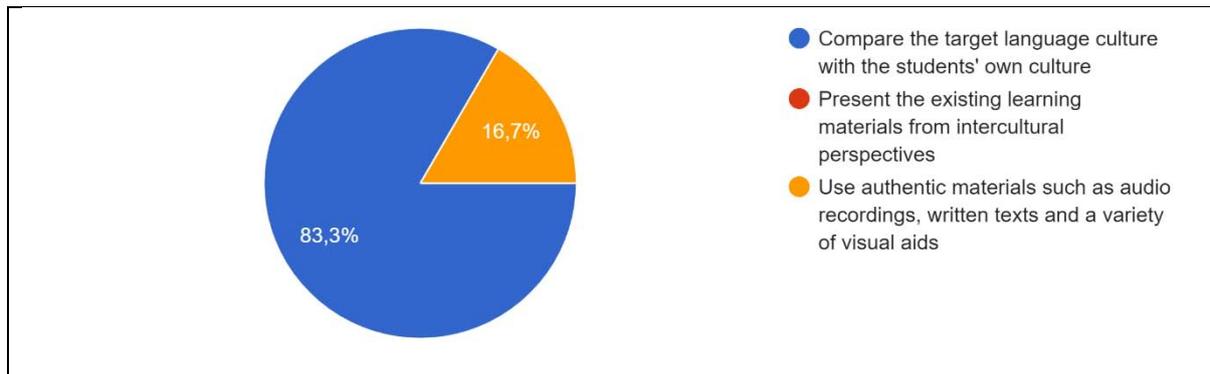


Figure 1. Lecturers' teaching approach

*b) The contribution of intercultural teaching to students' intercultural communicative competence*

The data implies that intercultural teaching contributed most in improving students' linguistic knowledge. The second contribution of intercultural teaching to students' intercultural communicative competence is having a better oral and written skill. 16.7% of the data reveals that intercultural teaching is useful for students' fluency in communicating the target language.

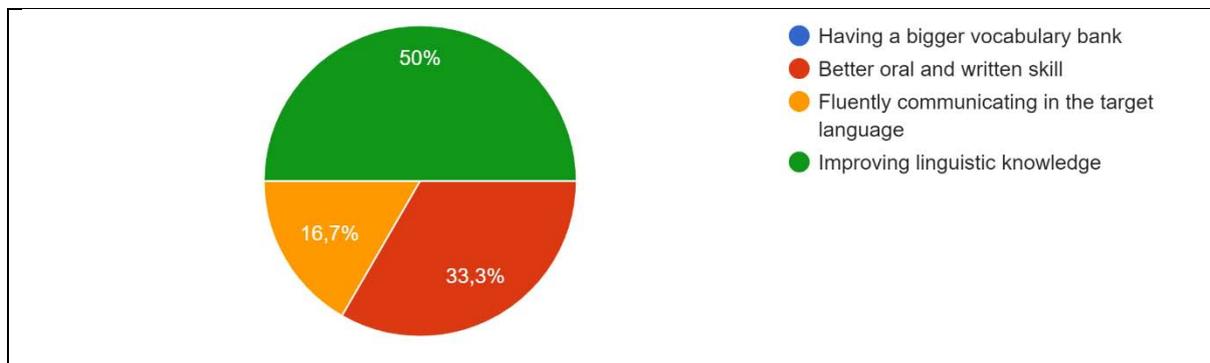


Figure 2. The contribution of intercultural teaching

*c) The challenge of intercultural in foreign language teaching*

Even though intercultural teaching has some benefits to students' intercultural communication competence, it is also found some challenges regarding the integration of intercultural into foreign language teaching, for example, lack of integrating intercultural aspect, lack of consistent teaching method, and inadequate learning material. Instead of these challenges, the lecturers dominantly perceive that it will need extra time to integrate intercultural into their teaching. In other words, the lecturers do not have enough time to cover the cultural content.

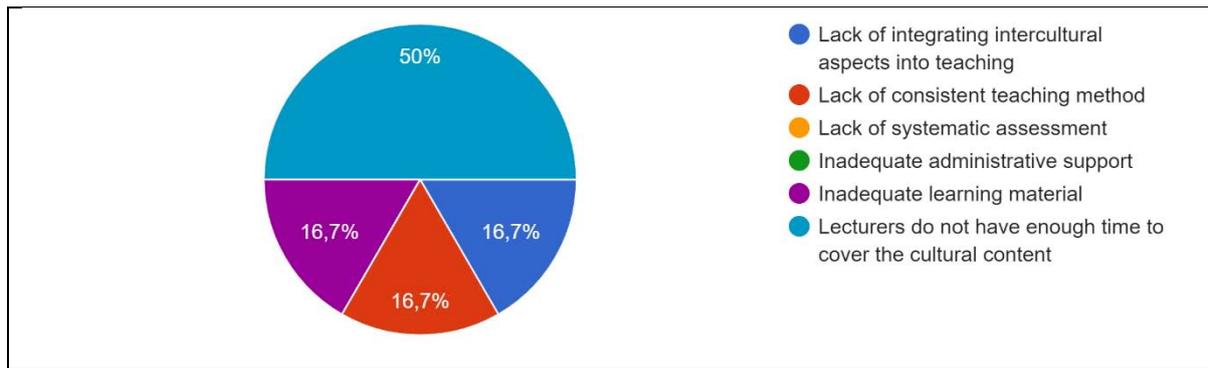


Figure 3. The challenge of integrating intercultural

These indications are verified by the interview results of the lecturers about the challenges found in integrating intercultural in EFL teaching. In terms of the ineffective time consuming, the lecturers comment as follows:

Lecturer 2: “The cultural content is so big to compare.”

Lecturer 6: “Time is limited so lecturer can't cover all the cultural content.”

The word ‘cultural’ used by Lecturer 2 and 6 refers to intercultural since the lecturers were familiar to use cross cultural word based on the the curriculum of the institution.

In terms of lecturers’ competence, teaching method and teaching material, the lecturers comment as follows:

Lecturer 5: *“Maksudnya adalah masih sulit menghubungkan content aspek intercultural dan materi ajar apalagi materinya atau contentnya linguistik structural.”*

“It means that it will be hard to connect the contents of intercultural aspects with the learning material especially the material or the content of structural linguistics.”

Lecturer 1: “Lack of intercultural competence of teachers, especially on communicative awareness, so it is expected that teachers are given training on intercultural competence.”

Lecturer 4: “Method of teaching intercultural.”

Lecturer 2: “The lecturer doesn’t have enough reference.”

### ***The lecturers’ perception on the students’ intercultural communicative competence development***

#### ***a) The students’ intercultural communicative competence in the first month of semester***

The data statistics from the web survey imply eight results regarding the lecturers’ perception on the students’ intercultural communicative competence based on the level of intercultural maturity. First, in terms of the knowledge of own culture, the score for initial is

0.17; intermediate is 0.5; and mature is 0.33. It reveals that the highest score contained in intermediate level. Second, in terms of knowledge of other culture, there is no score for mature level, while the score of initial is 0.17 and intermediate is 0.83. It also indicates that the highest score contained in intermediate level. Third, the level of initial and intermediate in the aspect of ability to compare own culture and other culture shared similar scores. The score of both levels are 0.5. Forth, in the aspect of curiosity to understand and respect other cultures, initial and mature level shared the same score in 0.17, but the highest score contained in intermediate level. Fifth, all levels in aspect of ability to realize different context got the same score in 0.33. Sixth, in the aspect of ability to adapt to different culture, the lowest score is mature and the middle score with 0.33 is initial so the highest score with 0.5 is intermediate level. Seventh, the data in the aspect of ability to respect people's point of view presents the exact same result with the data number sixth. Eighth, in the ability to understand worldviews and feelings of people from other cultures, the highest and lowest scores contained in intermediate and initial levels, while mature level exists in the middle score with 0.33.

From these results, it can be seen that the intermediate level surpasses the other two levels (initial and mature) in six of eight aspects of intercultural competence. On the other hand, initial level became the second highest score which it means that mature level became the lowest score in intercultural maturity. It indicates that the characteristic of students' intercultural communication competence in the first month of semester categorized in intermediate level of intercultural maturity.

Table 3. The intercultural maturity level of students in the first month of semester

Intercultural Aspects	Level of Intercultural Maturity		
	Initial	Intermediate	Mature
Knowledge of own culture	0.17	0.5	0.33
Knowledge of other culture	0.17	0.83	0
Ability to compare own and other culture	0.5	0.5	0
Curiosity to understand and respect other cultures	0.17	0.67	0.17
Ability to realize different context	0.33	0.33	0.33
Ability to adapt to different culture	0.33	0.5	0.17
Ability to respect people's point of view	0.33	0.5	0.17
Ability to understand worldviews and feelings of people from other cultures	0.17	0.5	0.33

b) *The students' intercultural communicative competence in the last month of semester*

The data statistics of the web survey regarding the lecturers' perception on the students' intercultural communicative competence in the last month of the semester using level of intercultural maturity set in eight results. First, there is no score for initial level in the aspect of knowledge of own culture. The result shows that the highest score contained in intermediate level then followed by the score of mature level in 0.33. Second, presenting the same results yet different score from the first data, the intermediate passed mature level in the aspect of knowledge of other culture. Third, with the score of 0.67, intermediate level passed the level of mature in the aspect of ability to compare own and other cultures. Forth, in the aspect of curiosity to understand and respect other cultures, there is no score for initial level while the score of intermediate level outperformed the score of mature level. Fifth, in the aspect of ability to realize different context, the score of initial level is 0.33; intermediate level is 0.5; and mature level is 0.17. Sixth, there is no score for initial level in the aspect of ability to adapt to different culture, while the score of intermediate level is 0.83 and mature level is 0.17. Seventh, the exact same results in the aspect of ability to adopt different culture displayed in the aspect of ability to respect people's point of view. Eighth, in the aspect of ability to understand worldviews and feelings of people from other cultures, the score shows that intermediate level is 0.67 and mature level is 0.33 whereas no score in initial level.

From these statistics, it reveals that intermediate level occurs in all aspects of students' intercultural communicative competence as the highest score. It also indicates that mature level becomes the second highest score while initial level becomes the third.

Table 4. The intercultural maturity level of students in the first month of semester

<b>Intercultural Aspects</b>	<b>Level of Intercultural Maturity</b>		
	<b>Initial</b>	<b>Intermediate</b>	<b>Mature</b>
Knowledge of own culture	0	0.67	0.33
Knowledge of other culture	0	0.83	0.17
Ability to compare own and other culture	0	0.67	0.33
Curiosity to understand and respect other cultures	0	0.83	0.17
Ability to realize different context	0.33	0.5	0.17
Ability to adapt to different culture	0	0.83	0.17
Ability to respect people's point of view	0	0.83	0.17

Ability to understand worldviews and feelings of people from other cultures	0	0.67	0.33
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*c) The comparison of students' intercultural maturity level during one academic semester*

Based on the assessment of intercultural maturity level, it can be pointed that there are some improvements of intercultural communicative competence of students from the first month until the last month of the semester. First, the level of intermediate surpasses the other two levels (initial and mature) from 6 of 8 aspects into all aspects of intercultural communicative competence. Second, the improvement of mature level from the lowest level in the first month of semester to the middle level in last month of semester. Third, the existence of initial level in all aspects of intercultural competence from the first month of the semester diminishes to one aspect only in the last month of the semester.

### **Discussion**

The researcher found two issues related to the students' intercultural communicative competence development in Indonesian higher education context. First, the lecturers' perceptions on promoting intercultural in EFL classroom were taken into account. In their teaching, the lecturers used some approaches in promoting intercultural aspects in the class. Commonly, the lecturers promoted the aspects by comparing the target culture with the students' own culture. On another occasion, the lecturers presented authentic materials such as audio recordings, written texts and visual aids. Those teaching approaches are used to improve students' linguistic knowledge and facilitate a better oral and written skill to adjust their self-presentation so the students can employ various verbal and non-verbal strategies in the academic situation.

Second, when it comes to the lecturers perception on the development of students' intercultural communicative competence, it was found that the students generally developed their intercultural maturity level. It was revealed that there is a well-improvement of the level from initial-intermediate category in the first month of the semester to intermediate-mature category in the last month of the semester. During teaching and learning process in one academic semester, the most students attached to the intermediate level. In line with King and Magolda (2005), this means that the students' view about knowledge shift from seeing knowledge as certain to increasingly acknowledging the uncertainty associated with making a knowledge claim. This shift is accompanied by decreasing reliance on authority's knowledge claims and increasing reliance on personal processes for adopting knowledge claims.

Increasing uncertainty yields more openness to differing perspectives, while personal processing of knowledge claims yields the notion that different people can hold different views for legitimate reasons.

## **Conclusion**

The aim of the study is to explore how higher education students develop their intercultural communicative competence (ICC) based on the lecturers' perceptions. The result of this study implies that the lecturers commonly promoted the aspects by comparing the target culture with the students' own culture. Those teaching approaches are used to improve students' linguistic knowledge and facilitate a better oral and written skill so the students can employ various strategies in the academic situation.

On another occasion, the result reveals that the activities carried out in the classroom contributed a lot to develop students' intercultural communicative competence. This implication may happen due to the synergy of lecturers and students in dealing with the intercultural matters delivered in the EFL teaching and learning process. This explains the key theme of the study as beneficial outcome in preparing higher education graduates who are able to deal with global challenges, act effectively and appropriately in an integrated world system, and to resolve the intercultural conflicts.

## **Pedagogical Implication**

Integrating intercultural aspects in EFL teaching will not be limited to the knowledge about the people of the target culture and their general attitudes. EFL lecturers should emphasize following purposes:

1. To assist learners to see relationships between their own and other cultures
2. To assist learners to acquire interest in 'otherness'
3. To help learners to aware of themselves and their own cultures seen from other people's perspectives.
4. To assist learners to understand how intercultural interaction takes place and how social identities are part of all interaction
5. To assist learners to understand how their perceptions of other people and others people's perceptions of them influence the success of communication,
6. To help learners to find out for themselves more about the people with whom they are communicating.

To achieve these purposes effectively, FL lecturers should try to design suitable activities that would prepare FL learners to communicate with open minds with other intercultural speakers and tolerate differences.

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**The Past Tense Expression of Indonesian Learners:  
A Morphosyntactic Review and Its Implication toward Teaching Field**

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**Abstract**

The different system of linguistic time between Indonesian and English causes certain difficulties for Indonesian learners who learn English. As a tense language, English has a grammatical system that verbs are changed to other forms through inflectional morphological process. On the contrary, Indonesian as a tenseless language, has an ungrammatical system of tense. So far, learners tend to be fixated on a series of formulas that have been memorized without fully understanding what the meaning of them as a comprehensive linguistic time concept. It becomes more confusing when they should express their idea through compound and complex sentences. This research aims to analyze the forms of the learners' written expression of past tense through the presence of verbs in each level of sentences, reveal the ill formed forms and analyze the causes of them linguistically as well. This research uses

qualitative methods by which the empirical data are presented explanatorily by utilizing morphosyntactic theories. The data of this research are the essays of 9<sup>th</sup> grade students from 3 classes totaling 105. The essays then were built and processed as corpus and text analysis. Data processing is carried out based on several steps, start from building corpus until interpretation. Based on the gained data, learners have not been able yet to express past tense correctly. Hence, teachers need to create a basic breakthrough in teaching it.

**Keywords:** *grammatical verb, levels of sentence, linguistic time, morphosyntactic, past tense*

## **Introduction**

In the communication process, humans need language as a tool to send and receive information that basically contains a series of events in their life which occupy the points of time. In certain language, for example English, expressing those events is represented by changing the form of verbs grammatically that is called tense. Therefore, English is categorised as a tense language. Conversely, Indonesian has an ungrammatical system that differs from English in which there is not the changing of verb form. The different system raises various difficulties for Indonesian learners who learn English especially when they should express their idea, spoken and written, through various levels of utterances/sentences.

In Indonesia, English is as a foreign language. Besides that, there are about 700 local languages were spoken here. It makes Indonesian learners have a limited opportunity to speak, write and listen English in their everyday communication (Pipit, 2018). Thus, the appropriate and creative ways of teaching English here are needed, included teaching tenses. As far as my observation, the learners of Junior High School understand English tenses through memorizing the formulas that have been taught by teachers without understanding them as a comprehensive linguistic time concept. They know the rules perfectly but they still confuse to apply them in a real communication and writing based on context. Their writing showed the phenomena.

Actually, there are many Indonesian researchers who have already conducted researches about tenses but their attention are still aimed to describe learners' grammatical errors (Sari, (2019); (Fadilah, 2019); (Setiawan & Abbas, 2018); (Puspitasari & Sitepu, 2018); Mu'thia Mubasyira (2017); (Luow, 2016); Handayani, Isyam, & Fitrawati, (2013). However,

this research, aims to probe learners' problem from a basic aspect; the tense concept which arises from them when they produce language.

### **Theoretical Background**

Generally, time can be divided time into three senses (Benveniste in Hoed, 1989, p. 2). Firstly, *temps physique* (physical time). In this sense, time is natural that we experience during the lifetime of the world and cannot be rotated backwards or forwards. The first type of time will continue to run continuously without being stopped. Next *temps chronique* (chronic time), in this sense time is re-conceptualized by humans based on a number of events that are used as conventional reference points in physical time. Finally, *linguistique temps* (linguistic time), it is the linguistic tool contained in every language system that functions to express various events in time.

Fundamentally, the time which is spent by humans is natural and linear so it cannot be delayed even for a second. However, it can be re-conceptualized based on a number of events which are used as conventional reference points in natural time as presented on many calendars nowadays. Therefore, humans are able to explore the time span freely, both in the past and in the future.

To express the various events in the conceptualized time, which are related to the natural time, each language has its own characteristics and provisions. In other words, each language has its own linguistic time. All languages in the world can be divided into two categories; tense and tenseless language (Hoed, 1989). Tense language has a linguistic tool in the form of a grammatical system which generally occurs in the verb of sentences/utterances through the process of morphology (inflectional) as in English. Conversely, tenseless language has lexicalisation tools that according to Comrie (1985, p. 10) "...lexicalisation refers merely to integration into the lexicon of the language, without any necessary repercussions on its grammatical structure". Indonesian is a language that has a system of lexicalization.

Tense is grammaticalised expression of location in time. It relates the time of the situation referred to some other time, usually to the moment of speaking. The commonest tenses found in languages are present, past, and future (Comrie, 1976; Palmer, 1974; Payne, 1997). Generally, linguists assume that time is represented in a straight line with events that occurred in the past occupy the left side of the line and events that occur in the future occupy the position

to the right of the line. Meanwhile, the current time is in the middle of the line represented by a point 0 (as a deictic point).

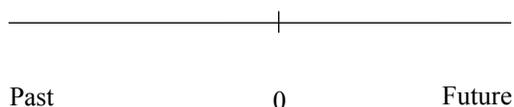


Figure 1. Time Diagram

Based on Reichenbach's theory, those 3 absolute tenses above are represented as E \_\_\_ S; E,S; and S \_\_\_ E (Hornstein, 1990, p. 10). In the former representation, event (E) is to the left of the reference point S (at the utterance) which illustrates the past situation. Next, event (E) coincides with the time of utterance (S), which indicates the current moment (punctual). Finally, the future time marker with event (E) is to the right of the speech time (S). S is deictive and has two roles: generally as a reference point at the utterances and specifically it links E to the time of speech. As expressed by Hornstein (1990, p. 12) "..... an S point must be anchored within the discourse. The moment of speech is always available as a default value for this purpose. However, S can be anchored in other ways as well...".

The 3 absolute tenses then are expended into 7 tenses (Poutsma, 1922, p. 13; Jespersen, 1924 p. 257) by using such terminologies as follow; before-past/ante-preterit and after-past/post-preterit for past tense, before-future/ante-future dan after-future/post-future for future tense. Hornstein (1990) divides English tense into 6 basic forms ; 1) Present, S,R,E, 2) Past, E,R \_\_\_ S, 3) Future, S \_\_\_ R,E, 4) Present Perfect, E \_\_\_ S,R, 5) Past Perfect, E \_\_\_ R \_\_\_ S, and 6) Future Perfect, S \_\_\_ E \_\_\_ R. Finally, Jacobs (1995, p. 189) and Azar (2002) expand English tense into 12. Those are the combination of the previous tenses based on perfect and progressive aspect. They are Simple Present, Simple Past, Simple Future, Present Progressive, Past Progressive, Future Progressive, Present Perfect, Past Perfect, Future Perfect, Present Perfect Progressive, Past Perfect Progressive, and Future Perfect Progressive.

The application of linguistic time will be more complicated without understanding the concept clearly when and where some activities should be put in the timeline, as shown in the following figure.

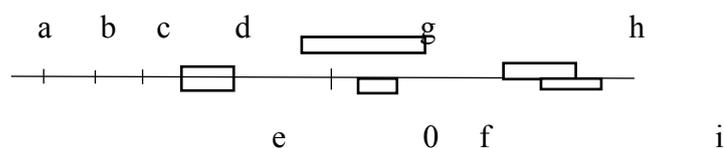


Figure 2. Representation of situation

In Indonesian, for example, people can express a series of events in the following sentence “*Lelaki itu sedang menutup tokonya ketika bom meledak*”. The sentence informs that an event *Lelaki itu sedang menutup tokonya* (The man was closing his shop) occurred in the past (when an event occurred), and it is known from the clause *ketika bom meledak* (when the bomb exploded). There is no change in the sentence verb (*menutup* and *meledak*). Different from Indonesian, the example above is expressed in English by changing sentence verb form from close to was closing and explode to exploded through inflectional process. In English, the change of verb forms through that process can inform the linguistic time of an event in a sentence without adding any lexemes. In the sentence ‘I was a sailor’, the auxiliary verb was directly indicates that the information conveyed took place in the past.

The different tools of linguistic time above raise various difficulties for Indonesian learners who learn English. It is hard for them to express ideas, both spoken and written, through English utterances/sentences by using appropriate linguistic tools of time. The learners tend to be fixated on a series of formulas that have been memorized, such as simple past, simple present, simple future, simple continuous, etc. without fully understanding what the meaning of these formulas are as a comprehensive linguistic time concept.

## **Research questions**

There are two research questions in this study:

1. How do learners express English past tense grammatically in their writing?
2. What kind of linguistic time concept emerges?

## **Methodology**

This study uses a qualitative approach with explanatory methods. According to Creswell (2017) qualitative approach is a scientific research approach that is based on constructive perspectives - the interpretation of the data comes from individual experiences, social and historical values with the aim of building a particular knowledge theory or pattern - or participatory which is oriented to political, collaborative or change issues, or it can be a combination of both. Thus, this approach requires a deep interaction between the researcher and the object under study.

The source of research data was essays of Junior High School students of class IX that were included in 3 classes, totaling 105 essays. The selection of data sources is based on the assumption that students are heterogeneous in terms of gender, ability level, and socio-economic. Linguistic data in this study are a number of verbs contained in students' sentences (all levels of sentences) that are collected from their portfolio. The essays then were built and processed as corpus data using The Ant Conc\_64bit toolkit for concordancing and text analysis

Data processing is carried out based on the following steps, 1) building corpus data, 2) data selection, 3) classification of data, 4) data tabulation 5) data analysis, and 6) data interpretation.

## **Results and Discussion**

### ***Simple Sentence***

In general, learners are capable enough to express various events in the past. The process of verbs grammaticalization has appeared through the inflection of verbs by adding –ed suffix for regular verbs and changing the verb form for irregular one. The past tense markers, in the forms of adverbial time, have arose in the form of lexems and the combination of lexems, such as then, after, before, and that time. However, there are still a lot of inaccuracy expressions

of verb grammaticalization have been found in their writings, for examples, *It feels **felt** so weird, It ~~takes~~ **took** about 24 hours to reach there!, After hiking, we ~~go~~ **went** (to) Jakarta at time 11 a.m. and arrived at time 2 p.m., The next day, we ~~spend~~ **spent** time for hiking, and And then we ~~buy~~ **bought** many T-shirt. For regular verbs, it is found some imprecision inflectional forms, like *And I ~~join~~ **joined** (it) so much, and The next week he ~~ask~~ **asked** me to go to Monasco.**

Table 1. Simple Sentence

DATA	RECONSTRUCTION	NOTE
My father was named <u>is</u> Zuhairi	My father was named <del>is</del> Zuhairi.	+ is #10:1(t ense, form) E __ S
My mother was named <u>is</u> Susanti Praptiningsi h.	My mother was named <del>is</del> Susanti Praptiningsih.	+ is #10:9 (tense, form) E __ S
Then the monkey and crocodile <u>was</u> swimming to go to the home.	Then the monkey and crocodile <del>was</del> were swimming to go to the home (to their home).	Was – were (form) #25:14

Then I <u>was</u> freeze on chair.	Then I <del>was</del> <del>freeze</del> froze on chair.	+ was #1:26 (tense, form) E __ S
In the afternoon we <u>go</u> to the home.	In the afternoon we <del>go to the</del> went home.	Go – went (tense, form) #1:7 E __ S
Yesterday my family and I <u>go</u> to the Dufan to playing wahana.	Yesterday my family and I <del>go</del> went to the Dufan to <del>playing</del> play wahana.	Go – went (tense, form) #11:1 E __ S
We <u>go</u> home in the afternoon.	We <del>go</del> went home in the afternoon.	Go – went (tense, form) #12:14 E __ S
Then we walked with guide <u>go</u> to the field to planted corns.	Then we walked with guide (and) <del>go</del> went to the field to <del>planted</del> plant corns.	Go – went (tense, form) #5:4

E1 \_\_  
S ; E2  
\_\_ S

Then we  
were strated  
make a  
contents  
water  
competition  
with pipe.

Then we ~~were~~  
strated  
(started) to  
make a  
contents water  
competition  
with pipe.

+ were  
(form)  
#5:8  
E \_\_ S

During the  
lunch we  
break and  
playing  
wahana  
games again.  
(undetected)

During the  
lunch we  $\emptyset$   
took a break  
and ~~playing~~  
played wahana  
games again.

$\emptyset$ V;  
Playing  
–  
played  
(tense,  
form)  
#11:6  
E1  
\_\_S;  
E2 \_\_  
S

After that,  
I'm  
watching  
TV.

After that, I~~m~~  
was watching  
TV.

Am –  
was  
(tense,  
form)  
#21:4  
E \_\_ S

Finally we  
can arrive to  
the

Finally we ~~can~~  
could arrive to

Can –  
could(t  
ense,

Prambanan Temple.	the Prambanan Temple	form) #23:14 E __ S
Something weird <u>happen</u> .	Something weird <del>ø</del> had <del>happen</del> happened.	Happen – had happen ed (tense, form) #1:13 E __ S
An I <u>join</u> so much.	(And) I <del>join</del> joined (it) so much.	Join – joined (tense, form) #6:13 E __ S
Every week, we <u>practice</u> oar until two month.	Every week (at that time), we <del>practice</del> used to practice oar (rowing) <del>until</del> for two months.	Practic e – used to practic e (tense, form) #13:2 E __ S

Other inaccuracy forms are also found as there is not the emergence of auxiliary verb (*But my feels ø was till weird*), two verbs in a sentence ((*Then I was freeze froze on chair*), the

illformed verb for auxiliary (*We ~~are~~ were so happy, but a little sad, but we're very tired*), the illformed main verb (*we ~~goes~~ went to Malioboro market; Something weird ~~happen~~ had happened*), and the illformed modal (*We ~~can't~~ went couldn't go to Prambanan ancienty*).

### Compound Sentence

On the level of compound sentence, learners' sentences consist of 2 – 4 independent clauses. For one which consists of 2 clauses, verb grammaticalization did not occur in one of them mostly whether in the regular form or irregular one, such as *We ~~spend~~ spent 4 hours at the temple from 11 o'clock to 2 o'clock, and we arrived at the hotel at 3*. When compound sentence consists of more than 2 independent clauses (events), at least one of them is illformed one. The type of illformed sentences almost the same as found in the simple sentences above.

Table 2. Compound Sentence

DATA	RECONSTRUCTION	NOTE
Finally, we played flying fox, the sun <u>was</u> left the sky.	Finally, we played flying fox, the sun <del>was</del> left the sky.	+ was (form) #5:11 E1 __ S; E2 __ S
Then the crocodile <u>was</u> come to the monkey and his <u>talking</u> to the monkey and the crocodile was very hungry.	Then the crocodile <del>was</del> <del>come</del> came to the monkey and <del>his</del> (he) <del>talking</del> talked to the monkey and the crocodile was very hungry.	+ was, come – came, talking - talked (tense, form) #25:4 E1x, E2x, E3p

		E1 __ S; E2 __ S; E3 __ S
		Ø have; met – have met; planed – plan (tense, form) #22:10 E1px, E2x E1,S; E2,S
We <u>ø</u> never met, but we planed to met.	We ø have never met, but we <del>planed</del> plan to <del>met</del> meet.	
		Ø were; are – were (tense, form) #19:12 E1 __ S; E2 __ S
My family and I <u>ø</u> very tired but we <u>'re</u> so happy.	My family and I Ø were very tired but we <u>'re</u> were so happy.	
“And the other one <u>be</u> obsequious behind you with he’s bloody face	“And the other one <del>be</del> was obsequious behind you with <del>he</del> ’s (his) bloody face	Be – was (tense, form) #1:25 E1 __ S; E2 __ S

and half of his  
face was  
damaged.”

and half of his  
face was  
damaged.”

After arrived  
in there, we  
ate together,  
after that we  
row and  
strated the  
game.

After (we)  
arrived ~~in~~  
there, we ate  
together, after  
that we ~~row~~  
rowed and  
strated  
(started) the  
game.

Row -  
rowed  
(tense,  
form)  
#5:2  
E1 \_\_ S;  
E2 \_\_ S;  
E3 \_\_ S;  
E4 \_\_ S

We spend 4  
hours at the  
temple from  
11 o'clock to 2  
o'clock, and  
we arrived at  
the hotel at 3.

We ~~spend~~  
spent 4 hours  
at the temple  
from 11  
o'clock to 2  
o'clock, and  
we arrived at  
the hotel at 3.

Spend –  
spent  
(tense,  
form)  
#23:15  
E1 \_\_ S;  
E2 \_\_ S

We arrive at 5  
o'clock in the  
morning, then  
we go to hotel  
by taxi, to took  
a rest.

We ~~arrive~~  
arrived at 5  
o'clock in the  
morning, then  
we ~~go~~ went to  
hotel by taxi to  
~~took~~ take a  
rest.

Go –  
went  
(tense,  
form)  
#23:5  
E1x,  
E2x

My smester <u>break</u> and a family vacation to the waterfall nymphs.	My semester <del>break</del> broke and a family ø had vacation to the waterfall nymphs.	Break – broke (tense, form) #4:1 E1x, E2-
When we got to the Dufan, we went to the shop buy some food to we <u>eating</u> .	When we got to the Dufan, we went to the shop (to) buy some food to <del>we eating</del> eat.	Eating – eat (kala dan bentuk) #11:2 E1p, E2apbpc x

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Then, it is found the “-ing form” for past verb inflection, as an example *After that, we ~~search~~ searched location to eat and we ~~eating~~ ate ~~at~~ there together*. Mostly, learners use adverbial time such as *then, after, before, that time, last month, and last night* as the time marker. The compound sentences are connected by using conjunction *and* and *but* or without any conjunction at all.

### ***Complex Sentence***

Based on the production of learners’ complex sentences, it is known that most of them put several past events incorrectly in the linguistic time (time line). Events that occurred in the past should occupy the left side of the line (E \_\_ S), however learners tend to locate them in the middle of the line which indicates the current time (E,S). Or some events were put on the left and others were put in the middle. There is an inconsistent behaviour of learners in arranging events or actions in the linguistic time line.

Table 3. Complex Sentence

NO	DATA	RECONSTRUCTIO N	NOTE
1.	Before having lunch, we <u>playing</u> one again wahana game.	Before having lunch, we <del>playing</del> played one again wahana game.	Playing – played #11:4 E1pt, E2x
2.	He never <u>give up</u> although he <u>get</u> bad score.	He never <del>give</del> gives up although he <del>get</del> got bad score.	Give – gives, get – got #16:12 E1xf, E2x
3.	When he <u>get</u> bad score he <u>keep</u> trying and <u>work</u> hard to fix his grade.	When he <del>get</del> got bad score he <del>keep</del> kept trying and <del>work</del> worked hard to fix his grade.	Get – got, keep – kept, work – worked #16:13 E1x, E2axbx
4.	Monkey <u>talk</u> to crocodile “hey crocodile,	Monkey <del>talk</del> talked to crocodile, “hey crocodile, what ø do you want to feed <del>me</del> ”.	Talk – talked, ø do #25:16 E1x, E2-

- what you  
want to  
feed me”.
- Then the  
crocodile  
talk,  
“Monkey  
you are  
very nice.  
I’m very  
hungry,  
may I eat  
you”.
- 5.
- Then the crocodile  
~~talk~~ talked, “Monkey  
you are very nice.  
I’m very hungry,  
may I eat you”.
- Talk –  
talked  
#25:6  
E1x,  
E2abcpr
- Then the  
monkey  
talk to the  
crocodile  
“Okay  
I’m ready  
to your  
feed”.
- 6.
- Then the monkey  
~~talk~~ talked to the  
crocodile “Okay I’m  
ready to your feed”.
- Talk –  
talked  
#25:9  
E1x,E2p  
r
- The  
crocodile  
talk “Are  
you sure,  
oh okay,  
now we  
back  
up,and
- 7.
- The crocodile ~~talk~~  
talked, “Are you  
sure, oh okay, now  
we ø go back ~~up~~,and  
take your heart”.
- Talk –  
talked  
#25:19  
E1x,  
E2aprb-  
cpr

	take your heart”.		
8.	The crocodile <u>talk</u> “Your heart, I want your heart”.	The crocodile <del>talk</del> talked, “Your heart, I want your heart”.	Talk – talked #25:17 E1x, E2pr
9.	Then monkey <u>talk</u> “Hahahah a you are foolish, now I’m save”.	Then monkey <del>talk</del> talked, “Hahahaha you are foolish, now I’m <del>save</del> safe”.	Talk – talked #25:22 E1x, E2aprbx
10.	When crocodile <u>talk</u> that, but the monkey is very smart and pity.	<del>When</del> Although crocodile <del>talk</del> talked that, <del>but</del> the (monkey knew what he should do because he) is very smart ( <del>and</del> <del>pity</del> ).	Talk – talked #25:8 E1x, E2x

From the learner’s complex sentence, “When he get bad score he keep trying and work hard to fix his grade”, there are 3 events that occurred in the past since in this writing the learner described his friend (title: My Best Friend). Those events are; He got bad score (E1), He kept trying (E2), and He worked hard. He located 3 events incorrectly by using verb get in E1

(indicate current time, E,S) and verb keep in E2, and verb work in E3. However, from the context we know that both events occurred in the past (E \_\_ S).

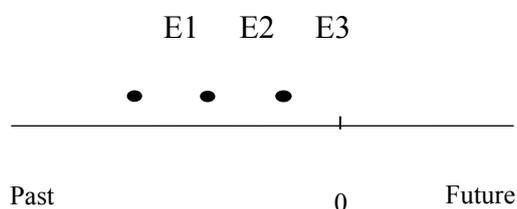


Figure 3. Location of 3 Events

There are other same cases that are found in the sentences produced by learners. Table 3 shows that learners are still inconsistent locating events in the linguistic time line (past tense). Besides tense problems above, syntactically, it was found illformed sentences, such as wrong irregular verb (... he ~~keep~~ kept trying...). When tense is perceived as a time line and it focuses on arranging events in that imaginary line, learners will pay more attention to the verb of sentence, as well as the change of its forms since it is grammatical.

### ***Compound Complex Sentence***

Learners' complex sentences consist of 3 – 7 events (clauses) in a sentence. Most of the events were put incorrectly in the linguistic time. As found in the table below (sentence 1) only 1 event was put in the right place, the rest are incorrect. it can be detected from verbs of the sentence, such as immortalize, is, and was.

NO	DATA	REKONSTRUKSI	KET
1.	I immortalize through my handphone	I <del>immortalize</del> immortalized through my handphone camera, but	is – was (kala, bentuk)#4: 3

	<p>camera, but behind my pleasure there <u>is</u> tremendou s fear because the street was so sinister look with a very narrow street and there <u>is</u> a very deep gorge, if it ø not coutious, the car in drive dad could get into ravine.</p>	<p>behind my pleasure there <del>is</del> was tremendous fear because the street was so sinister look with a very narrow street and there <del>is</del> was a very deep gorge, if it ø was not coutious, the car that was <del>in</del> <del>drive</del> driven by dad could get into ravine.</p>	<p>Ø was #4:3 E1x, E2x, E3p, E4x, E5x, E6x, E7p</p>
2.	<p>When I arrived, there's so many tourist to visit it, and the way to</p>	<p>When I arrived, there<sup>2</sup>s was so many tourist to visit it, and the way to enter the temple <del>is</del> was too far.</p>	<p>is – was (kala, bentuk) #23:14 E1p, E2axbp, E3x</p>

	enter the temple <u>is</u> too far.		
3.	Last week, I and my friends go to a station, <u>is</u> where, there are many train <u>is</u> good for the picture or photograph.	Last week, I and my friends <del>go</del> went to a station (that) <del>is</del> was <del>where</del> there, there <del>are</del> were many trains (which) <del>is</del> were good for the picture or photograph.	is – was (kala) #15:1 is – were (kala, bentuk) #15:1 E1x, E2x, E3x, E4x
4.	Then one week later, when my mom and I <u>was</u> chill at house, I looked at my mom and she say “I know you wanna know about that night”.	Then one week later, when my mom and I <del>was</del> were chill at house, I looked at my mom and she <del>say</del> said “I know you wanna know about that night”.	Was – were (betuk) #1:20

5.	Then they back up to the near river, when the monkey <u>was</u> go to the near river and his jump to the tree.	Then they $\emptyset$ went back <del>up</del> to the near river, when the monkey <del>was</del> <del>go</del> went to the near river <del>and</del> his (he) <del>jump</del> jumped to the tree.	+ was #25:20

In many languages, time-indications are expressed in verbal forms, the so-called tenses. In other words, tense is associated with verbs as the central of sentence/utterance that connects a situation (action or event) to a particular time (Declerck, 2006; Huddleston, Rodney; Pullum, 2005; Palmer, 1974). Thus, tense is not only comprehended as various formulas of verb form but also as a concept of thinking in arranging some events or actions in a linguistic time.

As Hornstein (1990, p. 12) says that S (for instance) is deictive and has two roles: generally as a reference point at the utterances and specifically it links E to the time of speech. Learners need to understand and realize it well so they can situate some events correctly whether in the left, in the right, or might be coincide with S in the time line. The imaginary time line will help learners to organize where they put those events in the correct side. English linguistic time is viewed as a concept of thinking not only as a series of rules/patterns which are memorized without context, even more it is quite different from Indonesian linguistic time that is ungrammatical.

In General, linguists assume that linguistic time is represented in a straight line as shown in figure 1 (Comrie, 1985; Declerck, 2006; Jespersen, 1924; Payne, 1997; Poutsma, 1922). This imaginary line then helps learners to put or locate various situations correctly in linguistics time indicated by the grammatical change of verbs form in English. In teaching grammar, this time line has been proposed by Azar (2002) as illustration for each tense. It is a worthwhile tool in building tense as a concept of thinking of learners. Nevertheless, based on

the gained data, tense has not been perceived as a concept of time line yet by learners since they are still inconsistent locating events in the linguistic time line (past tense).

### **Conclusion and implications for pedagogy**

Based on the gained data, learners have not been able yet to express past tense correctly. The errors made by learners can be classified into 2 main groups; tense and form. For the first group, there is no a clear concept of past tense can be viewed through their writing. As a straight line concept of time, they still made a lot of errors in arranging several events in the time line and are inconsistent to locate those events precisely. Since learners have not had a clear concept of tense, they produced a lot of errors in forming past sentence in various ways. They could be observed from verbs used in their writing.

Moreover teachers need to create a basic breakthrough in teaching tense for Indonesia learners who have perceived it as only a set of formulas that must be memorized. Thus, tense still become a hard thing to be learned and practiced. Indeed, Indonesian learners whose language is tenseless need a right principles in learning English that is a tense language.

In view of the fact that Indonesian and English have different tools of linguistic time that potentially raise various difficulties for Indonesian learners who learn English, teachers need to set up the right principles in teaching tense. They need to evaluate how tenses are taught all the time. Although the linguistic time line is not a new thing in linguistics, it can be considered as a tool of building a basic concept of tense in learners' mind so it can help learners arrange various events correctly and easily.

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## **The Effect of Cooperative Learning Strategies in the Enhancement of EFL Learners' Speaking Skills**

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### **Abstract**

This paper aims to investigate the effect of cooperative learning strategies based on multiple intelligence on enhancing EFL learner's communication skills. 48 learners are used in this study, experimental and controlled groups. They were all freshmen students from foundation year in Faculty of Education at Tishk International University, Erbil, KRG-Iraq.

Both groups were under the experiment study for 15 academic weeks in the 2018-2019 academic year in the spring semester. The tool for collecting data was through pre and post-test speaking strategies for both experimental and controlled groups to see the progress of learners speaking skills during the academic semester. The participants recorded scores from pre-test and post-test of both groups were verified and analyzed. The results revealed that cooperative strategies based on multiple intelligence have an enormous significant effect on improving learners speaking skills. The study has also suggested some recommendations and submissions for additional research.

**Keywords:** *Cooperative learning, multiple intelligence, speaking skills, language teaching.*

## **Introduction**

After the tremendous advances in science and technology, the life of human beings has changed dramatically. Consequently, English has become a global language and means of communication among speakers of different languages and cultures (Alzebaree & Yavuz, 2017, as cited in Alzebaree & Hasan, 2020; Alrefae & Al-Ghamdi, 2019; Aliyu, Yong, Md Rashid, & Nimehchisalem, 2020). For more than two thousand years, different civilizations have been interested in discussing the existence of mental capabilities and it is important, and with the advancement of psychology, a huge number of human capabilities were unveiled, which led to an increased desire to learn more about the human mind and its capabilities. Does the human mind act as one whole unit or as a system of intellectual energies? The answer to this question has been widely debated among scholars for centuries.

However, with the development of the world and the spread of fast cultivation, learners need to cooperate helpfully, and work towards reaching communal goals. Therefore, many researchers, scholars and educators called for a change in the field of education, and everyone stressed the need for teaching methods with a critical and cooperative idea in order to help learners to solve difficult problems., And critically seeing the conditions around them, finding alternatives, insights, and deep ideas.

Therefore, cooperative learning groups in the field of teaching the English language in general or in the field of teaching oral communication skills in particular are considered ways that the teacher can find interaction among all students in order for everyone to benefit. When students interact and participate in cooperative working groups, they learn how to send and

receive information in English, they develop cooperative understanding and visions, and they can also communicate in an acceptable social way.

Furthermore, English language learning has become a very crucial skill from all around the globe. Beside learning the English language, it needs practice and usage to be conquered. Speaking the English language counted as one of the most vital skills especially in the academic area. Speaking skills are one of the major and impactful skills for communication in any language, especially when they are not using their first language. This ability is used orally in language and a mediocre within which people communicate with each other. Harmer (Harmer,2008) stated that EFL language learners are putting all their efforts while they use the language. In addition, one of the important skills that enable language learners to communicate and expressing viewpoints also giving responses (Richards, 2008).

As one of the crucial topics that have been considered in the past forty years was involving in English communication classes and it is learning motivation theories. According to (Pattanapichet & Chinaokul, 2011) speaking the English language is one of the important characters in the professional world. The elder teaching second language methods were summarized on the teacher's explanation of vocabulary, grammar and other language structures that they were in the course books. That was one of the reasons when students could not understand the language and learn it quickly.

In this study the researcher tries to state and show the effects of cooperative learning strategies which they are based on multiple intelligence domains to help learners develop their oral communication skills. Creating MI centers and cooperative learning strategies have a crucial impact on students' communication and oral accuracy in using language. One of the delighted point which can help students to express themselves in an effective way is to know their MI domain. By knowing their MI domain and putting students in those centres they can collaborate and help each other to develop their fluency, accuracy and speaking skills. After studying English language in school level for more than ten years especially in public schools' students have ineffective speaking skills. Despite all the help of the KRG reforms to help the education system, they could not find a proper solution for it.

The gigantic problems in EFL classrooms are mostly teacher-centered classes, instead of cooperation, there are many competitions between learners, educators are not familiar with the cooperative learning techniques in language teaching settings particularly when it comes to teaching speaking, and learners' lack of background knowledge in language learning skills.

“Taking everything into account Cooperative learning is of great effect on developing students speaking skills” ( Liao, 2009; Pattanpichet, 2011).

Kemala (2018) stated that “The linguistic knowledge is often referred to discourse knowledge, speech act knowledge, and knowledge of grammar, vocabulary and phonology. Each component has a different level for the individual student in their speaking performance. Those who have adequate knowledge of grammar, vocabulary, and phonology will develop their capability in speech act knowledge and discourse knowledge”.

### **Purpose of the study**

This paper aims to show the effect of cooperative language learning based on multiple intelligence to develop learners speaking skills at Tishk International University, faculty of the education foundation year. The research examines the effect of cooperative learning to enhance foundation learners in the faculty of education at Tishk International University.

### **Research questions**

This research is an attempt to study the effect of the use of cooperative learning strategies based on multiple intelligence domains in order to develop oral communication skills for students at the freshmen level in the Faculty of Education, Tishk International University. That is why this research project attempts to answer the next questions.

- a) Are there any differences between the control group and experimental group pre-test speaking skills strategies test?
- b) Are there any differences between the control group and experimental group post-speaking skills strategies test?
- c) Are there any significant differences between pre-test results and post-test results in the experimental group?

### **Literature review**

The progression of learning a second language entails mostly the mastery of its skills. There are numerous definitions of speaking in literature. According to Cameron (2001, 46) in order to understand others, speaking will be a crucial element to direct meaning to people. However, transferring information from speakers to listeners is called speaking. Clark and Clark (1977, 272) mention that in speaking people put ideas into words, talking about insight, emotions, and purpose in their speaking. They want to make themselves clear to other people

who they talk to. They like to exchange knowledge and information with each other through oral communication. Johnson and Morrow (1981, 70) augment that “speaking is an activity involving two or more people in which the speaker and listener have to react to what they hear and make their contributions at speed of high level”. Each contributor speaking has a persistence that both of them (she/he) want to achieve. Brown and Yule (1989, 26) “state that speaking is the way to express the need-request, information, service, etc.”

Thornberry (2005, 20) mentioned that to interact with listeners speakers need to carry out their ideas by speaking, which it’s a vital activity in his/her real life. Another definition comes from Cameron (2001, 40). “She says that speaking is about making people understand speaker’s feeling and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires”. Additionally, Kayi (2006, 1) says that “speaking is the process of building and sharing meaning through the use of verbal and non-verbal in a variety of context”.

Speaking is an important part of language learning and teaching curriculum (Luoma, 2004). It is the vital language learning skill to be gained when learners wish to interact with each other orally. In addition, speaking requires more than understanding its grammatical and semantical rules. “Students must also acquire the knowledge of how native speakers use the language in the context of structured interpersonal exchange” (Shumin, 2002). Communication with a foreign language is most difficult for second language learners because effecting communicating needs the capacity to use language suitably. From the investigation above, to do speak well learners should be able to communicate. Through speaking, learners will have the ability to express their opinion, beliefs, and thought easily and impulsively.

One of the productive skills is speaking, which is very important for language learners. As mentioned by Ku. nierek (2015), “speaking and writing are classified as productive skills. Listening and reading, on the other hand, involve receiving messages, and therefore, they are identified as receptive skills”. Nevertheless, in the usage of language, some skills are more focused on than the others in language teaching. In communication, students apply the language verbally. The students who can use the language verbally well will be identified as a good language learner. That is why speaking become one of the vital productive language learning skill and it has its own priority in language teaching.

There are large numbers of researches which they try to classify the purposes of speaking in human communication. Brown and Yule (1983) stated “the useful distinction between the interactional functions of speaking, in which it serves to establish and maintain

social relation, and the transactional functions, which focus on the exchange of information”. “There are three-part versions of Brown and Yule’s framework: talk as interaction, talk as transaction and talk as performance” (Richards, 2008). Each of these discourse activities was different from each other in terms of procedure, meaning and essential different teaching approaches. Students cannot make interaction verbally in their settings in oral mood unless they master speaking skills.

### **Multiple Intelligence and Speaking Skills Previous Researches.**

Various studies have been conducted recently to find out the numerous effects of multiple intelligences on students speaking skill performance in different places around the globe.

Sayed (2005) investigated the impact of applying MI theory on improving first year learners verbal communication skills. 30 freshmen English major learners were the sample of his research. a teaching curriculum based on Howard Gardner’s MI theory to improve learners speaking skills have done, and a pre-speaking test and post-speaking test were administrated to the group of students as the tools of the study. the findings of the study showed that the program has a positive impact on the student’s verbal communication skills as there were statically momentous variances among pre and post-tests.

Moreover, Salem (2013) conducted research on the effects of MI theory-based instruction on improving the communication skills of the senior students at the English department. Consequently, his study’s problem was the lack of senior student’s verbal communication in Hurgada Faculty of Education, South Valley University. By focusing on students’ various abilities, the researcher adopted a multiple intelligence-based programs to develop students speaking skills. the population of his participants was 64 preservice students in one group. His research design was a quasi-experimental research design used for one group pre and post-tests used to assess the impact of smearing this great method. Findings from the paper proved the helpfulness of MI teaching on enhancing learner’s communication skills.

Thus, another research investigated the connection between MI theory and oral fluency among intermediate EFL students in Bandar Abbas Azad University in Iran by (Saibani & Simin 2015), this paper was conducted to find the relationship between MI and verbal communication skills among Iranian learners. The results of the paper discovered that MI theory instruction has a significant impact on enhancing learners speaking skills.

Although, Giannikas (2019) investigated the impact of multiple intelligences to enhance adult language learners speaking skills in an action research. The participants of the

research were foreigners who moved to the UK for academic and professional purposes. The majority of EFL learners familiarized with a teacher-centred classroom. The instructions based on multiple intelligences used to involve students to more students-centre environment. The article reveals the importance effects of multiple intelligence-based instructions on EFL learners speaking skills.

Grounded on the testimonies above, the researcher proposed the procedure of teaching communication through cooperative learning and MI theory to develop student's oral fluency can be a better way to create a student-centered classroom. However, it could solve the problem of lack of interactions between learners in classroom. Moreover, students can exposure to the language more in case where they can find cooperative learning between them and perform better to learn the English language.

### **The Concept of Multiple Intelligence**

Intelligence theories and assessments have been focused on reasoning and problem-solving function for decades. The perceptions of the process of reasoning and the manner in which cognitive variables interfere with abilities has not received equal attention. In 1983 through his book *Frame of Minds*, Howard Gardener very last introduced his Multiple Intelligence theory. Gardner claimed as Armstrong (2009) said, that human cognitive ability is called intelligences rather than talents or skills.

“According to Gardner intelligence, is the ability to solve problems or fashion products that are valued in at least one community and culture is a biopsychological information processing capability. In other words, intelligence is a cognitive capacity that initiates in human biology and psychology-a ability to process a certain type of information.”

Gardner challenged the nature of a single intelligence throughout the project Zero testimony and stated to investigate the possibility of several different intelligences. When a teacher knows the nine intelligences, they will be able to do the next step, recognizing their students ' intelligence strengths. The instructor then reflects on the powerful intelligences and teaches new materials with these abilities. Research have shown that teaching by using the combination of multiple intelligences through the abilities of students has many benefits , including satisfying the learning needs of students that can lead to higher student achievements.

“Intelligence is a blend of some capabilities, which there are sorts of it that an individual has. Professor Gardner offered away variety of skills that individuals have by putting them into

following eight inclusive types or “intelligences” such as linguistics, logical-mathematical, spatial, bodily-kinaesthetic, musical, interpersonal, intrapersonal, naturalist and recently added existential intelligence as the ninth intelligence” (Armstrong, 2009).

### **Linguistics Intelligence**

Linguistic intelligence of those who have this intelligence, they can practice words meritoriously, whether verbally or in the inscription. This domain involves also the ability to influence the composition or configuration of language, the phonology or sounds of language, and the pragmatics scopes or everyday usage of the language. There are also more uses and embraces speech-making (it is a sort of action by persuasive individuals to impression a precise deed), mnemonics (an action by language to aid recall or remembering the memory). (Armstrong, 2009).

### **Logical-Mathematical Intelligence**

“The logical-mathematical intelligence is the capacity to use numbers effectively and to reasoning well. the kinds of processes used in the service of logical-mathematical intelligence include categorization, classification, inference, generalization, calculation, and hypothesis testing.” (Armstrong, 2009).

### **Spatial Intelligence**

The visual intelligence is the capacity to implement renovations upon those observations to identify the optical world precisely. This domain of MI is included compassion among colours, appearances, figures, forms and the integration and sensitivity among previous elements. it also, has the ability to envision, to explicitly exemplify visual or spatial environment. (Armstrong, 2009)

### **Bodily-Kinaesthetic Intelligence**

Individuals who has this domain actively, they are proficiencies in the usage of their whole or parts of their body to share ideas and opinions. “this intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility and speed, as well as pro perspective, tactile and hepatic capacities” (Armstrong, 2009).

### **Musical Intelligence**

The ability to recognize, categorize, convert and express musical form is called musical smart intelligence. This domain is including of rhythm, pitch and sound level of musical section (Armstrong, 2009).

### **Interpersonal Intelligence**

“Interpersonal domain is the capacity to observe and mark differences in the attitudes, intents, motivations, and feeling of other people. This can include sensitivity to facial expression, voice, and gestures; the capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way” (Armstrong, 2009). “Interpersonal activities include: cooperative learning, peer tutoring, community involvement, social gatherings, and simulations” (Armstrong, 2009).

### **Intrapersonal Intelligence**

Intrapersonal smart is self-know and the capacity to performance adaptively on the foundation of that knowledge. this domain involves of having a clear vision of self-knowledge, consciousness of emotions, intension, inspiration, personalities, the ability of self-discipline, self-understanding and self-esteem (Armstrong, 2009).

### **Naturalist Intelligence**

A naturalist shows competence in identifying and classifying the many types (vegetation and wildlife) within an individual setting. This also involves responsiveness to other natural phenomena and, for those growing up in an urban environment, the ability to distinguish between non-living objects such as vehicles, sneakers and CDs (Armstrong, 2009).

### **Existential Intelligence**

“Gardner mentioned that his consummate is a preliminary formulation; some of the intelligences on his list do not meet any of the eight requirements mentioned above after further study and analysis and may therefore no longer qualify as intelligences” (Armstrong, 2009). “Gardner's recognition of a ninth intellect – the psychological – is therefore also based on several of the requirements fulfilled” (Armstrong, 2009).

We all believe that there are individual differences between the learners, which are evident in their physical appearance, in their character and tendencies, and in their hobbies ... as they are evident in their learning patterns. What is meant by the learning style is the method and method that the learner prefers when presenting the academic content to him, and that he learns faster than other methods and methods.

The following table shows the preferred teaching methods of each type of students, the appropriate educational tools for them and the preferred activities:

Table 1 preferred teaching methods according MI domains

Intelligence	Favourite teaching methods	Teaching materials	Favourite activities
Verbal	Lecture, discussion, crossword puzzles, storytelling, musical notes reading, CV writing.	Books, tape recorder, printer, stamp sets. Dictionaries, Language learning course books.	Reading, writing, talking, listening
Logical - mathematical	Problem solving, scientific experiment, playing with words, word puzzles, collecting numbers in mind, intersecting numbers, critical thinking	Calculator, manual calculations, practical tools, math games, cross word and word puzzle games	Measuring, thinking critically, put it in a logical framework, experiencing things
Spatial - visual	Visual presentation, artistic activities, imagination games, mind maps, metaphors, visualization, imagination	Graph, maps, videos, installation games, art tools, visual tricks, cameras, pictures.	Looking at things, drawing, fancy, colours, make a mind map
Physical - kinaesthetic	Hand craft learning, acting, dancing,	Jigsaw Puzzles, Playing with Clay,	Train, perform, touch, feel, dance.

	physical exercise, tactile activities (touch), relaxation exercises	Sports Tools, Touch Learning Resources.	
Musical	Learn the melody, the ways, and use the songs as an educational part.	Tape recorder, tape collector, musical instruments, songs	Singing, knocking, drumming, listening
Interpersonal	Cooperative learning, comrades learning, community participation, social gatherings.	The recorder, organizing parties, plays various roles.	Study with people, collaborate with others, interact with others, respect
Intrapersonal	Individual instruction, independent self-studies, self-confidence building, self-esteem.	Self-build tools, CV. Diaries, Personal Blogs	Linked to personal life, giving options with reference to it, self-foresight
Naturalist	Nature study, environmental awareness, animal care, excursions, tours, experiments, follow-up to natural phenomena.	Plants, animals, nature monitors such as perspectives, fact tools	Follow natural phenomena

Students think according to their patterns, they love doing activities, and they feel the needs that adequate with these patterns. Each student has his own thinking tool according to his style. The following table 2 shows preferred thinking tools, common approaches and activities and the needs of each style.

Table 2 preferred thinking tools, common approaches and activities and the needs of each style.

Intelligence	Thinking Style	Favoured activities	Needs
Verbal	With words	Reading and writing, telling stories, verbal toys and verbal manipulation	Books, tapes, writing instruments, paper, notes, conversations, discussion, arguments and stories.
Logical - mathematical	Logic	Experimentation, enquiry solving puzzles, mathematical operations	Experiences tools, scientific materials, information retrieval, excursions, practical museums
Spatial - visual	Pictures, imaginations.	Design, draw, diagnose, induction.	Art, logos, video, movies and slide cinema, fantasy games, maze games, puzzles, picture books, trips to art museums.
Physical - kinaesthetic	With sensation	Dancing, running, jumping, building, touching, gesture	Performances, action theatre, building things, sports, and physical games, experiences with the aim of stimulating intelligence, learning
Musical	Via poetry and songs	Singing, whistling, tinnitus, knocking with hands and feet, listening	Singing, trips, concerts, playing music in schools and homes, and musical instruments

Interpersonal	Retrieving ideas from others	Growth, society, association, participation, gathering, assembly.	Friends, group games, social evenings, community events such as joys and sorrows, clubs
Intrapersonal	To relate to their needs, feelings and goals	Setting goals, meditation, dreams, planning, deep planning.	Secret places, isolation, self-projects, options.
Naturalist	Across nature and natural patterns.	Playing with pets, farming, nature exploitation, animal husbandry, caring for the earth	Getting to know or staying in nature with animals, tools for discovering nature (example: magnifying glasses and binoculars).

### Cooperative Language Learning

From the beginning of human kind ever, they were collaborating with each other for equivalent determinations to reach their aims. The notion of cooperation has also mentioned in education also. Barfield (2016) defines cooperative learning as “deciding goals together with others, sharing responsibilities, and working together to achieve more than could be achieved by an individual on their own” (p. 1). Cooperation is just not easy grouping works, it also needs abilities to do, take actions and take responsibilities of those results and consequences. In addition, cooperation has the feature of depending on each other’s skills and abilities as it “makes the learners depend on each other in their pursuit of knowledge and makes the learning process more meaningful and interesting” (Ibrahim et al, 2015, p. 1).

Learners will not get bored and isolate when there is cooperative learning work during the classes, and this is a very useful pro of cooperative learning approach. Mostly they feel like they are a part of a wider community by helping each other. One more advantage of cooperative learning is that “whether it be the whole class or a learning group within the class--can accomplish meaningful learning and solve problems better than any individual can alone”(Tinzmann et al, 1990, p. 1). Another advantage of cooperation work is that learners

have the independency of putting objectives, creating activities and monitoring themselves and assessing each other. students moreover “feel more free to express doubts, feelings of success, remaining questions, and uncertainties than when they are evaluated only by a teacher” (Tinzmann et al, 1990, p. 9). When learners work cooperatively they feel fewer nervous and less apprehensive, while they feel free to express all their opinions and thoughts.

Here in this study, the researcher would like to express the effectiveness of cooperative learning work in language teaching classrooms. Furthermore, to develop learner’s oral fluency in speaking skills. By applying this approach in ESL/EFL classrooms students will learn to be more responsible to ward of their goals and work together in a group work task, share their personal opinions and views, and avoiding themselves from isolation and stress in the classroom.

### **Definitions of Cooperative Learning Approach**

Academics have stated different explanations for cooperative learning concept, the following are few of those definitions:

Johnson's definition

Johnson (1991) states: “Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Students exert their effort to have each other information in order to enhance learning.”

Richard’s definition

Richards, (1992) points out that: “Cooperative Learning is an approach to teaching and learning in which classrooms are organized so that students work together in small cooperative teams”.

Elizabeth’s definition

Elizabeth, (2004) concludes that: “Cooperative learning is both a philosophical position and a set of teaching strategies.”

Jordan’s definition

Jordan, (2010) defines CL as follows: “Cooperative learning, an effective educational practice in many situations, has sometimes been proposed as the magic bullet to solve the educational debate.”

From the definitions above it is clear that cooperative learning is fabulous teaching approach that minor groups of learners apply a different learning tasks to develop their

cognitive to a topic. Members of small teams are not only required to learn individually but also responsible to help his co-flowers and collaborating with them to learn better, by using these strategies will assure them they will practice and achieve their goals. In this case, all students are active in their groups no matter of their difference in levels of their abilities. It also helps them to work and produce a mutual product in their working group.

### **Cooperative Language Teaching Method**

Cooperative learning is the procedure of functioning together for the equivalent conclusion. “Cooperative learning is a teaching strategy in which small groups (4-6), each with students of different levels of ability, use a variety of learning activities to improve their own and each other’s learning, while the teacher coaches the process” (Johnson, Johnson & Holubeo, 1994). Kaur (2017) pointed out that “cooperative classrooms represent a shift from traditional lecture-style classrooms to more brain-friendly environments that benefit all learners”.

Research has shown that cooperative learning techniques: (Davis & Murrell, 1994; Philips, Smith& Modaf, 2004).

1. Developing learners learning and academic achievements.
2. Growing learner’s memorizing.
3. Help learners develop abilities in verbal interaction.
4. Help students improve their critical thinking abilities.

“Cooperative learning (CL) first was used to organize group work to aid the understanding and practice of both language and subject content of limited English proficient students in North American settings” (Kagan, 1992, 1995; Kessler, 1992). “It was argued that CL would contribute to language development” (Crandall, 1999; McCafferty, Jacobs & Iddings, 2006). “Cooperative learning has been shown to be beneficial for students across a wide racial, ethnic, socioeconomic and disability spectrum, as well as those from differing academic skill levels” (Millis, 2009; Salend, 2001).

Azmin (2016) investigated “ the effect of the Jigsaw cooperative learning method on student performance in psychology and their views towards it. Experimental data were obtained via pre-and-post tests and open-ended questionnaires from 16 conveniently selected students from college in Brunei ”. The conclusion of this paper showed that learners enjoyed by doing Jigsaw activities in the classroom and achieved highly significant better after the involvement.

Akçay (2016) “studied the implementation of cooperative learning model in pre-school. As a result of the obtained data, it was determined that the cooperative learning model is more effective in teaching the sense organs subject to the children compared to the traditional teaching method”. Tesfamichael (2017) investigated the “students’ attitudes towards cooperative learning in EFL writing class and the findings of this study indicated that the writing lessons in the students’ English textbook should be taught through CL”.

### **The Connection Between CL and Oral Communication**

Many studies have been conducted to investigate the effects of cooperative learning on learners development of speaking skills and performance in tertiary stages. Pattanpichet (2011) conducted an experimental study to investigate the effects of using CL in promoting students’ speaking achievement. The participant of the study were thirty five undergraduate learners. To see the effect of cooperative learning the students from Bangkok University, the pre and post test were conducted to English language learning students. To find out students idea about cooperative language learning the researcher asked learners to fill a diary after completing each task. To investigate the opinions of the learners on the practice of the CL, they were requested to broad a student record after each assignment was done, complete a four-scale survey, and attend a semi-structured interview at the end of the course. The data were analysed by SPSS and applying frequency, mean, standard deviation and t-test to find out the effects of CL. The findings were highly positive and the feedback from student’s diary were also significant to use CL activities for developing speaking skills.

Another experimental research has been done by Ning (2011) to investigate the effect of cooperative learning to develop learners' fluency in communication. The study targeted to suggest learners more chances for language usage and developing their fluency and efficiency in speaking. The results showed a highly significant in students' progress in speaking and communication skills.

Al-Tamimi and Attamimi (2014) studied the impact of CL in improving communication skills and attitudes towards learning English language, the findings carried out an extraordinary improvement in learners’ verbal skills attitudes after the introduction of CL activities.

## **Method**

### **The Study Design and Objectives**

An experimental design is chosen for the study that is the proper design to be used. There are a few different versions of experimental design that have been classified into three categories. The first one is a true experiment that random assignment is followed in a study. The second one is a non-experimental design that no multiple groups or random assignments are used. Third is called quasi-experimental which does not use random assignment but either multiple groups of measurement (Trochim, 2006).

Quasi-experimental design was selected for the study to set the control and experimental groups. There were only two groups involved in the study

### **Participants and research setting**

The main objective of this paper is to find out the effects of cooperative learning strategies based on multiple intelligence grouping in language learning classrooms to enhance freshmen year learners at faculty of education in Tishk International University-Erbil-Iraq communication skills. This study focuses on the usage of cooperative strategies in classroom considering learners intelligence domain to develop their speaking competency. The location of the study was Faculty of Education at Tishk International University in Erbil, Kurdistan Region of Iraq. The research was conducted in the 2018-2019 academic year in Spring semester. The duration of the study was 15 weeks.

The participants of both the trail study and the main study were selected from the freshmen students at Faculty of Education in Tishk International University. In the faculty of education at Tishk International University first grade students will study English language for two academic semesters. All participants native languages were Kurdish and Arabic languages, and they were mostly beginners in English as a foreign language.

Two groups contributed to this research. The Biology Education 1A learners were chosen to be an experimental group for the study, which they were 24 students. And for the control group Physics education 1A learners was chosen to be the control group which they were 24 students. The research was conducted to forty-eight learners (see tab 3).

There were 16 females and 8males in the control group, and there were 17 females and 7males in the experimental group. The information about the distribution of girls and boys in the groups can be examined from the following table 3:

Table 3. Distributions of girls and boys in both groups.

Groups	Gender		Total
	Female	Male	
Control Group (PHY-1A)	16	8	24
Experimental Group (BIO-1A)	17	7	24

None of the learners participating in the research were familiar with multiple intelligences or cooperative learning strategies and activities.

### **Instruments**

To gather data from the participants, Pre-test and post-test were conducted that were. The speaking skills test was prepared and adapted according to the IELTS standardized test. The assessment was done by three language teaching scholars which they had a rubric to evaluate learners speaking skills. The rubric was analysing learners' abilities like content, grammar, fluency, pronunciation and comprehension was applied.

### **Data Analysis**

To analyse the gathered data, different tools and programs were used. GraphPad Prism 6,00, and (SPSS) t-test were used to analyse the standardized tests that included pre-tests and post-tests for both experimental and controlled groups.

### **Findings and Discussions**

In this paper, the main goal was to find out the effects of cooperative learning supported by multiple intelligence to enhance ELF learners speaking skills. To get the answer for the research questions and help learners to improve their oral fluency, two groups of participants were chosen, one as control group and the second was as experimental group. The assessment of both groups was like each other. The outcomes of data tools were to see learner's achievement in progressing their verbal competency in language learning. The data had showed us the effect of the cooperative activities which they were applied on groups that they arranged by multiple intelligence domains.

**Are there any differences between the control group and the experimental group pre-speaking test?**

The participants in the study took a pre- speaking strategies test in both the control and experimental group. They were given a pre-test to see whether they were familiar with the speaking skills learning strategies items or not. At the beginning of the research pre speaking skills test were assessed. Learners speaking skills pre-test were evaluated by three different teachers. Assessors had a rubric that evaluated and analyzed learners skills by content, grammar, fluency, pronunciation and comprehension. Each part of the skills had a maximum score of 20 points, 15 points, 10 points, and 5 points. They were all analysed by SPSS program. The following table 6 will give more information about speakers level in evaluating criteria's:

Table 4 speakers' level in evaluating criteria.

Scores	Level
40-49	Poor speakers
50-59	Weak speakers
60-69	Developing speakers
70-79	Able speakers
80-89	Good speakers
90-100	Excellent speakers

Afterward, weak criteria were focused on by the researcher to improve cooperative strategies based on learners MI domain for speaking skills.

**Experimental Group Pre-Test Speaking Results**

Table 5. Results of the Pre-Test Speaking Rubric of the Experimental Group

	Fluency	Pronunciation	Grammar	Comprehension	Vocabulary	Total
<i>Mean</i>	16.88	18.13	17.29	16.88	18.13	87.29
<i>Std. Deviation</i>	2.47	2.47	2.55	2.47	2.47	6.91

Table 5 express's that experimental group was weak for pronunciation and vocabulary components in speaking skills, nevertheless they were successful in fluency, grammar and comprehension. This could tell us that students were not familiar with cooperative learning speaking strategies and activities. This happens due to not have sufficient knowledge of word

organization while communication activities and shortage of enough vocabulary in their English language background. Almost all the time they were active listeners in their previous language learning classes rather than active speakers. They all depended on memorizing vocabulary and not practicing memorized words in daily activities. Students were shy to use their background knowledge to interact with each other in target language.

Scores in table 5 shows that students were weak in speaking, which make pronunciation mistakes and lack of vocabulary. It directs that learners have mistaken in fluency, grammar and comprehension. The reason why students were not motivated to speak in the target language is also discovered in this table. Which tells us that learners' lack of knowledge in target language made them afraid to speak in the target language?

### Control Group Pre-Test Speaking Results

Table 6. Results of the Pre-Test Speaking Rubric of the Control Group

	<b>Fluency</b>	<b>Pronunciation</b>	<b>Grammar</b>	<b>Comprehension</b>	<b>Vocabulary</b>	<b>Total</b>
<i>Mean</i>	11.96	11.96	12.17	11.3	12.17	59.13
<i>Std. Deviation</i>	2.915	2.915	3.312	2.704	3.639	11.93

From table 6 reveals that learners in control group were also weak in speaking skills in the beginning of the research. Students were got very low scores in speaking pre-test. Students were also lack of speaking components like fluency, pronunciation, grammar, comprehension and vocabulary. Lack of speaking strategies shows us that they were in lack of speaking knowledge that is why learners got low scores in the test. There were also lacking in connecting ideas, vocabulary and body language usage with communication skills. They were as same as experimental group of undetermined in communicating and interacting with each other.

### Comparison between Experimental and Control Groups Pre-test speaking assessment.

Figure 1. result of comparing between experimental and control group pre-test speaking assessment.

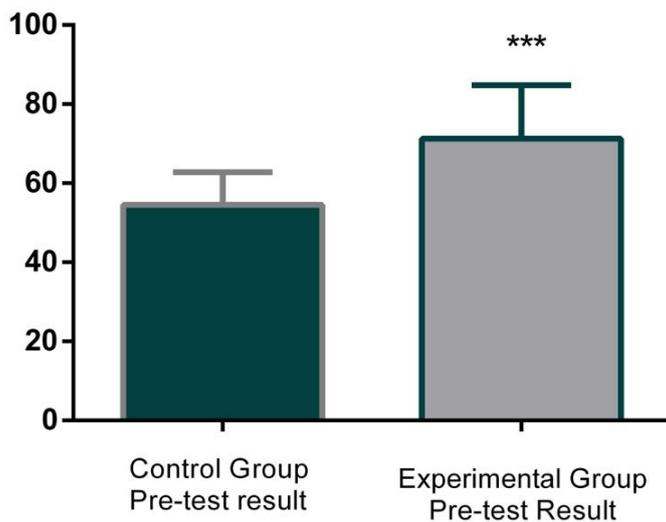


Figure 1 exposes that there is an insignificant difference between the control and experimental groups at the beginning of the research. Students from both groups were close in level to each other. However, in the experimental group we had three learners which they were studied in a private school in the high school level. Due to this, they were at a higher level in speaking in target language than the rest of their classmates in experimental level. Moreover, the experimental groups scores were little bit higher than control group. The rest of the learns from both groups got similar marks at the beginning of the study. This is because they have the similar background knowledge in target language speaking skills. They were all hesitating to use the target language to communicate between each other also, they were weak speakers to speak in English.

**Are there any differences between the control group and experimental group post-speaking test?**

**Outcomes of post-test speaking skills.**

At the end of the enquiry post-test speaking skills evaluated. The participants of both experimental and control groups were assessed and evaluated by the same three teachers who they did the pre-test of speaking skills at the beginning of the study. Assessors have used the same method for speaking criteria's as they did in pre-test speaking skills assessment.

**Post-test speaking skills outcomes for the experimental group**

Table 7. Post-test speaking skills outcomes for experimental group

***Fluency Pronunciation Grammar Comprehension Vocabulary Total***

Mean	16.88	18.13	17.29	16.88	18.13	87.29
Std. Deviation	2.47	2.47	2.55	2.47	2.47	6.91

Table 7 reveals that participants in the experimental group have developed their communication skills component after studying 15 weeks and training in learning the English language by applying cooperative language learning activities in the classroom which grouped by multiple intelligence domains in the classroom. As it can be seen that learners have developed their pronunciation and vocabulary skills, as they were weak in pre-test examination. However, they improved their fluency, grammar, and comprehension skills. After training them on cooperative language learning strategies they become better speakers in the English language. They become active listeners beside they also are active speakers in the classroom interactions. Learners were not shy to express their opinions anymore. After all, they were motivated at the end of the study to learn more and discover about the English language and English cutler to improve their English language learning experience.

We can see here that CL activities had a significant effect on enhancing learner's communication skills. It helped them to be good speakers and do not hesitate to use target language in the classroom and daily communications.

Table 8. Pre and post-test of experimental group results of speaking skills.

	Mean	Std. Deviation	P-Value
Pre-test Fluency	<b>15</b>	<b>2.89</b>	<b>0.0019</b>
Post-test Fluency	<b>16.88</b>	<b>2.47</b>	
Pre-test Pronunciation	<b>14.8</b>	<b>3.38</b>	<b>0.0003</b>
Post-test Pronunciation	<b>18.13</b>	<b>2.473</b>	
Pre-test Grammar	<b>14.6</b>	<b>3.51</b>	<b>0.0002</b>
Post-test Grammar	<b>17.29</b>	<b>2.54</b>	
Pre-test Delivery	<b>14.6</b>	<b>3.80</b>	<b>0.001</b>
Post-test Delivery	<b>16.88</b>	<b>2.47</b>	

Pre-test Vocabulary	<b>13.4</b>	<b>3.45</b>	<b>0.0001</b>
Post-test Vocabulary	<b>18.13</b>	<b>2.47</b>	
Pre-test Total	<b>72.4</b>	<b>14.44</b>	<b>0.0001</b>
Post-test Total	<b>87.29</b>	<b>6.91</b>	

Table 8 exposes that participants of experimental group got better scores in post test comparing to pre test speaking skills strategies, statically there is a highly significant between their statically values. After 15 weeks of studying and teaching them, they have enhanced in fluency and vocabulary skills and other components of speaking skills.

### **Outcomes of post test speaking skills of Control Group.**

Table 9. comparison between pre and post test speaking skills strategies of control group.

	Mean	Std. Deviation
Pre-test Fluency	<b>11.96</b>	<b>2.915</b>
Post-test Fluency	<b>11.96</b>	<b>2.915</b>
Pre-test Pronunciation	<b>11.96</b>	<b>2.915</b>
Post-test Pronunciation	<b>11.96</b>	<b>2.915</b>
Pre-test Grammar	<b>10.43</b>	<b>3.666</b>
Post-test Grammar	<b>12.17</b>	<b>3.312</b>
Pre-test Delivery	<b>11.3</b>	<b>2.704</b>
Post-test Delivery	<b>11.3</b>	<b>2.704</b>
Pre-test Vocabulary	<b>10.65</b>	<b>2.74</b>
Post-test Vocabulary	<b>12.17</b>	<b>3.639</b>
Pre-test Total	<b>56.3</b>	<b>12.63</b>
Post-test Total	<b>59.13</b>	<b>11.93</b>

Table 9 statically values of comparing between pre and post test speaking skills of control group reveals that there is not a significant difference between them after 15 weeks of

studying target language by applying the traditional method to teach learners. However, means of grammar and vocabulary have been improved at post-test this is happened due to studying vocabulary skills for passing in the course. Memorizing rules and structures of grammar and vocabulary made them to score a better mean value in post-test to pass in the final examination of the course which they took. At the end, control group learners did not enhance their verbal communication skills during traditionally teaching them. They remained as shy and weak speakers in the target language.

**Are there any significant differences between pre-test results and post-test results in the experimental group.**

**Comparison between Experimental and Control Group Post-test of Speaking Skills**

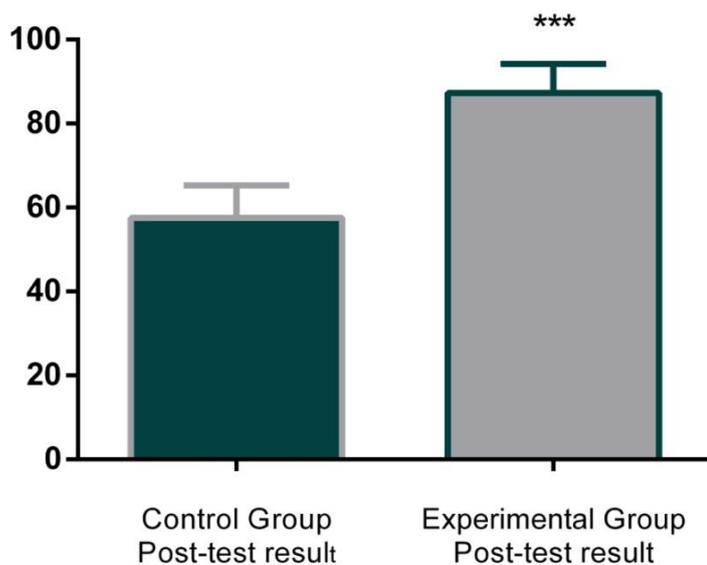
Table 10. Comparison between experimental and control group post-test speaking skills

<i>Group</i>	<b>N</b>	<b>Standard Deviation</b>	<b>Mean</b>	<b>P Value</b>
<i>Control Group</i>	24	1.59	57.5	< 0.0001
<i>Experimental Group</i>	24	1.41	87.2	

From table 10. we can see that there is statically highly significant difference between experimental and control group post test speaking skills. This reveals that experimental group learners have progressed their communication skills during 15 weeks of the language teaching process. This is all the power of cooperative language teaching activities inside the classroom. Moreover, accounting learner’s intelligence domain to make small groups to practice target language in the classroom made students learn more and enjoying practicing target language while learning.

Here is a graph that reveals the score difference between both groups in post-test speaking skills for better understanding the statically values.

Figure 2. differences between control and experimental post-test speaking skills.



### Conclusion and Recommendation

This study was conducted to see the impact of cooperative language learning based by multiple intelligence to enhance freshmen year learners speaking skills in Tishk International University at Faculty of Education in Kurdistan region-Iraq. The findings of the study have shown that cooperative language learning activates supported by multiple intelligence has a highly significant effect on improving learner's communication skills. Consequently, language teaching instructors should be aware of cooperative learning activities based on multiple intelligence domains have momentous affect and they have huge benefit. Therefore, it helps language teaching teachers to create a comfortable and enjoyable classroom environment for learners to enhance their verbal communication skills. Furthermore, cooperative activities change the classroom environment form traditional to effective cooperation method. The data was revealed that if language instructors want a better and a comfortable environment for their learners they have to use cooperative language learning approaches which it is supported by multiple intelligence domains. For an impactful and enjoyable foreign language learning classroom the data in this study reveals that cooperative language learning is one of the highly recommended method.

Finally, based on the revealed data and findings of this quasie-experimental study researcher suggest for English language instructors to create a comfortable atmosphere for their learners by preparing cooperative activities and find their learners intelligence domains. Teachers also have to consider of applying cooperative activities to make learners assertive in speaking skills. Additionally, language learners also should corporate and assist each other based on common goals and learning objectives to improve their language learning skills.

Participants also should be aware of their multiple intelligence domains to enhance their communication skills. Moreover, for scholars and next researchers who would like to investigate in this field, the researcher is recommending them to be aware of language assessment tools and they have to be aware that applying the cooperative language learning activities in large classroom is kind difficult to control and manage.

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## **Bilingual Communicative Competence Development of the Students in Indonesian Higher Education**

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### **Abstract**

This research examines the lecturers' perceptions on the development of the students' bilingual communication in Indonesian Higher Education context. Both quantitative and qualitative approaches undertaken in collecting data on the differences in the way lecturers perceive students' bilingual communicative competence development and the extent to which

the approaches they adopt in relation to the student's bilingual communicative competence development impact on their student's responses to their classroom. Research result demonstrates that the Indonesian higher education students in the process of becoming bilingual demonstrate some marked individual differences toward their bilingual communicative competence development in Indonesian Higher Education context. These differences appear to relate to the types of bilingual portions, experience and teaching models the students get in the classroom and these are impacted on by the attitudes towards the use of bilingual in academic setting. In conclusion, the more creative and involved the lecturers were in the process of supporting students' bilingual communicative competence development and providing opportunities for bilingual engagement and learning, the better the immediate results in terms of the student's outcomes both in L1 (Indonesian) and L2 (English) bilingual.

**Keywords:** *Bilingual communication, development, higher education*

## **Introduction**

Bilingualism gets to be indistinguishable from humans' presence in the globalisation era. Baker (2011b:66) explains that the bilingual population of the world is developing as internationalism is spreading out in trade and travel, communications and mass media, immigration and interlinked worldwide economy. Additionally, bilingualism occurs because of the interaction of diverse linguistic groups; the ease of the political and financial conditions in many countries; and the fast changes of technology and telecommunication (Javier, 2007:1). Equally important, most bilinguals understand English since it is a global language, which can function as an official language or as a priority in a foreign-language teaching in many countries (Crystal, 2003:4-5).

The development of bilingualism is not only due to the cultural and linguistic diversity within the countries, but moreover the growing number of the global versatility of the people to be bilinguals at all levels of society to alter the global setting. The improvement of bilingualism taking English language as one of the target languages, particularly English has become the most concern of extending English speaking countries counting Indonesia on the grounds that English serves as the global language which is broadly utilized as a means of communication practices both spoken and written in different areas such as technology, education, commerce, economy, tourism, social issues, and the like. This statement is supported by Bialystock et al.

(2009:89) who state that it is increasingly clear that the improvement of bilingualism is the rule and not the exception.

The development of bilingualism along with English as one of the targeted languages is rationalized by the nature of English which serves as a main language that is dominantly used as a tool to document and communicate the development of the issues of information and technology, commerce, tourism, and education in particular, which drive people in the world to be eager in mastering English in order that they could be actively involved in the global context competition. This triggers every country in the world including Indonesia to be seriously concerned about the development of the bilingualism for its citizens in order that Indonesian people are able to cope with global communication distractions due to their inadequate English language proficiency which directly or indirectly retards the attainment of the development of the issues of information and technology, commerce, tourism, and education which grow unexpectedly.

The development of English-Indonesian bilinguals also relies on the theory that it confers some convincing benefits for bilinguals to deal with the development of the academic skills and concepts in both languages (Cummins, 1993, 2000, 2009). This means that the English-Indonesian bilinguals are believed to perform better academic skills than monolinguals on the grounds they are acquainted with the systemic and schematic knowledge of the two languages which are used to deal with any tasks that they encounter in the academic contexts (Margana, 2013). In support of this, Kang (2008) strongly urges that using bilingual may assist students in decreasing affective barriers and growing their confidence in their ability to successfully comprehend the target language (Kang, 2008).

In reference to the above issue, developing English-Indonesian bilinguals in Indonesia is of great importance for generating qualified and competitive Indonesian citizens who are prevalent in terms of dealing with the global communication practices, having intercultural awareness, and holding global viewpoints as the properties to engage in the global setting. Also, being English-Indonesian bilinguals is believed to strongly mind the link of symbols, concepts, and referents across languages on the grounds that the concepts and the realization of the mental lexicons of the two languages are assumed to be stored in separated folders of mind on the part of the bilinguals (Weinreich in de Bot et al., 2005:43) so that they could succeed in the meaning making of English texts and in the English language attainment (Margana, 2013). In shorts, the use of source language gives a beneficial scaffolding that assists students in target language classroom activities (Pan and Pan, 2010).

Previous researchers had been conducted the research on bilingualism in several areas. For example, Mantasiah, Yusri & Jufri (2019) studied the role of bilingualism; Qi and Biase (2019) investigated the influence of environmental language in bilingual development; Basri, Abduh & Hudriati (2019) focused on the individual differences among Indonesian bilingual students; Yeh (2018) explored the differences brought by the L1 and L2 in writing English; and Basri, Garner & Akil (2018) concerned on the parental attitudes and approaches to support their children L1 and L2 literacy practices and bilingualism. Despite these previous studies, there is still limited research that focuses on the development of higher education students' bilingual communication. Therefore, this study aims at filling this gap. With regard to it, this study attempts to explore the framework of bilingual communication development of higher education students. In other words, this paper specifies on exploring the lecturers' perceptions on students' bilingual communication development and providing information about the students' development of bilingual communication over one semester in Indonesian higher education context.

## **Literature Review**

### *Types of bilingualism*

Scholars classify the types of bilingualism differently as each scholar utilizes different perspectives driving to different categories of bilingualism. For example, Weinreich in Romaine (1995:78-79) recognizes bilingualism into three different types, namely compound bilingualism (Type A) coordinate bilingualism (Type B), and sub-coordinate bilingualism (Type C). The distinction of those types depends on how bilinguals learn language.

Type A (compound bilingualism) is characterized as an individual who learns the two languages in the same context and activates them concurrently leading to an intertwined representation of the languages in his brain. This type is consisted of one unit of concept with two units of sound images (one for each language). Such bilingual speakers conceptualize one inserted set of meanings from the two languages, but have the capability of expressing themselves with the sound images (words) from both languages.

Type B (coordinate bilingualism) is characterized as an individual who learns languages in different environments which lead him/her to the lexical items of the two languages in different ways with each word holding its own particular meaning. In other words, the bilingual develops and maintains the different conceptual systems of the two languages which have been learned. It is consisted of separate signs (images of sounds and units of meanings) for each

language. Type B bilingual speakers have two sets of units of concepts in their mind and two sets of corresponding sound images or words (one for each language).

Type C (sub-ordinate bilingualism) is concerned with the dominance of their first language to set up the meanings of the lexical items of the target language. It is consisted of the unit of the concept of the first language which corresponds with the sound image in the first language and it has an equivalent unit of an expression in the target language. The subordinate bilingual comprises only one set of units of concept in their meaning and two sets of sound images as it happens in the compound bilingual (Paradis, 1997, 2010).

In reference to the three types of bilingualism, Ervin and Osgood in Romaine (1995:79-80) propose two types of bilingualism, namely a compound and coordinate bilingualism as the sub-coordinate and coordinate bilingualism can be blended into one (coordinate bilingualism). This relies on the theory that a lexical item of the target language is typically associated with a meaning in her/his first language, resulting in the link between the first language and target language. In support of this, Hamers and Blanc (2000, 27-28) also categorize bilingualism into two, namely compound and coordinate bilingualism. This distinction is based on how language and thought are organized in the brain of bilinguals (see Goh and Silver, 2007: 52). Figure 1 presents a model of lexico-semantics of English-Indonesian bilinguals as the analogy of the theory proposed by Hamers and Blanc (2000) and Ervin and Osgood in Goh and Silver (2007:52) to clearly recognize between compound and coordinate bilingualism.

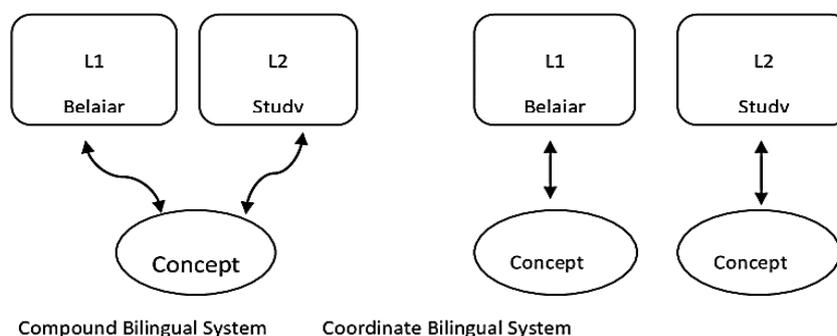


Figure 1. Compound and Coordinate Bilingual Systems proposed by Hamers and Blanc (2000) and Ervin and Osgood in Goh and Silver (2007:52)

The distinction of the types of bilingualism is also asserted by Lambert and Cummis in Mouw and Xie (2011). He separates bilingualism into two types, namely additive and subtractive. This division is based on the context of how the two languages are acquired.

Additive bilingualism refers to learning the target language within the social context that accommodates second language learners to maintain the first language. This suggests that both languages are enacted within the process of establishing bilingualism.

Subtractive bilingualism is characterized as the way of learning the target language by substituting the first language. In this context, the target language is exclusively used in any communication practices to form advance bilinguals. Baker (2006) claims that the first type is good for constructing positive self-concept establishing greater cognitive flexibility, and holding better abstract thinking skills because the bilinguals are engaged in two codes. On the other hand, the second type of bilingualism may cause loss of assimilation across culture and local culture awareness which is likely potential to decrease the pride of their first language.

#### 1. Threshold hypothesis and the development of bilingualism

Surface and cognitive linguistic competence (together with semilingualism and common underlying proficiency) play a critical part in Cummins' threshold hypothesis (Cummins, 1976, 1979b), which endeavors to explain the possible effects of early bilingualism. According to Cummins, bilingual competence is an intermediary variable between a bilingual situation and the quality of its effects on psychological development and on cognitive development in particular. He identified two threshold levels of bilingual competence, the lower and the higher level. As Cummins (1976) wrote, attainment beyond the lower threshold "would be sufficient to avoid retardation, but the attainment of a second, higher level of bilingual competence might be necessary to lead to accelerated cognitive growth" (p. 24). His ideas can be represented graphically as in Figure 2, like floors in a house.

In other words, Cummins holds that in an additive bilingual situation where the development of both languages is sufficiently motivated and leads to high competence in both, positive effects of bilingualism can be expected. Since a bilingual's relationship with two cultures and ethnic groups can be as intense as the monolingual's relationship with only one, certain cognitive potentialities will be realized more completely than in an exclusively monolingual setting. In dominant bilingualism, in which one language is used most frequently and at native level, bilingualism is not expected to substantially affect intellectual development. In a subtractive situation, in which bilingualism is unwelcome, unfavorable conditions for psychological development and functioning accumulate (cognitive linguistic competence is not achieved in either of the languages) and the effects of the environment that manifest through language diminish. In the event that the lower threshold of bilingual competence can be outperformed, these negative effects vanish; upon reaching the upper threshold, bilingual experience starts to stimulate intellectual development.

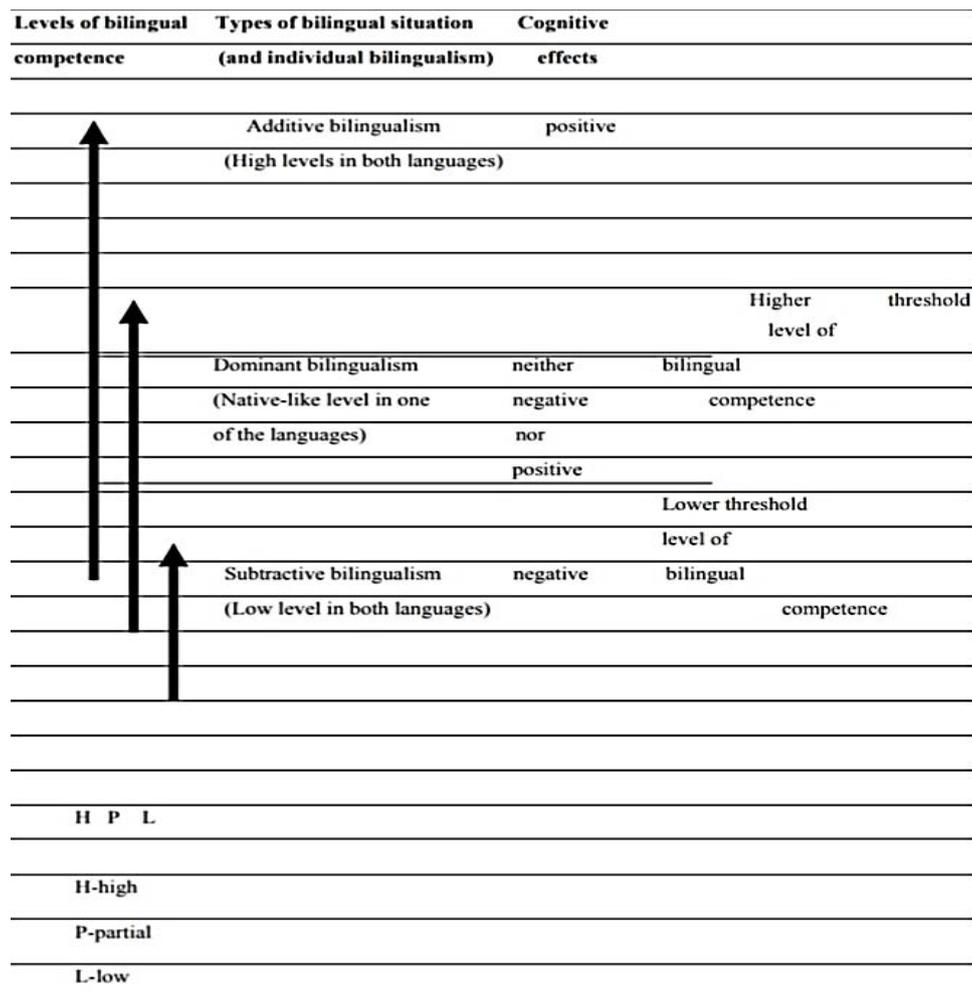


Figure 2. Threshold hypothesis in bilingualism

## Method

### *Research Design and Procedures*

Two research procedures employed in this research: online survey and interview. The first procedure contains several questions of the online survey sent via Google form in order to gather information from the participants of the study. The other procedure contains interview guidelines in the form of open-ended questions, which are related to the survey questions, to strengthen the characteristic of research subject. These procedures were made by the researcher and analyzed separately through descriptive and thematic approach. The thematic analysis is used to follow up the theme occurred in the online survey.

### *Participants*

The participants in this research consisted of Indonesian EFL lecturers. All lecturers were working full time at a private higher education. The participants are chosen regarding their experiences in assisting students' bilingual communication. These participants had

experiences in teaching English for non English major. As shown in figure 3, the lecturers differed in level of education, teaching experience, and field of teaching.

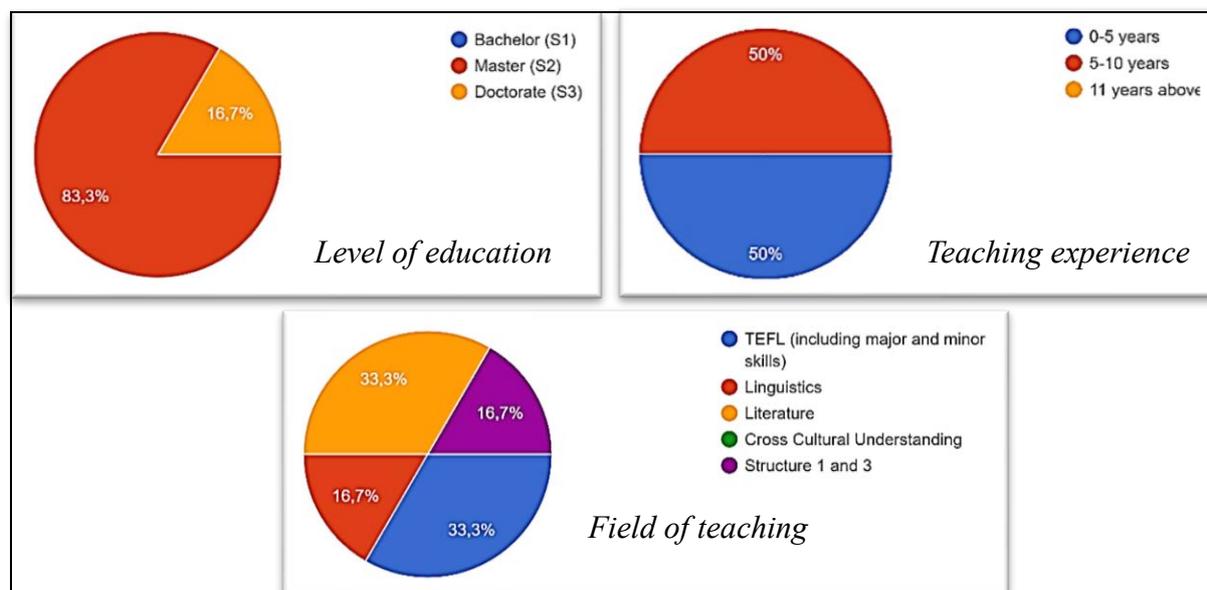


Figure 3. Participants' level of education, teaching experience, and field of teaching

## Results

### Lecturers bilingual instruction

This section provides the descriptive statistics of the lecturers' use of bilingual instruction in delivering EFL class to their students. Figure 4 shows that 66.7% used English 50% and Indonesian 50% while giving instruction. Only 33.3% performed 75% English and 25% Indonesian and none even practiced 75% Indonesian and 25% English. These results indicated that majority lecturers presented target language (TL) and source language (SL) equally in delivering class, whereas only few presented dominant target language (TL) and less source language (SL). The statistic also reveals that none of the lecturers practiced dominant SL and less TL.

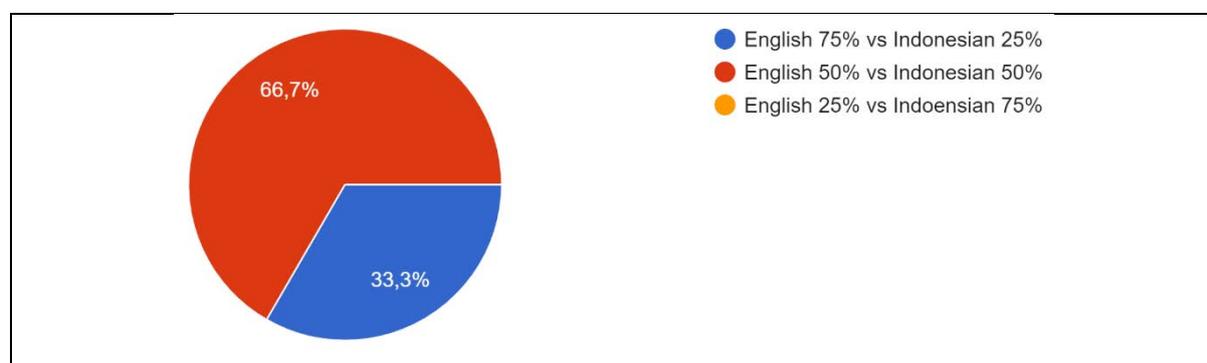


Figure 4. Lecturers' bilingual instruction

## Students' bilingual communication development

In terms of the development of students' bilingual communication, the statistic in figure 5 shows that 50% communicated using 25% English and 75% Indonesian; 33.3% communicated using 50% English and Indonesian; and 16.7% communicated using 75% English and 25 % Indonesian. These results indicate that majority students in the classroom functioned less target language than source language in learning interaction, followed by others who functioned these languages equally, and only few who functioned dominant target language.

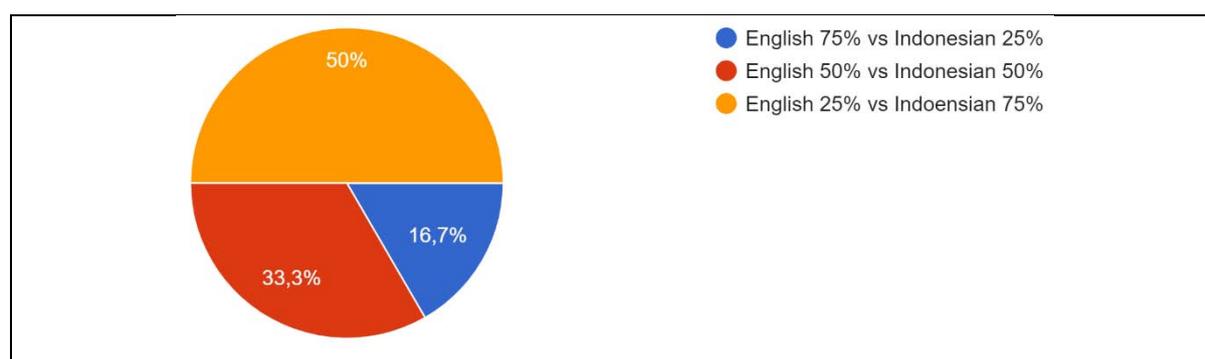


Figure 5. Students' bilingual communication

In table 1, the data shows that at the beginning of the semester, there are 66.7% students who were lack in English but fluent in Indonesian and 33.3% students who were lack in both languages. This data results two types of bilingual situation: dominant and subtractive bilingualism. Students who were in dominant situation practiced native-like level in one of the languages which resulting neither positive nor negative cognitive effect, whereas those who were in subtractive situation practiced low level in both languages which resulting negative cognitive effect. This result represents lower threshold level of bilingual communicative competence. In the other hand, the data shows that at the end of the semester, half of students functioned the target language as same as the source language regarding their fluency while the rest of the students were still lack of the target language. This data also results two types of bilingual situation: additive and dominant bilingualism, but eliminate subtractive bilingualism. Half students became practicing higher level in both languages which resulting positive cognitive effect, the others achieved native-like level in one of the languages which resulting neither positive nor negative cognitive effect, and no more students who were in subtractive situation. This result represents higher threshold level of bilingual communicative competence. These results prove that the students' bilingual communication in one academic semester developed from subtractive and dominant situation to dominant and additive situation.

Table 1. The use of students' bilingual communication at beginning and end of semester

Bilingual characteristics	The beginning of semester		The end of semester	
	%	Threshold Hypothesis	%	Threshold Hypothesis
Fluent in L1 (Indonesian) and L2 (English)	0	High	50	High
Fluent in L1 (Indonesian), lack in L2 (English)	66.7	Higher	50	Higher
Lack in L1 (Indonesian), lack in L2 (English)	0	Lower	0	Lower
Lack of both L1 and L2	33.3	Low	0	Low

The application and benefit of using bilingual instruction for lecturers

Based on participants' responses, it is found that using bilingualism in EFL classroom seemed very useful. Lecturers interestingly and extensively use bilingual instruction in their teaching approach. Table 2 indicates the benefit of using bilingual instruction for lecturers. Lecturers find that using bilingual helps them to clarify lesson, transfer the meaning by translating, check students' comprehension, create relaxed classroom atmosphere, explain complex grammar, manage class effectively and save class time. Moreover, the lecturers find that using bilingual also good at correcting error and creating humor.

Table 2. Benefits of bilingual instruction for lecturers

Clarification of lesson	66.7%
Explaining complex grammar points	33.3%
Understanding the meaning by translating sentences	50%
Checking comprehension	50%
Saving class time	33.3%
Error correction	16.7%
Humor	16.7%
Relaxed classroom atmosphere	50%
Effective class management	33.3%

### The application and benefit of using bilingual communication for students

When it comes to the benefit of using bilingual communication for students, table 3 shows that the students deliver bilingual communication to help them having more ideas and clear thinking. In addition, using bilingual encourage them to speak, build their self-confidence, have a better self-expression in interaction, eliminate errors, complete the task easier, and assist in defining unknown words more directly and successfully. It also functions to foster and maintain of interest in the task and also make difficult task more manageable.

Table 3. Benefits of bilingual communication for students

Encourage to speak in English	33.3%
Build self confidence	33.3%
Better self-expressions in interaction	33.3%
Eliminate errors	33.3%
Foster and maintain of interest in the task	16.7%
Make difficult tasks more manageable	16.7%
Complete the task easier	33.3%
Have more ides and clear thinking	50%
Assist in defining unknown words more directly and successfully	33.3%

### Kinds of teaching element used in delivering bilingual instruction

In this study, the participants have implemented bilingual instruction in their teaching and learning process in a different stage. The detail of the stage of teaching can be seen in figure 6 below.

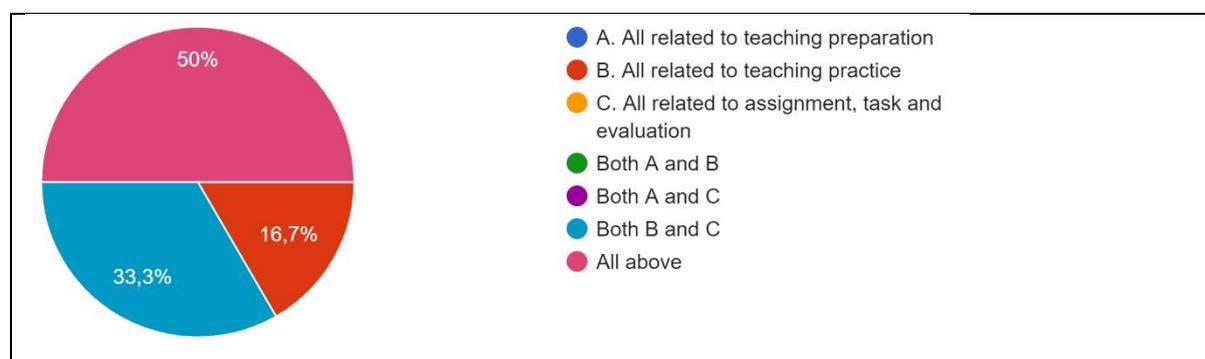


Figure 6. Stages of teaching in using bilingual communication

The data in figure 6 indicates that each lecturer used bilingual in three different stages: class orientation, presentation, and production. The statistic shows that most lecturers delivered bilingual specifically in class orientation. The class orientation includes explanation of course syllabi, agreement of class requirement, and preparation of teaching and learning model. On the other hand, some lecturers delivered bilingual in presentation stage of their teaching and learning process. This stage includes explanation of the material, lecturing model, and session of question and answer. The rest of the lecturers performed bilingual in the production stage. The production stage contains practice of task, evaluation, and announcement of assignment.

#### The challenges of using bilingual communication

Even though lecturers perceived that bilingual brings positive impact on students' mastery subject, there are still challenges that occur in implementing and performing bilingual during teaching and learning process. Table 3 indicates that majority of the participants had to deal with students' lack of language skill. The statistic shows that half of lecturers (50%) found that the obstacle of bilingualism in the classroom related to students' ability. Another obstacle faced by lecturers is the absence of bilingual community. 33.3% lecturers believe that availability of bilingual community is urgent for the optimization of bilingualism. The data also revealed that lack of curriculum support and limited access could cause the challenges of bilingual communication in EFL setting.

Table 4. Challenges of using bilingual communication in EFL setting

Lack of students' language skill	50%
Have no bilingual community	33.3%
Lack of curriculum support	16.7%
Limited access to explore bilingual communication	16.7%

#### Discussion

Six issues are considered in relation to the development of students' bilingual communication. First, the lecturers commonly used equal portions of bilingual communication in teaching EFL students. In line with this, Pan and Pan (2010) stated that the use of source language provides a beneficial scaffolding that assists students in target language classroom activities. Second, the development of students' bilingual communication in one academic semester lead from subtractive and dominant situation (lower threshold) to dominant and

additive attainment (higher threshold). Cummins (1979) stated that attainment beyond the lower threshold would be sufficient to avoid retardation, but the attainment of a second, higher level of bilingual competence might be necessary to lead to accelerated cognitive growth. Third, the benefits of using bilingual for lecturers covers clarification of lesson, translation of meaning, comprehension check, relaxed classroom atmosphere, complexity of grammar concept, effective class management, efficient class time, correction of error, and humor. Van Lier (1995) pointed out that using bilingual provides an enhanced form of input that is more salient for students, more easily processed, and consequently promotes their learning. Fourth, using bilingual for students helps them to create more ideas, think clearly, speak more, build self-confidence, have a better self-expression in interaction, eliminate errors, complete the task easier, assist in defining unknown words more directly and successfully, foster and maintain of interest in the task, and make difficult task more manageable. The use of bilingual may assist students in reducing affective barriers and increasing their confidence in their ability to successfully comprehend the target language (Kang, 2008). Fifth, each lecturer used different teaching approach in practicing bilingual in EFL classroom. Last, some obstacles that may challenge the implementation and performance of bilingual during teaching and learning process are lack of language skill of students, absence of bilingual community, lack of curriculum support and limited access of bilingual communication setting.

## **Conclusion**

This research demonstrates that the Indonesian higher education students in the process of becoming bilingual demonstrate some marked individual differences toward their bilingual communicative development. These differences appear to relate to the types of portions in performing both L1 (Indonesian) and L2 (English) languages in EFL setting, experience of class activities in resulting beneficial development of students' bilingual communication, and support of the teaching models used by the lecturers in promoting bilingual to the students. In conclusion, the more creative and involved the lecturers were in the process of supporting bilingual communicative development and providing opportunities for bilingual engagement and learning are impacted on the attitudes towards the use of bilingual for which resulting the better immediate progress in terms of the student's outcomes both in L1 and L2 bilingual at Indonesian higher education context.

## **Pedagogical Implication**

Present study shows that the use of bilingualism has an important role in EFL teaching and learning. The use of bilingual instruction has been employed as a teaching approach in EFL classroom. The lecturers who participated in the present research study indicated that the use of L1 is a facility to learn a foreign language. Without the aid of L1, learners would be left unguided at an early stage of their learning experience. This study also reveals that in EFL classroom, use of bilingualism has played only a supportive role hence the medium of instruction remains English only. Moreover, the use of bilingualism does not decrease the motivation level of students' learning English. Use of bilingualism in EFL classes does not reduce students' exposure and capacity to communicate well in target language rather it substantiates English language learning and it is an immense source of motivation for the EFL learners. It has no adverse impact on learning as long as it is used with proper control.

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## **Using Asynchronous Online Discussions to Promote Out of Class Learning in Vietnamese University Students**

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### **Abstract**

This paper explores the use of a digital communication tool known as asynchronous online discussion, or a discussion which does not take place in real time, as a means of encouraging students to practice and learn English outside of the classroom. The aim was to review within ESL theory the underpinnings of the use of such tools, propose some guidelines for getting the most out of them, and uncover any drawbacks or issues that could be encountered. The paper reviewed relevant literature from the past few years, focusing on several common forms of AOD, namely forums, blogs and social media, and evaluated their pedagogical value. Papers were selected based on direct relevance to AODs and, where possible, the Asian context. Rooted in well-established teaching practices such as collaborative and task-based learning, AOD could achieve similar improvements in all aspects of student language ability, but with several additional benefits. These include the greater appeal to the modern learner, the development of a genuine and supportive community outside of the traditional classroom setting, and greater control of the learning process than other forms of homework. The paper suggests that to fully unlock the pedagogical potential of AOD, teachers and students must be carefully trained, and more research could be conducted on aspects such as student anonymity and teacher intervention levels.

**Keywords:** *asynchronous online discussions, out of class learning, task-based learning, technology-enhanced language learning*

## **Introduction**

The aim of this paper is to investigate the adoption of the computer-mediated communication tool known as asynchronous online discussion to engage students in effective language learning outside the classroom. This will first involve a review of the literature documenting the use of similar tools, followed by a careful appraisal of the pedagogical affordances for this type of learning based on relevant language learning theories.

## **Context**

The students are 18 to 25-year-old urban Vietnamese studying in a private institution. They receive many hours of face-to-face instruction per week, and much effort has been put into optimizing the in-class learning environment in every way. Their goal is to use English for further academic pursuits and to eventually take the IELTS exam, hoping to achieve a band 6 on this exam. More specifically, they need to develop communicative competence and vocabulary, but also broaden their knowledge of foreign cultures and academic topics. They all profess great interest in the internet and mobile technology and own at least one device. They spend a large portion of their free time online but communicate and view content almost exclusively in their mother tongue, Vietnamese. The practical end-goal of this research is to develop useful guidelines for online learning, and to choose a specific online learning platform to be integrated into their course when they reach a level of language competence equivalent to a B2 of the Common European Framework. Finally, the paper will outline a specific example of steps to include in setting up a blended learning addition to a normal language course using a popular online learning platform.

## **Out-of-classroom learning**

Hsu (2008) talks about "contextualized extended leaning practice" as a palliative to students only spending a limited amount of time in the classroom attempting to learn something as complex as a foreign language and this is certainly a concern for most teachers. Garrett's (1991) proposal that since language competence is such an incredibly complex skill, the teachers' role is mainly to create an environment where students can develop it rather than directly teaching per se, also has some influence here. But the principal inspiration for this

project can be found in the related educational concepts of social-constructivism, collaborative learning and learner autonomy. The hope is to create a strong, learner-centered community to explore and develop many aspects of language learning beyond the classroom hours. White (2006) claims that in modern education, the boundaries defining out of classroom learning are fading; the current blended learning project will use technology to cross those boundaries, to complement and enhance the work in the classroom.

### **Why TELL?**

Literature on the various forms of technology-enhanced language learning (TELL) paints a picture of opposing camps; one proclaiming them the ultimate teaching solutions, the other dismissing them as overrated and under researched. White (2006) points out that a growing number of teachers are adopting these tools, and Pegrum, M. (2009) states that it is no longer sensible to try to ignore the ubiquitous nature of technology in our lives and in education. Selwyn (2011) is just one voice among several calling for more caution. This paper will attempt to adopt the perspective of a "techno-skeptic" (Thornbury, 2011), critically evaluating this tool and answering fundamental questions about which pedagogical approaches should be used to engage the students and improve their overall learning in ways that a non-technological method cannot. The computer-mediated communication (CMC) tool known as asynchronous online discussion (AOD) has been chosen in light of this context and these goals and will be explored in the following sections.

### **Literature review**

Heeding Selwyn's (2011) advice to look at how technology is actually being used in the classroom, this section will first look at the theoretical underpinnings for this type of learning based on the latest trends in language teaching, before reviewing some of the ever-expanding body of research into the use of AODs to promote out-of-class learning. The same author also questions the academic value of some of the work in the field, blaming in part the over-enthusiasm of some supporters of technology (2011;2012); it should be noted that many of the studies here relate only to a specific group of students and context.

### **ESL methodology**

Foreign language teaching is a constantly evolving discipline, fueled by an ever-growing body of research on pedagogy and by technological innovations. Past decades

have seen an increasingly pragmatic approach to teaching focusing more on the capabilities a student really needs and the tasks they will need to perform in real life using the foreign language (Munby 1981; Clarke, 1989). This led to lessons involving more real-life communication, genuine materials and informed by the tastes and needs of the students themselves rather than simply imposed by the teacher. This teaching approach came to be known as communicative language teaching (CLT) (Richards and Rodgers, 2001; Thornbury, 2013). These trends continued to influence the development of language teaching methodology towards Humanistic (focused on the learner) and Holistic (the development of a language learning community, for example) approaches (Stevick, 1976; Clarke, 1989) with the role of the teacher moving from that of sole authority and knowledge-provider to a facilitator of the learning process (Thornbury, 2013). In Task-based learning (TBL) students use target language to complete a task, and in the process further their language knowledge with guidance and assistance from a teacher (Richards and Rodgers, 2001). Another popular approach, content-based language learning (CLIL), sees the class entirely focused on a subject such as math or history but conducted in a foreign language, with a similar goal: incidental learning of the foreign language as a means to follow the lesson (Richards and Rodgers 2001). More recent and perhaps extreme examples such as Dogme use communicative teaching principles but entirely forgo purpose-made language learning materials such as textbooks and audio files, opting instead to use only authentic materials or those entirely created by the students themselves. This of course has the advantage of opening up a whole world of content for the students to access, an important foundation for blended learning courses (Thornbury, 2013). Another important branch of ESL methodology, which became prominent in the 1980s, is Learner Autonomy or learner-centered teaching, advocating even greater control and responsibility for the learning process to be placed in the hands of the students themselves, including choice of activities, topics and timeframes. This is thought to develop students' awareness of the learning process and eventually their own learning strategies. The final goal would be that students continue to learn throughout their lives without the constant support of a teacher, even applying the strategies to aspects of their lives besides foreign language learning (Allwright, 1979; Holec, 1981; Little, 2004).

Throughout all of these developments we can see a shift away from standardized, pre-packaged courses, towards a methodology focused on the individual student's wants

and needs. The advent of online technology has perhaps made it even easier to adhere to these principles of communicative language teaching and student-centered learning. This paper will attempt to determine whether blended learning using an online platform for discussions will allow greater control for the learner, more access to genuine materials, and provide a realistic forum for authentic communication.

### **AODs**

AODs are CMC environments in which learners can interact non-simultaneously with each other, work in their desired timeframe and physical space, and, some believe, promote deeper reflection in their discussions (Gao, Zhang, and Franklin, 2013). We will look at the main characteristics of several examples, blogs, forums and popular social media applications, which share a common ancestry in the first online bulletin boards and have existed in their modern form since the 1990s (Fary, 2013). While these platforms are constantly evolving and can present very different interfaces, we can see that they share many common features useful for our purpose of out of class learning.

### **Forums**

A forum, in both the original and cyberspace definition, is a place to meet and discuss ideas. A type of web page dedicated to discussions on whatever topic the person who starts a "thread" or conversation chooses, they tend to be more collaborative and less dominated by a single author than blogs (Warschauer, 2010). Kol and Schcolnik (2008) distinguish forums on the criteria of size, student and teacher participation (frequency, obligation, credit earning) and how and by whom the topics for discussion are set. They list several benefits relevant to our goals such as promoting interaction and communication, furthering writing skills and scaffolding students' discussions about a text (2008). Huang and Hung (2013) add the notions of "enabling meta-commenting, fostering higher-order information processing" and the possibility of keeping a record of all interactions for assessment or analysis. From their research using a video-based discussion forum they concluded that this could "strengthen the mutual scaffolding and bonding among peers, increase the opportunity for English writing and oral practices, and cultivate public speaking skills" (Huang and Hung, 2013).

One of the limitations of threaded forums listed by Gao et al. (2013) after a review of several studies is that discussions rarely maintain their focus, and veer off-topic. Even when this is not the case, the somewhat chaotic structure means that it is difficult to follow a

discussion and therefore take part meaningfully (Gao, Zhang, and Franklin, 2013; Thomas 2002). Adding to the confusion is the lack of non-verbal communication which causes misunderstandings and even disputes. While maintaining that learners themselves perceive the interaction as interesting and useful, Kol and Scholnik (2008) further noted that comments were sometimes frivolous and not always academic in their form and structure. These are some of the issues that will need to be addressed when looking at integrating this kind of platform into the out of class learning environment.

## **Blogs**

Blogs are both "personal journals" (Hsu, Wang, and Comac, (2008, p.183) and "public diaries"(Weinberger, 2002, p.177 cited in Lowe and Williams, 2004) a product of the desire to use the web to broadcast thoughts and feelings made possible by communication technologies (Lowe and Williams, 2004). The same authors trace the roots of blogs in language learning to group writing activities and shared peer journals used on the grounds that writing for others and receiving their comments is very meaningful for students (2004). Moreover, blogs can be an extension of the classroom and a shared virtual space (Sun and Chang 2012). Learners can work together online, express themselves and comment on each other's posts on topics of their choice or suggested by the teacher (Bloch, 2007; Sun and Chang, 2012). In many studies students perceived blogging for language learning as fun and useful (Lowe and Williams, 2004; Bloch, 2007; Noytim, 2010) and Warschauer is not alone in claiming that blogs can improve both the quantity and the quality of student writing (2010). Rahmany, Sadeghi and Faramarzi (2013) observed gains in vocabulary and Noytim noticed advances in critical thinking (2010). In a study of language learners blogging about academic writing, Sun and Chang found that they allowed "students to process and re-construct knowledge through social interaction with each other online" (2012, p.57) linking this to social-constructivist theories of learning (2012) that often influence CALL design (Chapelle, 2009). The same study portrayed blogs as a place to voice anxiety and give emotional support as well as to develop an identity as a writer (Sun and Chang, 2012). As for oral skills, a study by Sun showed an audio form of blogging to be "a dynamic forum that fosters extensive practice, learning motivation, authorship, and development of learning strategies" (2009, p.99). Finally, blogs are relatively simple to set-up and administer freeing both teachers and students of the burden of acquiring complex IT skills (Lowe and Williams, 2004) which can distract from the actual language content of an activity (Hsu, 2008).

However, it is important to note that most of the studies cited are of fairly limited scope, often concerning small groups of students with good language skills. Furthermore, they all reveal that social constructivism is not always effective when students ignore, copy from or futilely argue with each other (Sun and Chang, 2012.) Bloch noted a distinct lack of grammar development (2007) and other studies have shown similar examples of students using abbreviated or non-grammatical language to post (Pegrum, 2009).

## **Social Media**

While clearly a relatively new area for study, the immense popularity of social media among the target audience of 18 to 25 year-old students, who spend multiple hours each day using mobile devices and apps for communicating and interacting with content, makes these platforms a logical contender for the role of blended learning platform. Davis III defines social media as any platform which allows the creation and sharing of digital content of any sort and explains that the term has come to specifically refer to a group of highly-used applications, mostly aimed at mobile devices. These applications vary in nature from text (Twitter) and still photography (Instagram, Snapchat) to short or longer video segments (Vine, YouTube). All have the common feature of creation, interaction and sharing, leading to the development of online communities of users (Davis III, 2012; Inayati, 2015). Andujar (2020) looks in detail at the use of social media as part of a blended learning course for improving language ability, and proposes that the incredibly large user bases of these platforms means they are familiar and engaging to students on a level that no other pre-existing or purpose-built systems could hope to attain. Another interesting idea from the same paper is that pre-existing platforms and technologies should shape the practices of teaching, i.e. the teacher needs to familiarize themselves with and adapt to the tool rather than necessarily modifying or creating (2002). Inayati's (2015) survey of language teachers in Indonesia found that many used social media, notably Facebook and YouTube, for pedagogical purposes and perceived the advantages to outweigh any disadvantages. The main perceived advantages were the attractiveness and familiarity of the platforms to digital natives, the effectiveness of communication using these platforms, and the immediate access to a large variety of real-life English input. These were thought to particularly improve engagement and ease of communication outside of classroom hours. Teachers also felt, as noted earlier, that learner autonomy greatly increased as students became aware that they could access these materials themselves independently of guided study. Much of this is confirmed by Hsu (2013) who studied the evolution of an online English

language discussion community of Taiwanese language learners using Facebook and noted high levels of student engagement. This study involved students interacting with a variety of media posts and being encouraged by a facilitator to comment and respond to the comments of others. The quality of language used was also initially high, showing good use of varied language and structures, and signs of growth in vocabulary. A critical finding from this study was that the topics of discussion had to be carefully chosen to reflect the interests of the group in order to prevent a decline in the quality and frequency of participation. Many studies on the topic outline this and other similar concerns for the use of Social Media as part of a blended learning out-of-class tool. In addition to drops in participation, technical problems, lack of teacher knowledge and increased risk of plagiarism are some of the most commonly-cited concerns, whether perceived by teachers or observed in actual student behavior (Davis III, 2012; Hsu, 2013; Inayati, 2015; Andujar, 2020).

Overall, the familiarity and attractiveness of popular social media apps do seem to make them a valuable platform for encouraging language use outside of the classroom, with studies showing real benefits in terms of language ability and general motivation. As with the other online platforms, however, there seem to be some potential pitfalls to avoid in terms of the choice of topics and the ability of the teacher to deliver and manage learning through these media.

From this brief review, we can see a good amount of potential in these types of CMC and mobile device-based learning environments and some possible limitations. Chappelle restates Garrett's (1991) earlier thoughts on the need for some solid theory to guide practitioners in the use of these potentially amazing, yet complex learning environments. As with every technological advance in human history, careful study and experimentation should yield fruit. (Chappelle, 2009, p.741) The next section will look at both empirical and theoretical basis for these tools, from both a TELL-specific and a wider educational perspective as there is some disagreement concerning which should inform materials and course design (Egbert and Hanson Smith, 2007).

### **Implementation in this teaching context**

A multimedia AOD has been chosen as a basis for this blended learning environment. This section will examine how this can engage students in learning outside the classroom and what particular gains are expected from its use. It will also deal with some of the limitations

inherent in this type of TELL mentioned earlier and address the question of SLA theory as a basis for TELL design.

### **The platform**

The aim is to create an online discussion environment integrating the characteristics of all of the CMC tools discussed in the previous section. Edmodo, sometimes referred to as the “Facebook of Learning” (Enriquez, 2014 p.1) is one of the fastest growing and widely used learning management systems, with an interface clearly designed to imitate the popular social media platforms (Zain et.al, 2019). In terms of functionality, the platform includes a wide range of features. Students are grouped into classes and can interact with content posted by the teacher and, crucially, other students. The interface is presented in the form of a “feed”, similar to Facebook, which updates whenever new content is posted. Each post has a “comment” button where students can write text of several hundred words in response to content or the comments of others. Students can also upload documents in a wide range of formats, including Word files, PDF, video and picture. The teacher has the option to block or delete content in order to moderate the discussion and can also communicate in a private and direct messaging system with individual students. The application is free, web-based and can be easily accessed from a mobile device, laptop or PC, meaning that even students with limited financial means can use it. (Wahyuni, Sanjaya, Erman & Jatmiko, 2019; Zain et.al, 2019). The students will be assigned different discussion tasks each week requiring them to interact and post in a variety of ways; once the system is in place, students themselves will take turns defining the weekly tasks. These might involve them creating and uploading their own audio, video or written response to a question, adding links to online articles or multimedia content, and commenting on others' posts. Basic training and equipment will be provided where necessary to assist students with the technological issues.

### **Engaging the learner**

#### **Familiar and accessible**

Recent figures show that 95 percent of the Vietnamese population aged 15 to 24 can access the internet and spend an average of 29 hours a month online (VOV, 2012). In 2018 57 million Vietnamese were active social media users (Hootsuite, 2019). Marc Prensky (2012) has long advocated that these digital natives respond to digital learning tools, and studies on forums

and blogs consistently uphold this (Hsu et al., 2008; Sun 2009; Cowie and Sakui, 2013; Huang and Hung, 2013). Edmodo is already familiar to these students who use it for homework and to communicate with teachers, which is one of the reasons for choosing it over other, similar websites which could host this multimedia learning activity. The environment is therefore familiar, accessible and can support an interesting variety of content types.

### **Student-centered**

In Benson's definition of the characteristics of out of class learning, locus of control signifies the extent to which the student is autonomous and/or directs the learning process (Benson, 2012). Research into individual differences shows that students have their own unique approach to the learning process (Richards & Lockhart, 1996); Chapelle sees TELL as an opportunity to cater to these differences (Chapelle, 2009). Although Sun (2009) calls for more research into the extent to which the instructor should initiate and moderate the online discussion, students can be given a large measure of control over this, as with the negotiation of topics for posts mentioned earlier in this paper. Furthermore, they have a lot of freedom in creating their own multimedia posts (Cowie and Sakui, 2013; Huang and Hung, 2013) although the actual process of recording audio and video in these studies proved to be as frustrating as it was useful. Hsu et al. found that having students keep their own e-portfolios of this created content helps them to reflect on their own learning process and increased their sense of "ownership of learning" (2008, p.194). It can be inferred from these points that students who have little experience of autonomous learning might need a lot more scaffolding and training in order to feel comfortable with and reap the benefits of the greater levels of autonomy, something which a course aiming to use this type of methodology would need to cater for (Sinclair, 2009).

### **Collaborative**

A key aspect of this discussion environment is that students will often work together to complete the posted tasks. Donato (2004) points to the social bonding and greater overall knowledge generated by collaborative learning tasks and Foster (1999) defines task-based learning as involving students interacting and sharing ideas in order to complete a task, thus creating a space where natural language development and learning can spontaneously occur (Foster, 1999, p.69). This type of learning is thought by many EFL scholars and practitioners to be both effective and engaging (Richards and Rodgers, 2001). Butler (2011) looked at how

TBL can be particularly useful in extending learning beyond- and overcoming limitations inherent to- the classroom. These are some of the core aims of developing the blended learning environment with a focus on collaboration, be it through specific tasks or simply the interaction of commenting.

### **The teacher**

The teacher must nonetheless play an active role in the learning process. Sun's study of voice-blogs found students' interest rose if they believed that there were significant language gains; if participation got them credit of some sort for their course; and if the topics were correctly integrated with the course (Sun, 2009). The importance of the choice of topics in encouraging student participation was confirmed by Hsu (2002), and negotiation of topics with the learners themselves prior to each activity seemed to be the best way of doing this, rather than having a teacher unilaterally impose topics. When the students were not given a significant role in the choice of topics, participation and engagement declined rapidly from initial high levels, though this decline was also attributed to a general loss of interest after the novelty of using blended learning platforms had worn off. Given the enormous and ever-growing wealth of media content available online, finding materials to suit any topic should be achievable for all teachers. Additionally, the teacher should be seen to moderate, participate and intervene judiciously in the online discussion, keeping everything on-topic and running smoothly to ensure consistent student participation (Sun and Chang, 2012). There appears to be a fine line between an overbearing role of the teacher which might stifle communication and creativity, and a lack of intervention which could lead to negative effects which will be discussed later.

### **Maximizing the affordances of this learning tool**

The learning environment must be not only engaging but also, like any teaching material, designed to maximize the benefits to overall language learning based on relevant theory and research (Chapelle, 1998; 2009).

#### **Exposure**

On the whole, this monolingual group of students rarely uses English outside of the classroom and homework tasks or group projects do not call on their genuine communication skills. It is important to maintain a focus on genuine materials and context relevant to the students' interests and needs when designing language learning tasks, and that will be particularly important for these online tasks. All communication and posts will be exclusively

in English on this forum, which studies show can generate a high level of written and oral interaction (Richards & Rodgers, 2001; Kol and Schcolnik, 2008; Hsu et al., 2008 Huang and Hung, 2013).

The acquisition theory (Krashen, 1982) considers that learning a language, as in receiving specific instruction about rules and words, is in fact secondary to acquiring a language through repeated exposure in terms of both fluency and accuracy. Krashen also added the idea that the input one is exposed to must be comprehensible yet challenging (Krashen, 1982). Although these ideas have often been questioned (Larsen-Freeman and Long, 1991) it is assumed here that increased out of class exposure to written and audio texts on the forum will bring about language development.

### **Interaction**

The greatest benefit, however, is hoped to stem from students actively participating in language use. The interaction hypothesis, integrating the ideas of Krashen (1982) Swain (1995) and Long (1983), states that conversational interaction is a fundamental part of language learning, with learners reacting to the language of others, adjusting their own language, testing language hypotheses and negotiating meaning (see also Chapelle, 1998 for a specific TELL application of this theory). This online forum aims to encourage all of this by using tasks as a starting point and giving sufficient freedom for students to express themselves; the computer-mediated discussion will hopefully help overcome some barriers to interaction that may be present in the physical classroom such as the affective filter (Krashen, 1982) and social factors (Brown, 1997; Kamhi-Stein, 2000). Furthermore, some tasks can specifically focus on fluency and ignore accuracy to reduce participation anxiety (Sun and Chang, 2012). On a related note, commonly stated problems of online discussions are antisocial behavior due to anonymity (Luzón, 2011) and the lack of non-verbal communication (see above). By allowing students to create a unique yet identifiable persona for the discussion forum (a username and identity picture) it is hoped that many of these issues can be alleviated to some extent. Another measure is to establish clear rules for posting and ensure the students understand and follow them. The fact that these students see each other in the real world may improve online relations somewhat.

Students in Huang and Hung's study felt both speaking and writing had improved through the discussions on the multimedia forum (2013), as did participants in a study by Mabuan & Ebron (2018) and it should be possible to further develop accuracy through setting tasks that focus on, and draw attention to, this (Chapelle, 2009). Students working together to identify errors in their posts would be an example. Rahmany et al. (2013) found that peer-

checking resulted in students sharing and mutually enlarging their vocabulary. Gao et al. suggest several ways to constrain the sometimes informal, chaotic or frivolous posting (2013) and encourage reflective and academic writing. One example they give is requiring posts to begin with one of a limited number of words such as "but" or "and". It should be noted that while nearly a third of students participating in the blended learning additional out-of-class study observed by Mabuan & Ebron (2018) claimed to benefit from improved writing skills, only a small percentage felt their grammar knowledge had improved.

A study by Nguyen (2011) of Vietnamese students' perceptions of asynchronous online tools for language learning yielded some very interesting results. A group of 30 students completed asynchronous Wiki activities similar to a forum or collective blog, and their opinions were collected via a questionnaire where they could express agreement with certain statements. Students enjoyed using the Wiki, liked the collaborative aspect and most felt there were notable language learning benefits. These positive perceptions seemed mainly based on the tool itself, yet the design of the activity could also be an influencing factor amongst others. The table below summarizes the findings from this part of the research (Table 1; please see original paper for details of the methodology and data). A more recent and larger scale study would be welcome to consolidate these findings.

Table 1

*Student perceptions of an asynchronous online Wiki*

	Questionnaire Item	Number of students who expressed agreement (out of 30)	Percentage of students who expressed agreement
1	I enjoyed the wiki peer exchanges.	28	93 %
2	It is easy to work on the wiki.	26	87 %
3	The wiki peer comments helped me revise my draft.	28	93 %
4	Wiki helped me write more than traditional class.	22	73 %

*Note:* adapted from Nguyen, L. V. (2011). Learners' reflections on and perceptions of computer-mediated communication in a language classroom: A Vietnamese perspective. *Australasian Journal of Educational Technology*, 27(8).

### **Critical thinking and culture**

In addition to the language benefits, this forum is also designed to enhance critical thinking and knowledge of the target culture. The looser time constraints (Gao et al., 2013) may partly account for cases such as Noytim's (2010) students in Thailand who were observed writing much more thoughtfully online than off. Tasks should be designed to cover a wide range of topics and therefore push students to do some independent research, broadening their general knowledge.

Finally, the forum should promote increased familiarity with foreign cultures and greater ease of interaction in English online, both of which have been shown to enhance motivation to learn (Lightbown and Spada, 2006) This forum will also encourage the development of correct online behavior and web-interaction skills in the L2 which could be useful for future studies and work (Lowe and Williams, 2004).

Based on the above it is possible to draft an example of a practical, real-life blended learning course for students to engage with outside the classroom as a supplement to their in-class language studies. The example below covers all four skills and attempts to include all of the benefits and avoid some of the pitfalls outlined in the above review.

### **Suggestions for implementation**

The following example has been developed based on ideas from the literature review, influenced by Mabuan & Ebron's (2018) description of their own course, and largely informed by the many years of teaching practice of the author. In addition, guidelines and tips presented by the Edmodo platform to guide users on best practice have been taken into account where deemed relevant.

Before beginning the online section of the blended learning course it seems advisable, based on the literature, to use part of a face-to-face class to introduce the course, give the students some basic training, familiarize them with the platform, and outline the specifics of the course.

Firstly, a classroom discussion should be initiated on the topic of studying outside of the classroom. Students could discuss how often they study independently and how they

approach their work. The teacher should then introduce the idea of social media: students could brainstorm for ideas on how social media could be used as a positive aid for language learning. This phase should clarify for students the serious language learning potential of these platforms.

In the introductory class students should also sign up and create a free Edmodo account (if they do not already have one) and download the app on their mobile devices or laptops. Both methods of access ensure full functionality of the platform, but students should be allowed to choose based on preference and which devices they already own. In this first, in-class part of the course the teacher could possibly conduct some activities designed to familiarize students with the basics of using the platform. This is to ensure that they feel reasonably confident with the technical aspects such as class feed, uploading, downloading, commenting and responding.

Once students have been trained in the technical aspects of using the platform, the teacher could present a rough outline of the course and explain how much time will be dedicated to the out of class section. It should also be made clear whether the work will be evaluated as part of their grade. As seen above, this can all be crucial to ensuring engagement and participation.

Another important aspect for engagement and participation is the choice of topics that will be discussed. This could be negotiated in class through an activity or questionnaire, where students produce lists of topics they would like to see discussed. It could even be continued as a first out of class activity using the polling function of Edmodo to survey class opinions. Either way, the teacher should quickly establish the list of weekly or daily topics so that the students have a roadmap of what will be covered in the coming weeks.

Between the introductory class and actually beginning the online course there could be an increased workload involved for teachers, which might be met with some resistance from staff who already feel overworked. The teacher's task will be to find varied and interesting content, be it audio, visual, text or other, relating to the topics which the students have chosen. This content must also be vetted for appropriacy and language level.

This content will form the starting point for an online discussion, and the students can be given several different means of interaction. It might be best to start with very simple tasks such as a short textual comment voicing their opinion on the subject, perhaps subject to a word count. An example might be a statement posted by the teacher on the topic of video games, and students can express agreement or disagreement while justifying their response. Once they become more confident and familiar with the platform, the complexity of the interaction could

increase. Students could, for example be asked to post an audio or video response which they could create and edit themselves in their own time. The type of response elicited will depend on the skills the teacher wishes to develop, with a greater emphasis on either writing, reading, listening or speaking. Edmodo also includes quiz and poll functions, which can also be used as a way to elicit and guide student interaction. At a higher level of difficulty still, they could be required to complete online research on a topic and post their findings either in the form of a simple paragraph, an essay or even an academic article. All activities should involve reading and commenting on the content their classmates have posted, to increase language exposure and production as well as hopefully creating a real community in which students feel engaged. As discussed in the literature review, it is also possible to negotiate the type of task as well as the topics covered with the students, or even assign an individual or group the role of designing the weekly task. This follows the main principles of autonomous learning as outlined earlier.

The teacher must ensure that students have sufficient time to both complete the tasks and produce feedback on their classmate's work, as the freedom to structure their own work time is a large part of the pedagogy here. Nonetheless clear deadlines should be given and adhered to, maintaining the idea that this is a part of their study to be taken as seriously as the rest.

To further reinforce this, the teacher could dedicate a small portion of the in-class time to highlighting particularly good examples of work from the online forum, and wherever possible tie the out-of-class work to the learning in the lessons.

A final point takes into account the perceived lack of accuracy focus in online discussions. This could be addressed by including specific guidelines for feedback, for example asking peers to review and comment on a pre-agreed language point. The focus would depend entirely on the student needs and curricular goals, for example grammatical (verb tenses, relative clauses) or Vocabulary.

This concludes the rough guideline for implementing this type of out-of-class addition to a language course based on the Edmodo platform. This constitutes one basic example, but the points covered here should be applicable to other blended learning courses and other types of platform. The final section will sum-up the main points covered here and also look at a few pragmatic concerns to bear in mind when implementing this type of project.

## **Conclusions**

This investigation into the use of AODs is far from exhaustive. Nonetheless, some pedagogical guidelines have been outlined and possible problems uncovered and partly addressed. It is also apparent that there are aspects which require further exploration and research.

## **Benefits**

Overall, the chosen tool presents potential benefits for developing out of class learning in several areas:

-This digital tool can appeal to students as it fits with their current free time practices and is both familiar and easily accessible.

-It should afford a greater measure of student control over the learning process than that offered by traditional homework, adhering to the underlying principles of learner autonomy.

-If carefully designed, this forum can encourage positive, useful communication and discourage anti-social or frivolous comments. Using collaborative and task-based learning theory as a basis for activities, a large amount of useful student interaction in the L2 should be generated and a supportive learning community should evolve.

-Tasks can be designed to improve accuracy in all aspects of language, increase vocabulary, broaden knowledge and raise awareness of foreign cultures. This will additionally increase learning motivation and improve future communication with native speakers. Advances in critical thinking are also expected.

-Students will learn to create their own digital content and to communicate effectively on-line.

## **Concerns and future study**

It seems many general concerns about TELL and specific issues relating to this tool can be addressed; some, however, merit further consideration or exploration. Firstly, technical support, training and reassurance may be necessary for teachers and students who are unfamiliar with this relatively new approach. This would include addressing the greater level of autonomy these types of courses demand and allowing extra time and training to prepare students. A second point to bear in mind is that all countries do not adhere to the same customs and laws concerning discussing and sharing current affairs or personal writing. Some areas which could benefit from further research include the extent to which the teacher must intervene to keep the discussion useful without stifling communication and student autonomy,

the effects of anonymity and the development of online personae on the effectiveness of online discussions for educational purposes, and the application of SLA theories in designing tasks with specific learning outcomes. It is also important to understand that online tools and the Internet itself are subject to extremely rapid change and growth. Practitioners and scholars who wish to explore these tools will have to keep a close eye on developments if they are to remain well-versed in this area. Trends in social media use, for example can change in a matter of months, but this also means that there are constantly new ideas to explore and pedagogies to develop. It seems very likely that these platforms will play a great role in both in class and out of class learning in the years to come, whatever new form they may take.

### **Pedagogical implications**

At this stage there are many indications that technology can really make a difference in developing useful out-of-class learning. In the Vietnamese context, teachers can follow the guidelines outlined in this paper to add blended learning aspects to their current language courses or even conduct fully online classes. Teachers around the world are currently learning to use video conferencing tools to conduct their language classes, and AODs can be used to complement and extend this. For Vietnamese students at the University level, using AODs to a greater extent in their language learning may also free up time for their core subject classes. Finally, areas of the country suffering from a lack of qualified teachers could use online classes (both synchronous and Asynchronous) to broaden students' access to language learning. A note of caution here, and a point to be explored in future studies, would be the acceptance of greater learner autonomy in a context characterized by traditional, teacher-centered learning. As seen in this paper, the benefits are not limited to reading and writing but can extend to other aspects of language learning. More research in the Southeast Asian context might yield for example detailed guidelines on improving listening and speaking, as these are often more difficult for local and non-native teachers to manage. This paper is, however, only the first step in the process of implementing TELL for the stated learning goals. As with any teaching tool it must be tested, rigorously evaluated and modified if necessary.

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## **The Implementation of Literature-Based Instruction in EFL Classroom: A Case Study in An Indonesian Junior High School**

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### **Abstract**

Literature-based instruction is one of teaching language strategies by using literature, while literature is a beneficial material resource in language teaching and learning process. Therefore, literature-based instruction gains an increasingly important place in field of teaching, including teaching English. Particularly in teaching English as Foreign Language

(EFL), literature-based instruction gives opportunities to the students to explore their interpretative abilities (Lazar, 1993) and (Gill, 1995). Besides, literature-based instruction gives also opportunities to the teacher to explore his/her innovation in gaining many instructions into educational syllabus (Lazar, 1993). In line with this, this study aimed to investigate the implementation of Literature-Based Instruction in EFL classrooms in an Indonesian Junior High School. A qualitative case study employed in this study with an interview, observation, and documentation techniques of collecting data. The interview data were taken from the students and the English teacher; the observation data were taken from classroom activities when literature-based instruction applied; and the documentation data were taken from field notes, audio recordings, and the result of the students' tasks. The study result indicated that the implementation of literature-based instruction in the

EFL classroom for Indonesian junior high school education is potentially developed concerning (1) the influence to improve the students' interpretative ability that generally has educational values, such as messages which motivate students to learn, do the best struggle to find out a better destiny, and take enthusiasm to achieve a better future; and (2) the influence to improve the teacher's innovations and creativities in term of providing interesting instructions and comfortable classroom atmosphere.

***Keywords:*** *Literature-based instruction, EFL classroom, and Junior High School.*

## **Introduction**

Indonesia is one of the countries which still uses English as a Foreign Language (EFL). As foreign language, English is studied and even as a compulsory subject in all educational levels. In junior high schools, English is taught as a mandatory subject and also becomes one of the subjects tested into the national final examination. This encourages students to improve their English proficiency to success the national examination and to determine their ability to continue the study into the next level. These realities reveal that English plays an important role in educational scene of Indonesia. Consequently, teaching English to students in junior high schools improves dynamically.

Nowadays, the study of language has been increasingly inseparable from the study of literature (Novianti, 2016). This is also the case with the study of English. Moreover, the use of literature for language teaching purposes has been an important issue in language teaching since the 19<sup>th</sup> century (Tehan, Yuksel, & Inan, 2015). Literature serves a significant role in

teaching and learning English, particularly for English as a Foreign Language (EFL) students. Literature is also deemed to be able to enrich the moral, social, and educational values which is an integral part of teaching and learning the language (Collie, J & Slater, 1987); (Carter, R & Long, 1991); (Lien, 2014); (Tehan et al., 2015); (Novianti, 2016); (Rahman, F., & Weda, 2018); (Clemente, 2019). As a result, many studies have been devoted to the teaching of English by using literature, including for students in junior high schools. The students who are in junior high schools are about 13 - 15 years old, golden years for students to learn moral, social, and educational values based on the national education curriculum in Indonesia. Therefore, it is a chance to improve the literature-based instruction for EFL students in Indonesian junior high schools.

To this date, there are three approaches of literature and language teaching, introduced by Carter and Long (Carter, R & Long, 1991), which have been popularly used. Firstly, the language model, it focuses on how language is used in literary text, it embarks from a belief that literary language is different from the ordinary or everyday use of language, and it can be decoded through the analysis of linguistic features. Secondly, the cultural model, it treats literary texts as resources to learn about the culture and ideology of the respective author or the characters and settings of the texts. Thirdly, the personal growth model, it combines the language model and the cultural model that is looking at linguistic elements in the context of the text's culture. These approaches to teaching English language and literature have experienced development and adjustment as they are practiced in the respective context of teaching and learning. In these approaches, students are given freedom to express their aesthetic appreciation of the literary texts and interpret the ideological and pedagogical values contained in the texts while studying or analyzing the linguistic elements of the text.

The aims stated of this study generally relate to the importance of innovation in teaching English, particularly for applying literature-based instruction in the classroom. According to (Print, 1993), innovation has been defined as an object, idea, or practice which is perceived to be new by the participants in the change process and also the process by which that object, idea, or practice becomes adopted. Characteristics of innovation are (1) relatively advantage, (2) compatibility, (3) complexity, (4) trialability, and (5) communication. All characteristics of teaching innovation are relevant to the basic way of teaching language by literature-based instruction.

Some researches relate to the importance of teaching literature have shown that literature-based instruction is very beneficial in helping students acquire the language skills,

including literature as excellent resources for English teaching and learning material (Maley, 1991); literature as effective source for increasing students' creativity and imagination (Gill, 1995); literature as sources for enhancing motivation (Lazar, 1993); and literature as a way to promote cultural awareness (Alwasilah, 2006); (Mohammadzadeh, 2009); (Alekseeva et al., 2018). There are also some researches on specific use of literature in EFL classes, such as teaching English by using poetry, using short stories in teaching English, the beneficial of teaching prose in EFL classes and/or other alike (Cummings, M & Simmons, 1983); (Duff, 1991); (McRae, 1998). A large amount of the researches has also been devoted to finding developing students' critical thinking by using literature in language teaching and learning in EFL secondary schools (Lazar, 1993). The rich body of research in the field of English teaching and learning through literature proves that literature-based instruction serves an important part in educational science.

Based on the several explanations above and the previous research findings supported, the researcher is interested to investigate the implementation of literature-based instruction in EFL classrooms for Indonesian junior high school. It is hoped that the result of this research can approve to the science of language and literature education that literature-based instruction improves the students' interpretative ability in the EFL classroom and the teacher's innovation to create interesting instructions in the class. To get the hoped, of course, practically by answering the basic formula of this study as follows.

1. How are the students' interpretation while literature-based instruction implemented?
2. How does the teacher's view of the implementation of literature-based instruction?

Concerning to the questions above, thus the objectives of this study are:

1. To explore the students' interpretation while literature-based instruction implemented?
2. To find out the teacher's view toward the implementation of literature-based instruction?

### **Literature-Based Instruction**

Lazar defined that literature is a world of fantasy, horror, feelings, and visions put into words (Lazar, 1993). Literature can be said to be a sort of disciplined technique for arousing certain emotions. Literature with a small imaginative texts can be used as language teaching resources and is usually considered to be literature, such as jokes, puns, songs, novels, plays, poetry, and so on.

Literature teaching means dealing with text of various genres (Novianti, 2016), ultimately prose, poetry, or drama. In English language teaching, literary works can help

students to expand their linguistic and cognitive skills as well as their sensitivity to cultural knowledge. Moreover, literature can open horizons of possibility, allowing students to question, interpret, connect, and explore positive contributions as it exposes the learners to different registers types of language. In this sense, the use of literary works treats the students as the social creatures who are studying others social patterns, norms, and values. In sum, using literary works in language teaching can also create a joyful atmosphere (Lazar, 1993) and (Gill, 1995).

Nowadays, literature can be formulated to be language learning material in mostly process with listening, speaking, reading, and writing activities as a medium for pondering, investigating, asking, and criticizing the knowledge and ideas learned. Literature as text varies according to subject, genre, and the level of language complexity. Therefore, all students can benefit from student-centered as the nature of literature-based learning environment.

Literature-based instruction in teaching English can be used to promote specific development stages of language skills in the EFL classroom (Custodio & Sutton, 1998). Moreover, literature-based instruction is viewed as a vehicle for promoting students' acquisition of language and literature skills. Teaching English for EFL class is essentially a matter of engaging students with text and it is a key to success in EFL teaching, thus the meaningful and the authentic text selection from literature also places a key to success in EFL teaching. It is also very well suited to interdisciplinary instruction, which uses literature from all genres to bridge content with the development of language skills (Alwasilah, 2006).

Literature-based instruction involves teaching and learning through the literature component. Through literature-based instruction, students are given opportunities to discuss literary elements, such as plot, character, setting, point of view, values, message, and themes. By all views of literature and literature-based instruction in teaching English, the students become more active, involved, and engaged while learning the language through literature. Bulusan mentioned that all language teachers desire to provide their students with materials inspiring them to speak up, to seek out answer the questions, to voice their questions, and to read widely as well as deeply (Bulusan, 2019).

## **Method**

This study aimed to investigate the implementation of literature-based instruction in teaching English in an Indonesian junior high school with to explore the students' interpretative abilities and teacher's innovations. Due to the nature problems investigated, thus this study

employed a case-qualitative research method. Denzin and Lincoln argued that qualitative research involves the studied use and collection of a variety of empirical materials - case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts - that describe routine and problematic moment and meaning in individual's lives. It emphasizes a complex and holistic picture, analyzes words, or reports detailed views (Denzin, Norman K., Lincoln, 2009). Therefore, qualitative study brought the researcher to conduct this research into a natural setting, to bring also the reader into the problem dimension, and present it in all its complexities.

As a case qualitative study, the data were collected from three different classes in the same grade as an Indonesian junior high school. The data were gathered from observation, interview, and documentation techniques. The observation data were taken from classroom activities while the literature-based instruction were delivered in the classroom; the interview data were taken from the students who have joined in the English classroom by applying literature-based instruction and the English teacher who has taught with literature-based instruction in the class; and the documentation data were taken from field notes, audio recordings, and the result of the students' tasks. Six students and one English teacher were the subjects of this study.

The research was conducted while the teacher applied literature-based instruction in the classroom. The teaching and learning activities were organized by a variety of learning strategy, but all learning materials used were literary works, such as poems, short stories, and songs, which are taken from the English books and other sources. The classroom activities were also documented.

Face to face interviews was conducted, either to students or to the English teacher, ranging from 10—15 minutes, by using semi-structured interview in the form of open-ended questions. The interviews were mostly conducted after the classroom activities. The interview questions were asked bilingual, in English at first and then continued in Indonesian language to reduce the respondents' anxiety and to elicit more information from them. The results interviews were also noted and documented.

Another data is documentation including observation and interview documented, and also the result of students' task after the class. The students' task was mostly in writing. Students' task was complementary to the result of observation and interviews.

Next, the researcher analyzed the all gathered data. The gathered data in the form of observation, interview, and documentation results were analyzed through several steps based

on Miles and Huberman data analysis (Emzir, 2014). Miles and Huberman involves three stages on data analysis, namely data reduction, data display, and verification/drawing conclusion. The overall steps of data analysis by implemented the model of Miles and Huberman can be seen in the following figure.

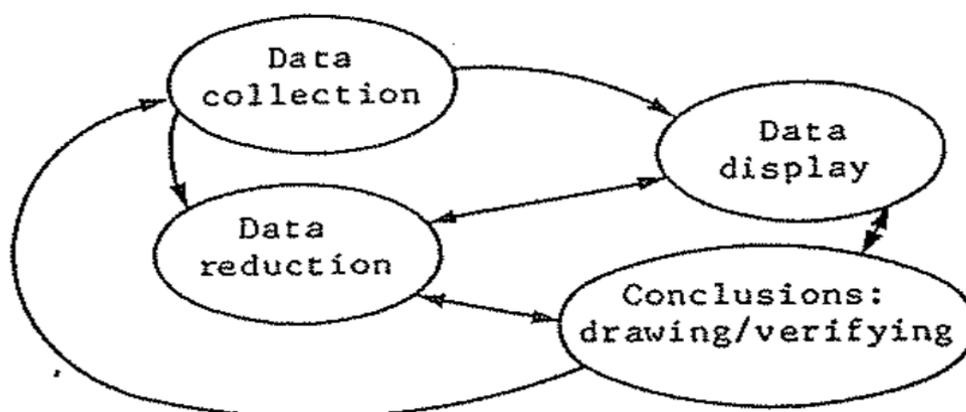


Figure 1. Data Analysis by Miles and Huberman adapted from Emzir, 2010

## Result and Discussion

### *Students' Interpretation during Implementing the Literature-Based Instruction in the EFL Classroom.*

As previously explained that this research aimed to investigate the implementation of literature-based instruction in the EFL Classroom. This research focused on teaching English in an Indonesian junior high school at Makassar, South Sulawesi. In this section, the researcher showed the result of literature-based instruction by exploring the students' interpretative abilities. Due to the process of teaching and learning English in the classroom by implementing literature-based instruction, of course, the teacher used literary works as teaching material, such as a poem, a short story, and a song, and the various students' interpretations were gained.

In case of presenting a famous literary work (poem), the students looked like very welcome to learn. Based on the classroom observation, when the teacher introduced a lyric poem under the title of 'The Rose Family' by Robert Frost ([www.hellopoetry.com](http://www.hellopoetry.com)) and asked

students to read the poem aloud, the majority of them overwhelmed by smiling and felt interesting. The students were so grateful to gain new insight in English subject.

When the teacher discussed the poem in the classroom, the students were more enthusiastic to engage themselves in an amazing classroom atmosphere. Through discussion, the students talked actively to the issues raised from the poem and show their opinions based on their understanding of the poem, although they sometimes felt doubt with their understanding. Their doubts were caused by many problems as well as stated that some potential problems might occur in translating and interpreting literary worktexts (Saleh, N.J. & Weda, 2018). Because they are free to interpret, the students' interpretation of the poem also vary. Almost all students raised their hand to mention their opinios and/or interpretations, but some of them did not argue because of the limited time in the class. The class ended by students' task to write down on the paper for their interpretation of the poem.

The following are students' interpretation based on the teacher's prior question of "What do you think about the poem of 'The Family Rose'?"

"After reading the poem of 'The Family Rose' twice, I try to understand what actually means of it. In my mind, at first, I think that The Family Rose talks about a bunch of beautiful flowers and Rose is a type of beautiful flower in the world. But, a unique thing is found in this poem when the fruit is also classified as rose, such as apple and pear. Both fruits are my favorite fruit. I do like to eat apple and pear. When I ate apple and pear, I imagined with something beautiful, yeaah a beautiful view, delicious food, and other alike." (S-1.1).

With the same question in the class, another student also interpreted the poem and said that:

"Almost the same with his idea (while seeing and pointing out to her classmates), but after hearing his opinions, I just have an addiction. According to me, the poem of The Rose Family basically talks about rose. Rose is a flower, a type of flowers, and something beautiful and fragrant. The flower are never changed to the other, like fruit, vegetable, pie, ice cream, sauce, and so on, but something beautiful and fragrant can also be found from anything else like apple, plum, and also pear. The beautiful thing gives a beautiful view and a beautiful view gives a beautiful feeling. Therefore, rose is a beautiful thing that can give pleasure to the people." (S-1.12).

When the teacher applied the literature-based instruction with the same material in another class, the students were very passionate in the class. Some of them were pleased to read aloud the poem in front of the class and some others were pleased to interpret the poem. Most of them interpreted the poem through the theme, setting, and messages of the poem. One of the students directly mentioned that:

“The Rose Family talks about rose and something pleasure for people. Actually, rose is a rose and all things that pleasure to the life of people are also categorized as the rose family. We can imagine how fully fun when we are in the rose family”  
(S-2.3).

Without giving a prior question to the students, one of them directly mentioned her ideas after hearing her classmate read aloud the poem. It simply means that the students are very fun in learning the poem. When the teacher gave opportunities to the students without a prior question, the students still concentrated to the lesson and opened their mind to give interpretations.

The students’ interpretations mentioned above showed how happy they are in learning a poem, from reading a poem to giving interpretation of the poem that they have read or heard. They were very enthusiastic and excited during the learning process, even they still wanted to discuss the poem, but the time for learning was over. This proves that literature-based instruction is the potential to be applied and developed in the EFL classroom for junior high school student by considering their like and love to study literature, including a poem.

The students’ interpretation also gained at another class when the teacher taught a short story. Different literary works are delivered by different strategies. When delivering material about a short story, the teacher did not ask the students to read aloud, but they have the first thirty minutes to read the story for several times according to their abilities. They only discuss in pairs with their classmates to understand the meaning of the story. They were instructed to write down on the paper for the result of their discussion, then read it in their respective places. Their writings were collected at the end of the class. A pair of students put forward their interpretation about the story and mentioned on the written paper that:

“Bad luck does not always end with unfortunate, but it can happen the opposite with good luck ending. Life in the world may be up and down, it depends on our heart, intention, and attitude. Ella who has been unlucky life since she was left and died by her mother and her father remarried. She was forced to live with her stepmother and stepsister who actually did not love her, even just hated her. By Ella’s kindness and had a good heart, intention, and attitude toward her family, she endured to the life’s sorrows. Kit, the son of the King, felt falling in love to Ella due to her kindness. Kit finally married to Ella and they lived happily together” (S-3.11-12).

The results of students’ interpretation of the short story vary. Because the students interpreted the story in pairs, the result of students’ interpretation of the short story also differed by each pair of students. An interpretation mentioned above was an example of the results of a pair students’ interpretation toward the story of Cinderella (<http://www.storiestogrowby.org>) which has been discussed in the class. The results of students’ interpretation looked fantastic because students showed their interpretation ability through their understanding to the story well. Through the students’ writing, as a whole, the researcher viewed that the students enjoyed the class, but they were still fully concentrated considering their understanding to the story. They were able to retell the story learned briefly. Through their writing, the students found the suggested theme, plot, and messages obtained from the story.

All students interpreted the story learned and collected their written paper in pairs to the teacher. This proves that literature-based instruction by using short story is also the potential to be applied in teaching English for junior high school student by considering their active participation to interpret the short story. The students were able to understand the plot of the story well and found out the theme and messages of the story by retelling the story in different ways.

Unlike by using a song, the implementation of literature-based instruction with a song is different, rather than the two others – a poem and a short story. Suriyatham stated that students had positive attitude to the use of song in the classroom. Consequently, the use of the song in the class can improve students’ English ability (Suriyatham, 2019). The implementation of literature-based instruction by using a song basically motivated students to sing a song. When the teacher played a song under the title of “Future Looks Good” by tape recorder, the students sang together by following the speaker that they heard. The song was

also already available on the English Book. As mentioned before that different materials were delivered by different strategies, so did the media used. The students worked in a group in four or five students a group.

In implementating the literature-based instruction by using a song, each group asked to listen the song carefully, then answered the question. The question is basically needed the students to fully concentrate to hear, then to interpret the song by answering “how are actually the feeling of the singer in the song?” One of the speaker of a group said that:

“The song of ‘Future Looks Good’ is a song of struggle, struggle to find a better destiny. This song gives enthusiasm, enthusiasm to fight, struggle to achieve ideals and a better future” (S-3.15).

Learning songs by working together turned out to make students felt easier in interpreting songs, one of them was looking for the difficult words and another one was finding out the meaning of the words in the dictionary. Meanwhile, some of them were trying to understand and to interpret the song comprehensively. In addition, learning a song is not enough to understand the words only, but accompanied by the appreciation of the music. Learning songs attracted the students’ attention and participation in the class because they were relaxed and can create a more comfortable and enjoyable learning atmosphere in the classroom. The song also contained educational values that always encourage students to learn, such as struggle to find out a better destiny and enthusiasm to achieve a better future.

The various opinions was issued by the students during implementing the literature-based instruction in the class. Mostly students issued their interpretation for literary works studied. Even though all students had opportunity to talk at the class, but some of them did not argue their interpretation because of the limited times. It means that students fully enjoyed the English class until the end of the lesson time. Discussing literature in the classroom opened the mind of students to improve their interpretative abilities. It relates to Lazar who stated that a word in a literature may take on a powerful figurative meaning beyond its fixed dictionary definition (Lazar, 1993). Trying to ascertain this significance provides an excellent opportunity for students to discuss their own interpretations based on the evidence in the text of the works. Moreover, Gill also said that when reading a work, the first thing that must be think is the meaning of the words. It opens the horizon of students’ thinking to know the meaning of the work and the way to know it is a part of readers’ way in gaining their interpretative abilities

(Gill, 1995). As a result, literature is viewed as richness opportunities that are available for the students to improve their abilities in English, particularly in improving their interpretative ability. By implementing the literature-based instruction in the EFL classroom, the students can encourage their opinions and feelings widely and deeply. Therefore, the implementation of literature-based instruction in teaching English for Indonesian junior high school education is potentially developed concerning the influence to improve the students interpretative ability and generally has educational values such as messages which motivate students to learn, do the best struggle to find out a better destiny, and take enthusiasm to achieve a better future.

### ***Teachers' View toward the Implementation of Literature-Based Instruction in the EFL Classroom.***

Literature is basically fun for students, thus they can enjoy reading and learn the text of literary works that they studied. The teacher are also free to create interesting instructions through the literature material, such as make discussion in the class and give many times for students to share their ideas by interpreting the literary works. Many activities can be performed in the classroom by using literary works due to the target of learning. In short, many interesting activities can also be done in the classroom through the interesting instruction from the teacher. Consequently, students participate actively in the classroom and comfortable classroom atmosphere can be achieved.

After implementing the literature-based instruction, the researcher tried out to discuss with the teacher to find out her ideas or opinions during the class and she generally mentioned that:

“Giving interesting instruction for students and creating comfortable atmosphere in the classroom is one way to improve the students' interpretative abilities. In teaching English, both points basically challenge the teacher in the class, but I find out the solution when I implement the literature-based instruction to the students”  
(T-NAJ, interviewed on May 20, 2019 10.00am).

An evidence of teacher's interesting instruction and funny learning of English can be seen from the classroom activity observed when the teacher implementing the literature-based instruction. The implementation of literature-based instruction in the classroom does not only achieve the teacher purposes to be able to give interesting instruction to the students but also

able to create a comfortable classroom atmosphere while teaching progressed. Therefore, literature-based instruction opens opportunities for teacher to create many instructions that innovate her in stimulating and motivating students to enjoy the learning process and being active in the class.

Supporting the result of students' interpretation through the implementation of literature-based instruction, the researcher also conducted interview to the teachers to know the potential of literature-based instruction to be implemented by the teacher that compatible with the students at the school. The teacher argued that:

“When I teach literature, such as a poem, short story, and song, we feel happy, either the students or the teacher. I feel that there is something different for the students if I teach them literature materials. Their feelings, motivations, and participation in the class improve, as evidenced by a better students' enthusiasm for learning, the improvement of students' motivation, and students' learning participation which never subside until the end of the class. Therefore, students' interpretations of literary work run well according to the instruction given and give very satisfying results, both orally in the class and written on the paper. Literature-based instruction is very feasible to implemented, even can be included in the curriculum or teaching English syllabus in the school” (T-NAJ, interviewed on May 20, 2019 10.05am).

The benefits found by the teacher when she implemented the literature-based instruction in the class absolutely proved that literature-based instruction is very important to be implemented in the EFL classroom, particularly at Indonesian junior high school. Consequently, literature is viewed as richness opportunities which are available for the teacher to improve their innovations and creativities in term of providing interesting instructions before teaching. Through the implementation of literature-based instruction, literature is potentially entered to the teaching syllabus or curriculum. Lazar also argued that literature should be used in the classroom because it has general educational value and is found in many syllabuses (Lazar, 1993).

## **Conclusion**

Based on the explanation of the finding and discussion session, it could be concluded that literature-based instruction in teaching English generally opens opportunities for students

to explore their interpretation abilities, either in learning poems, short stories, or songs. In learning a poem, the students mostly delivered their interpretation orally after reading aloud the poem. In learning a short story, the students mostly delivered their interpretation in both orally and written in pairs. Meanwhile, the students mostly delivered their interpretation in written by group in learning a song. As a whole, the students' interpretative ability improved and they delivered their interpretation in terms of theme, setting, and messages obtained of the works. By implementing the literature-based instruction in the classroom, the students encourage their opinions and feelings widely and deeply.

Not only for the students but also for the teacher that literature-based instruction opens opportunities for teacher to create various instructions. Literature-based instruction also innovates teacher with literature components in stimulating and motivating students to enjoy learning and being active in the class. The teacher are free to create interesting instructions in the class, thus many interesting activities can also be done in the classroom through the instructions created. Literature-based instruction is viewed as richness opportunities which are available for the teacher to improve their innovations and creativities in term of providing interesting instructions before teaching. By implementing literature-based instruction, students participate actively in the classroom and comfortable classroom atmosphere can be achieved.

In sum, the implementation of literature-based instruction in EFL classroom for Indonesian junior high school education is potentially developed concerning (1) the influence to improve the students' interpretative ability and generally has educational values such as messages which motivate students to learn, do the best struggle to find out a better destiny, and take enthusiasm to achieve a better future; and (2) the influence to improve the teacher's innovations and creativities in term of providing interesting instructions and comfortable classroom atmosphere.

### **Implication**

Considering the importance of implementing literature-based language learning at the level of junior high schools, including English language learning, the researcher considers it also important that literature-based instruction should receive more portions to be applied by the teacher when teaching. Literature-based instruction can bring students closer to literary works that have high educational values and norms. As a result, literary works have the opportunity to guide students to the formation of better characters in the school environment.

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**Exploring EFL Teachers' Beliefs about English Language Learning and Teaching:  
Evidence from Indonesia Context**

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### **Abstract**

This study explores English as Foreign Language (EFL) senior high school teachers' beliefs about foreign language learning and teaching in Indonesia context. A survey design was used to obtain data about Indonesian EFL teachers' beliefs from 75 English language teachers (32 males and 43 females). A convenience random sampling technique was used to select the respondents from various geographical areas within Indonesia. An adapted instrument was administered online to gather the data from those samples, and to analyze the data, descriptive statistics was utilized. Indonesian EFL teachers' belief about foreign language learning and teaching is not yet conclusively revealed. While the beliefs can determine teachers' classroom teaching behaviour, and uncover EFL teachers' view on how language learned and taught; therefore, study on EFL teachers' belief about language learning and teaching is worth conducting. The findings revealed that EFL teachers possess different perceptions about foreign language learning talent, the challenges in language learning and the nature of language learning and teaching. Unlike in some other parts of the world, English in Indonesia is considered as a foreign language, therefore this view will affect the Indonesian EFL teachers' beliefs and practices.

**Keywords:** *English as Foreign Language, English Language Learning and Teaching, Teachers' beliefs.*

### **Introduction**

Scrutinizing teachers' beliefs is beneficial to reveal the mental process underlying teachers' thoughts, methods of teaching, and learning to teach (Gilakjani & Sobari, 2017; Zheng, 2009). Hayati, Widiati, and Furaidah (2018), Nation and Macalister, (2010), Richard and Renandya, (2001), Amiryousefi, (2015), Riley, (2009), Pajares, (1992), Borg (1998) assert that the beliefs constitute a thinking process that will serve as a foundation for them to conceptualize their teaching conduct and their related activities. According to Nargis, (2018), teachers' beliefs are one of the elements that should be observed because they affect the

effectiveness and achievement of educational goal. Beliefs thus can be used to predict teachers' instructional decisions or pedagogical decision making and lead them to conduct their classroom behaviour.

EFL teachers should not only pay attention to the observable factors contributing to the successful of learning and teaching, but also focus on the non-observable such as beliefs (Cephe & Yalcin, 2015; Wesely, 2012; Fujiwara, 2014). Therefore, non-observable attributes like beliefs which are naturally latent should be taken into consideration as one of the important factors to understand how EFL teachers teach and learn foreign languages in the classroom.

EFL teachers hold a number of beliefs about language learning and teaching which will contribute to teachers' teaching practices, decision making, students' views on language learning (Gilakjani & Sabouri, 2017; Sadeghi & Abdi, 2015; Diab 2009; Xu, 2012; Mohebi & Khodadady, 2011; Moon, 2000; Richards, 1998; Trappes-Lomax & McGrath, 1999; Smith, 1996; Richards & Lockhart, 1996; Johnson, 1992; Freeman, (1991). According to Larenas, Hernandez, and Navarrete (2015: p. 172), Tagle et al, (2017), teachers' beliefs may lead the teachers' behaviour and teaching practice to conduct the best practice during learning and teaching in their classroom.

Belief About Language Learning Instrument (BALLI) can be used to measure teachers' beliefs. This instrument was developed to investigate both teachers' and students' perceptions on a number of problems concerning language teaching and learning. According to Horwitz (1988), teachers' beliefs on the pleasant of learning or understanding about foreign language can be defined in a number of areas, three of which are as follows: the first is language talent which covers the beliefs of teachers on how people learn foreign languages, their capabilities in learning foreign language, and the appropriate stage or age for foreign language learning. Secondly, it is concerned with the challenges in learning language foreign or second language. These include the beliefs of teacher on the problem of learning the four language skills and components. Finally, it is the nature of language learning and teaching: teachers' beliefs, including but is not limited to the importance of mastering a certain skill before learning other skills.

Many studies have been carried out to investigate teachers' beliefs on language learning and teaching (Altan, 2012; Chatouphonexay & Intaraprasert, 2014; Hama, 2016; Gilakjani & Sabouri, 2017). For instance, Altan (2012) conducted a study using questionnaires in a Turkish context to examine the beliefs of pre-service EFL teachers about foreign language learning.

The results revealed that the participants have a number of beliefs which lead them to have better instructions.

A similar study was conducted by Chatouphonexay & Intaraprasert (2014). They investigated the belief of in-service and pre-service EFL teachers. The results showed that their beliefs were significantly different between those groups. Similarly, Hama (2016) conducted a study to examine EFL teachers' beliefs on English language learning. The results revealed that their views on English language learning were not the same. Meanwhile, Gilakjani and Sabouri (2017) claimed that teachers' beliefs will lead them to create good learning environment for language learners, improve language competence, and choose teaching strategies to overcome some challenges in teaching.

Apart from those studies conducted abroad, in the Indonesian context, studies about teachers' beliefs have also been conducted to some extent by several researchers (for instance, Floris, 2013; Mudra, 2016; Rusmawati, Atmowardoyo, Hamra & Noni, 2018; Anggeraini, Faridi, Mujiyanto, & Bharati, 2019). For instance, Floris, (2013) conducted research to examine the beliefs of language teachers on English teaching in language courses. She focused her study on teachers' views about the different between Indonesian EFL teachers and non-Indonesian teachers, learning materials, and the classroom language use model. The findings showed that participants preferred native speakers to teach speaking, use materials published in inner circle countries, and preferred to communicate both in English Indonesian during the grammar and speaking classes.

Another study was conducted by Mudra (2016) to find out how gender differences affect the language learning based on the view of prospective EFL teachers. The results showed that their beliefs about EFL were not sharply different. The most recent study of teachers' beliefs in the Indonesian context was also conducted by Rusmawati, Atmowardoyo, Hamra, and Noni (2018) who examine the EFL teachers' beliefs on using authentic materials in the classroom practices, especially for teaching reading. The findings showed that the teachers hold three kinds of beliefs, namely the importance of using authentic reading materials in the classroom, possessing reading skills, and facing the challenges of inserting the materials.

From the aforementioned previous studies both conducted in Indonesia and overseas, we know that participants have different views on foreign language learning and teaching. Teachers' beliefs can determine their instructions, classroom practices and create a positive learning and teaching environment. However, Indonesian EFL teachers' belief about foreign language learning and teaching is not yet conclusively revealed. While the beliefs can

determine teachers' classroom teaching behaviour, therefore, study on EFL teachers' belief about language learning and teaching is worth conducting.

Teachers' beliefs exist on many levels from different contexts, including in the secondary and the tertiary level of English education. In the Indonesian context, beliefs about foreign language learning and teaching become a focus of development of teacher education because teachers' beliefs affect Indonesian EFL teachers' language instructions, classroom activities, and enable both teachers and students understands how foreign language learned. Thus, EFL teachers must be able to treat their students and conduct the best practice based on the nature of Indonesian students. However, the aforementioned previous studies mostly investigated learners' beliefs.

The previous studies were only focused on two different categories such as learning materials and pedagogical aspects. Not many studies have examined teachers' beliefs about language learning and teaching which include broader aspects such as foreign language learning talent, the challenges in language learning and the nature of language learning and teaching. Those aspects can uncover EFL teachers' view on how language learned and taught. To date, few studies carried out specifically on EFL teachers' beliefs in Indonesian context which include the aforementioned aspects.

It is worth conducting this study because it will provide significant contribution to the body of knowledge on EFL teachers' beliefs. In addition, this study will hopefully shed some light on the aspect of teachers' beliefs on EFL and teaching in the field of teacher education in Indonesia context, which I believe is not the same as the status of English as an ESL to other countries throughout the world. Thus, teachers' beliefs are very important to investigate as it helps gain positive foreign language learning environment and teaching practice outcomes. This study aims to examine Indonesian EFL teachers' beliefs about English language learning and teaching. Therefore, it is conducted to find out solutions to research problem "What beliefs do Indonesian EFL teachers hold about English language learning and teaching viewed from foreign language learning talent, the challenges in language learning and the nature of language learning and teaching?"

## **Research Method**

### **Data Collection**

To obtain information about EFL teachers' beliefs about foreign language learning talent, the challenges in language learning and the nature of language learning and teaching, a

survey design was applied. Furthermore, an adapted questionnaire was randomly administered to 75 EFL teachers who are holding Bachelor and Master's degree in ELT. The questionnaire has been validated by the experts and therefore it is reliable and valid for data collection of the present study. There are 32 male and 43 female participants from different regions in Indonesia and they are representatives of EFL teachers in West Java, Yogyakarta, Central Java, East Java, Bali, and Lombok. About 8.2% of them have less than 5 years teaching experiences, 21.9% of them have served as English teachers from 11 to 15 years, about 31.5% of them have taught English from 16 to 20 years and above, and 38.4% of them have taught English from 5 to 10 years. Therefore, they represent EFL teachers from a variety of teaching experiences, and academic qualifications respectively. The instrument used to obtain the data is based on Horwitz' BALLI, using a 5-point Likert scale; ranging from 1 to 5 (1=Strongly Disagree; and 5=Strongly Agree).

### **Data Analysis**

The participants' responses were identified from each point of their responses and classified into three main categories, namely beliefs about foreign language learning talent (items 1 to 9), the challenges in language learning (items 10 to 14), and the nature of language learning and teaching (items 15 to 40). After tabulating and summarising the information gathered from the research instrument, descriptive statistic analysis was used to compute the percentages. Then, the results are statistically described to answer the research question. The results are presented in each category of the three areas: foreign language learning talent, the challenges in language learning and the nature of language learning and teaching. The percentages of the participants' answers to the research instrument are provided and described per category, and proceed to provide the main data findings. Finally, participants' responses are reported in the percentages and their statements in the questionnaire were discussed thoroughly.

### **Findings and Discussion**

#### **Findings**

From the participants' responses to the BALLI items, it is revealed that EFL teachers possessed a number of beliefs, namely foreign language learning talent, the challenges in language learning and the nature of language learning and teaching.

### *Foreign Language Learning Talent*

Table 1 describes the information of participants' beliefs about foreign language learning talent.

**Table 1. Teachers' Beliefs about Foreign Language Learning Talent**

ITEM	(SD)	(DA)	(NS)	(A)	(SA)	PERCENTAGE (%)	
						Agree	Disagree
1. It is easier for children than adults to learn a foreign language.	2	3	7	27	36	84.0%	6.6%
2. Some people are born with a special ability which helps them learn English.	2	6	18	36	13	65.0%	10.0%
3. Indonesian people are good at learning foreign languages.	1	3	32	25	14	52.0%	5.3%
4. It is easier for someone who already speaks a foreign language to learn another language.	1	5	25	28	16	58.6%	8.0%
5. I believe that I will ultimately learn to speak English very well.	1	2	5	39	28	89.0%	4.0%
6. I have a special ability for learning foreign languages.	2	6	25	29	13	56.0%	10.0%
7. Women are better than men at learning foreign languages.	8	10	33	16	8	32.0%	24.0%
8. People who speak more than one language are very intelligent.	0	9	14	34	18	69%	12%
9. Everyone can learn to speak a foreign language.	0	1	7	27	40	89%	1.3%
Total	17	45	166	261	186		
	2.5%	6.7%	24.6%	38.7%	27.6%		

(Adapted from Horwitz, 1987)

As shown in Table 1, the participants' beliefs about foreign language learning talent in the first category were reflected from the items 1 to 9 of the questionnaire. Nine BALLI items deal with the characteristics of successful language learners' and their abilities for learning language. From the computation of the percentage on the first category, 65% of the participant shed the belief that some people are born with a special ability that help them in learning English (item 2), and 56% of the participants personally have ability to learn foreign languages (item 6), and only 10.6% disagree. Their responses to item 9 indicated that 89% of the participants endorsed that everyone can learn to communicate a in foreign language. Thus, their answers to the items 2, 6, and 9 indicated that Indonesian EFL teachers believe that they are able to learn foreign languages and their ability facilitate them to perform foreign language learning.

The item concerning beliefs about the good language learners' characteristics produced diverse findings. From participants' responses to the item 1, we know that 84% of them held the belief that children learn a foreign language easily than adults. Further, 58.6% of the participants perceived that someone will be very easy to learn another language if she/he has known a foreign language (item 4), and interestingly, only 32% endorsed the statement that women are better than men at learning foreign languages (item 7). It can be known from their answers that the participants are more likely to relate good language learners with some factors such as age and experience of foreign language learning, but less likely to gender. It can be clearly seen from their responses to item 7, that 44% of the participants were not sure whether or not women are better than men at foreign language learning

Other beliefs about differential language learning abilities were in the items 8 and 5. About 89% of participants endorsed their ability to learn to speak English very well (item 5), and 69% of the participant shed the belief that people communicate more than one languages are clever. Thus, these participants' answers showed that being able to speak more than one languages can be related to how clever a person is and his/her confidence to communicate in good English.

### **The Challenges in Language Learning**

Table 2 describes the information of participants' beliefs about the challenges in language learning.

#### **Table 2. Teachers' Beliefs about the Challenges in Language Learning.**

ITEM	SD)	(DA )	(NS)	(A)	(SA)	PERCENTAGE (%)	
						Agree	Disagree
10. English is a difficult language to learn	20	28	21	5	1	8.0%	64%
11. Some languages are easier to learn than others.	2	4	32	24	13	49%	8.0%
12. Speaking is difficult to learn than other skills.	9	32	20	12	2	18.6%	54%
13. I believe that I will learn to speak English well.	0	2	7	37	29	88%	2.67%
14. In learning English, it is easier to read and write English than to speak and listen.	7	23	18	16	11	36%	40%
Total	38	89	98	94	56		
	10%	24%	26%	25%	15%		

(Adapted from Horwitz, 1987)

Table 2 shows the second category, namely the challenges in language learning. It is reflected from the items 10 to 14. Item 11 concerning with the common difficulty foreign or second language learning. Item 10 deals with the target language difficulty (e.g. English), while items 12 and 14 examine the four language skills difficulties. In addition, item 13 relates to participants' beliefs on their success in learning English language.

As shown in Table 2, the percentage on the second category, 49% of the participants believed that a number of languages are easier to learn than others (item 11), indicating that not many participants in this study believed that the language learning difficulty level will affect the particular target language selected. About 24% of the participants are not sure whether or not several foreign languages are easier to be learned than other languages. In connection with the specific target language the participants are learning, 64% of them disagree about English is a difficult language (item 10). About 28% of the participants are not sure

whether or not English is a difficult language, and only 8% of them agree about English is a difficult language.

EFL teachers who participated in this research are very sure about their success in their English learning. It can be known from their responses as seen in (item 13), about 88% of them perceived they will communicate in English easily, and only 2.67% disagree about the aforementioned statement. In relation to whether to read and write English are easier than to speak and listen (item 14), 40% of the participants disagree about that statement, and 36% agree that it is easier to read and write than to speak and listen. Meanwhile, 54% of them disagree about speaking skill is difficult than other skills (item 12). The participants' responses from the above three items suggested that EFL teachers believed that speaking and listening are easier than other skills.

### The Nature of Language Learning and Teaching

Table 3 describes the information of participants' beliefs about the nature of language learning and teaching.

**Table 3. Teachers' Beliefs about the Nature of Language Learning and Teaching**

ITEM	SD)	(DA )	(NS)	(A)	(SA)	PERCENTAGE	
						Agree	Disagree
15. Learning English is mostly a matter of learning a lot of new vocabulary words.	6	12	13	33	11	58.6%	24%
16. It is better to learn English in English speaking countries.	0	2	7	35	31	88.0%	2.67%
17. Learning English is different from learning other school subjects	1	6	15	32	21	70.7%	9.3%
18. It is necessary to know the customs, the cultures, and the ways of life of English-speaking	0	1	8	34	32	88.0%	1.33%

people (such as the British, Americans, or Australians) in order to speak English correctly and appropriately in a particular context.							
19. The most important part of learning English is learning the Grammar.	7	22	22	19	5	32.0%	38%
20. It is important to speak English with an excellent pronunciation.	1	12	13	28	21	65.3%	17.3%
21. I should not say anything in English until I can say it correctly.	35	25	9	3	3	8.0%	80%
22. I can improve my English if I often chat with English native speakers.	0	6	11	32	26	77.3%	8.0%
23. It is OK to guess if I do not know the meaning of a new word in English.	2	7	13	36	17	70.7%	12%
24. Learning English involves a lot of memorization.	2	11	16	36	10	61.3%	17.3%
25. It is important to repeat and practice a lot in class.	0	1	3	27	44	94.6%	1.33%
26. Multi-media is very useful in learning English.	0	0	3	23	49	96.0%	0.0%
27. Without a teacher, learning English is impossible for me.	9	29	17	12	8	26.7%	50.7%
28. To be able to teach English, I must learn how to teach and apply the appropriate teaching method	0	2	3	29	41	93.3%	2.67%
29. Students learn most effectively when working in	11	34	18	11	1	21.3%	60%

same-sex groups.							
30. Students learn best when the teacher is very strict and controls the lesson.	15	23	16	18	3	28.0%	50.67%
31. Classroom management is very important skill for teachers.	0	0	3	23	49	96.0%	0%
32. My students learn best when I move around the class and help them individually.	0	0	14	33	28	81.3%	0%
33. It is very important for teachers to use teaching aids in the classroom	1	1	2	38	33	94.7%	2.67%
34. It is important for teachers to know how to ask and adapt questions to the learners	0	0	4	42	29	94.7%	0%
35. It is important for teachers to have skill in gaining learners' attention	0	0	2	31	42	97.3%	0%
36. Micro-teaching is very useful for student teachers in the teacher preparation program.	0	0	3	33	39	96.0%	0%
37. TEFL methods and approaches are important courses for student teachers who would like to enter teaching profession	0	1	4	36	34	93.3%	1.33%
38. It is better for student teachers to have knowledge of curriculum, content subject, and pedagogy.	0	1	3	26	45	94.6%	1.33%
39. It is very important for student teachers to have	0	0	2	37	36	97.3%	0%

Language Assessment course in the teacher preparation program.							
40. It is very important for student teachers to participate in the teaching practicum program.	0	0	5	32	38	93.3%	0%
	90	196	229	739	696		
	5%	10%	12%	38%	36%		

(Adapted from Horwitz, 1987)

Table 3 shows the third category, namely the nature of language learning and teaching. This can be seen from items 15 to 40. The following items, 18 and 16 deal with role of culture and learning environment in learning foreign language. The items 15 and 19 examine the learners' idea of their task in learning language. Items 26 and 33 deal with media in teaching and learning, while items 31 and 32 deal with teachers' ability to manage the class. In addition, items 28, 35, 36, 37, 39, and 40 deal with teaching skills.

As shown in Table 3, the percentage on the third category, 88% of the participants held the belief that it is important to know the native speakers' custom, culture, and their way of life so that the participants will learn how speak English correctly and appropriately (item 18). These responses indicate that Indonesian EFL teachers are aware of the essential of knowing the target culture in foreign language learning. Only 1.33% disagrees about the importance of foreign culture. Surprisingly, although most of the participants in this present study have never been travel and/or domiciled in English speaking countries, almost everyone (88%) perceived that it is better to study English in English speaking countries (item 16). Participants' answers to these items (items 18 and 16) might be an important points to motivate EFL teachers to improve their English by looking for opportunity to have more foreign language exposures and to incorporate the target culture in their daily learning and teaching.

In relation to the focus of learning English, 58% of the participants believed that learning new vocabulary words affect their English proficiency level (item 15). In contrast, only 32% of the participants held the beliefs that learning the Grammar is the crucial part of learning

English (item 19). Thus, from their responses it seems that learning Grammar is not the main focus of their foreign language learning. Concerning with the participants' views about the utilization of multi-media in learning, 96% of the participants believed that multi-media is necessary in English learning. 94.67% of the participants believed that it is essential for teachers to provide teaching aids in the classroom (item 33). Interestingly, although multi-media is very important, but it cannot replace the position of human being (teachers) to teach English. It can be known from their responses about 50% of them did not agree with a statement 'for me, learning English is impossible without a teacher' (item 27).

With regard to classroom management, 96% of the respondents believed that classroom management is very important skill for teachers (item 31), and 81% EFL teachers held the belief that if I help them individually and move around the class, the students learn best (item 32). Furthermore, about eight items deal with EFL teachers' beliefs about teaching skill. 93.3% of the participants held the belief that to be able to teach English, I must learn how to teach and apply the appropriate teaching method (item 28). 96% of the participants held the belief that micro-teaching is very useful for student teachers in the teacher preparation program (item 36), and 97.3% of the participants belief that it is beneficial for student teachers to participate in teaching practicum program. From their responses, it is clearly seen that they held the belief that it is very important for teachers to apply the appropriate teaching methods and approaches, as well as teaching practice prior to entering teaching profession.

### **Discussion**

In the first category, foreign language learning talent, most of the teachers believe that some people are born with a special ability which helps them in learning English (item 2). Out of 75, only 8 participants disagree about the aforementioned statement. The statement in item 2 has closely related to participants' response in item 9; everyone can learn to speak a foreign language, and item 6; I have special ability to learn foreign languages. The participants endorsed those statements because they believed that people are born with special capacity for foreign languages learning, if then, they will be able learn English, and also will be able to speak foreign languages. Therefore, there is a positive relationship between item 2, 6, and item 9.

Furthermore, the relationship between item 2 (some people are born with a special ability which help them learn English) and item 9 (everyone can learn to communicate in a foreign language) can be described that everyone has equipped with inner capacity to learn many

languages as they have an automatic system (black box) that enable them to learn and speak any languages in the world.

Another point to discuss is the issue of gender in learning foreign language. The finding revealed that 33 participants are not sure in learning foreign language whether or not men are better than women, as seen in the computation on item 7 on the questionnaire. This might be due to the participants' belief that no significant different between men and women at learning foreign language. It can be inferred that men and women have the same intelligence or ability in learning foreign language. On the contrary, the previous research conducted by Chatouphonexay and Intaraprasert (2014, p. 6) found out that in learning foreign language, women are better than men. Meanwhile, the finding of the present study revealed that good language learners will be determined by gender, but to some circumstances, they are age of learners and numbers of experiences in learning a foreign language. It can be seen from their responses to item 7, that 44% of the participants were not sure whether or not in learning foreign language whether or not women are better than men. Therefore, the finding of the present study does not support the findings of Chatouphonexay's previous study. To sum up, for the first category, foreign language learning talent, if an Indonesian EFL teacher has a positive foreign language learning talent; she/he will gain their success in English language learning and teaching.

In the second category, the challenges in language learning the results revealed that the participants' belief on foreign language is not difficult to learn, especially English language. Out of 75, only 6 of participants believed that English is a difficult language (item 10). However, in another item (item 11) of the questionnaire, the participants are not sure whether or not some foreign languages are easier to learn. As what Altan's (2002) statement in Hama (2016,p. 92), in his study of Kurdish teachers, he claims that the difficulty of English is in a medium level.

Although the status of English is considered as Foreign language to Indonesian, but the finding of present study on Indonesian EFL teachers' beliefs towards English is very positive because English has become international language and spoken by mostly people in the world and very necessary in all aspects of their future life. Therefore, English is a very prospective foreign language in Indonesia and master the English language is beneficial for their profession as English teachers in the future.

Moreover, Indonesian EFL teachers have high self-confidence and positive attitude towards English, especially speaking skill. It reflects from their responses as seen on item 13.

About 66 out of 75 participants believed that it is easy for them to communicate in good English. With respect to language skills, most of participants agree that speaking and listening are easier than other skills (item 12). Interestingly, the participants believed that listening and speaking skills are easier than other language skills. In fact, speaking skill is considered as a difficult for Indonesian EFL teachers for some reasons: first, many EFL teachers find it difficult to pronounce certain words as native speakers do. Second, many EFL teachers also find it hard to catch the ideas or messages when they are listening to English broadcasting, e.g. BBC London, English news and movies without looking at their subtitles due to limited amount of vocabularies.

In the third category, the nature of language learning and teaching, the findings revealed the importance of knowing foreign culture when learning foreign language. From the participants' responses (item 18) we know that they have strong beliefs that the native speakers' culture is importance in learning English language. Learning about the target language is important because learning a foreign language will automatically integrate its culture (Sadegi & Abdi, 2015; Mohebi & Khodadady, 2011).

The study conducted by Hama (2016, p. 93) supports this present study that culture has an essential role in learning foreign language because the participants in the present study perceived that to learn a foreign language is to learn the culture of that target language, therefore, any language cannot be separated with its speakers' culture which guide them how to respond other people from different social status, educational background, and to decide what register to be used based on the appropriate situation.

In relation to the item 16 (learning English will be better in English speaking countries), it indicates that EFL teachers' have positive beliefs because learning a foreign language needs much exposure to the community who speak the language. There is a classic expression 'practice makes perfect', the more we practice to speak a foreign language, the better we speak the language. This finding is supported by Hama (2016, p. 94), who says that the effective way of studying a foreign language is to travel and being around the community. Furthermore, Indonesian EFL teachers believed that applying scholarship abroad, joining collaborative research with some institutions in overseas, and attending international conference are some great examples of language exposure to the target language and culture. However, from participants' responses to item 19 (learning grammar is the most essential part of learning English), about 22 participants disagree and 22 participants are not sure about the statement. It

can be inferred that the Indonesian learners believed that grammar is not longer the focus of learning because grammar alone is not enough to learn English language (Altan, 2012).

The results of the present study provide a basis for further investigation of teachers' beliefs on language learning and teaching in Indonesia context. The present study provides some implications, especially in the secondary education level, in Indonesia context. EFL teachers can utilize the findings to decide what to give to their students (learning materials) and how to carry-out the instructions (pedagogical aspect) and identify the nature of learning of Indonesian students so that teachers can reach the objectives of learning and teaching in the EFL settings.

Another implication is dealing with social context of learning and teaching where Indonesian learners have resistance to western culture, but to abide with their local culture and values. However, a number of limitations of the present study must be noted. First, the present study counts on the use of self-report questionnaire. Therefore, it is recommended that future studies to include follow-up interviews and classroom observations in order to gain a comprehensive and delve deep information about Indonesian EFL teachers' beliefs on foreign language learning and teaching. Second, due to small samples taken, the findings of this study cannot be claimed as representative of the whole population of Indonesian EFL teachers within Indonesia provinces.

## **Conclusions**

This study is necessary for EFL teachers because their beliefs may predict their teaching practice and narrow the gaps between teachers and students. Therefore, it is necessary for EFL teachers and students to relate their beliefs in order to gained more positive language outcomes. For future researchers, it is recommended to explore more about other factors that influence EFL teachers' beliefs about foreign language learning and teaching, for instance, the issues of local culture and values, religious doctrine, and economic factors relating to the status of English in Indonesia context. In addition, it is interesting to compare between the experienced and inexperienced EFL teachers' perceptions on language learning and teaching from different level of education and context. In short, the findings of this study might not be generalized to all contexts; for instance, to the secondary or tertiary level of education, and to other countries because status of English is different, as well as each setting may be unique in its own.

## **Pedagogical Implication**

The present study has some implications to stakeholders in teacher education program. For those who are concerned with second language teacher education, this study can encourage EFL teachers to examine and pay careful attention to their unrealistic beliefs or misconceptions in their daily teaching practices. The findings may shed light on the aspect of teachers' beliefs about EFL learning and teaching in teacher education program in Indonesia context, which I believe is different from ESL to other countries throughout the world.

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## **The Use of Mobile Device in the Application of Education 3.0 to Increase Students' English-Speaking Ability at Shipbuilding Polytechnic**

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### **Abstract**

The development of technology has influenced human life in communication. Communication becomes more efficient and flexible by using the smart technology that can be installed in the smart phone. Considering that the technology for communication in

the smart phone getting so advanced, the researchers concentrates on using it to be used as media for learning. This research is directed to analyse the effectiveness of using technology in the smart phone that is known as Education 3.0, for learning English. Education 3.0 entails a confluence of neuroscience, cognitive psychology, and education technology, using web-based digital and mobile technology including apps, hardware and software, and "anything else with an e in front of it. The use of mobile device with one of their application called "Whatsapp" provides facility to be used. It is one of applications that are interactive and attractive for discussion both in individual interaction or in-group interaction. Interview and questionnaire are given to 90 students and 3 lecturers to recognize the beneficial of this application in their teaching learning system. This result shows that students find it helpful to learn English through Whatsapp as a learning tool. There are significant developments that occurred towards students who are passive in class to become more actively involved in discussion groups and get a significant improvement in achievement scores at the end of the learning process.

**Keywords:** *Education 3.0, smart phone, WhatsApp application, teaching learning system, learning media*

## **Introduction**

The development of technology has influenced most aspect of human in life. All things can be done instantly by utilizing the Information Technology Development. People use technology development to support all activities in their life, from doing the big things in their office to doing their daily life. It can be seen that it has already been involved in all aspects, including education.

Education 3.0 is characterized by rich, cross-institutional, cross-cultural educational opportunities within which the learners themselves play a key role as creators of knowledge artifacts that are shared, and where social networking and social benefits outside the immediate scope of activity play a strong role, as written by Jackie Gerstein in teachout.com.

The use of mobile devices with their connectivity capacity, combined with the power social of media, provides a resource-rich platform for innovative student-directed learning experiences. By using mobile devices all things can be done by one action that is clicking and everything can be found there. Calvo, Arbiol & Iglesias in Bouhnik, D., &

Deshen, M. (2014) said that, digital communication between groups of students and between students and teachers has become popular during the last decade through various channels: Email, SMS, Facebook groups, Twitter, and recently WhatsApp. Each one of these tools has different characteristics that influence its suitability for learning purposes.

In education, the use of instant messaging becomes a common thing to be used to communicate between students and teachers. One of instant messaging that is frequently used by students or teachers to communicate is Whatsapp. This application is commonly used by students or teachers because it can be used to send a photo, video, sent location and also document. Besides, this application includes a variety of functions, such as text messages, attached images, audio messages, video messages, and links to website.

The use of WhatsApp application is very familiar and it gained over 350 million users from more than 127 countries (Cohave, 2013); and it can be classified as a social network that allows people to access a great deal of information in simple way. WhatsApp application is very simple to be used and it is provided by all types of cellular phone that can be accessed by variety of people from different ages and backgrounds. The overall cost of the application is also familiar for people because it depends on the Wi-Fi connection and it is reachable for students.

One of the unique features of the application is the option to create a group and to communicate within its boundaries. The creator of the group becomes its administrator, a position that includes the privilege of adding and removing participants without the need for approval from the group members. Aside from that, all of the participants in the group have equal rights. The application enables the participants to receive an alert for each message sent or, alternatively, to mute the incoming alerts for the duration of 8 hours, a day, or a whole week. This reality can ease the creator (administrator) to evaluate the group member's activeness.

Realizing that the concept of teaching learning is the real action or period of imparting knowledge, skills and attitude to adult learners by the adult facilitator or through the electronic media (<http://www.igi-global.com/dictionary/teaching-learning-process/48941>). This study is carried out to understand/measure the effectiveness of WhatsApp messaging as learning media to increase motivation of the students in communication with teacher as admin and friends in a group so that it can improve students' achievement in learning English.

## Literature Review

Research carried out by the literature relating to the subject of the study, the following is a literature that is used

### 2.1. Education 3.0

Education 3.0 is characterized by educational opportunities where the learners themselves play a key role as creators of knowledge artifacts that are shared, and where social networking and social benefits play a strong role in learning. The distinction between artifacts, people and process becomes blurred, as do distinctions of space and time. Institutional arrangements, including policies and strategies, change to meet the challenges of opportunities presented. There is an emphasis on learning and teaching processes with the breakdown of boundaries (between teachers and students, institutions, and disciplines (Keats & Schmidt, 2007, para. 9)

Education 3.0 is characterized by educational opportunities where the learners play a key role as creators about what they learn and achieved. According to Jeff Borden, Education 3.0 requires convergence of neuroscience, cognitive psychology, and education technology including mobile technology using applications, hardware and software, and anything else with “e” in front of it.

	Education 1.0	Education 2.0	Education 3.0
<b>Meaning is...</b>	Dictated	Socially constructed	Socially constructed and contextually reinvented
<b>Technology is...</b>	Confiscated at the classroom door (digital refugees)	Cautiously adopted (digital immigrants)	Everywhere (ambient, digital universe)
<b>Teaching is done ...</b>	Teacher to student	Teacher to student and student to student (progressivism)	Teacher to student, student to student, student to teacher, people-technology-people (co-constructivism)
<b>Schools are located...</b>	In a building (brick)	In a building or online (brick and click)	Everywhere (thoroughly infused into society: cafes, bowling alleys, bars, workplaces, etc.)
<b>Parents view schools as...</b>	Daycare	Daycare	A place for them to learn, too
<b>Teachers are...</b>	Licensed professionals	Licensed professionals	Everybody, everywhere
<b>Hardware and software in schools...</b>	Are purchased at great cost and ignored	Are open source and available at lower cost	Are available at low cost and are used <i>purposively</i>
<b>Industry views graduates as...</b>	Assembly line workers	As ill-prepared assembly line workers in a knowledge economy	As co-workers or entrepreneurs

Education 3.0 means actively embracing new technologies to see how they can help students learn efficiently. It can aspire to educate students at all levels, in ways that actually promote 21st-century skills and prepare them for the jobs that don't exist today but which will be required in the future. It's the coming together of creativity, outcomes, critical thinking, big data, personalization, and much more. It's really the confluence of three crucial education elements: Neuroscience, Cognitive (Learning) Psychology, and Education Technology. (Borden, 2015)

With the idea that pedagogy is in line with an instructivist-essentialism method of teaching-learning, mobile learning in this category typically falls into the dissemination of content knowledge via apps. Their goal is to directly teach students content knowledge or a skill whereby they can repeat and/or be tested on the content provided to them through interacting with the apps.

### **WhatsApp existence and features**

Albergotti, M. & Rusli, E. in binti Mistar, I., & Embi, M. A. (2016) said that, WhatsApp is a popular smartphone application that functions on various devices and gadgets. Jan Koum and Brian Acton were the inventors of the WhatsApp application in 2009. It has been available on the market since 2010 and is developed mainly for the purpose of replacing the existing SMS platform by giving a free of charge service. As for the purpose of sending and receiving messages either between groups or individuals, WhatsApp provides various functions, for instance text messages, audio files, attached images, link to any websites and video files which can be shared.

Bere, A. in Bansal, T., Joshi, D. Dr. (2014) said that WhatsApp messenger has the following collaborative features:

1. Multimedia: It allows the user to exchange videos, text messages, images and voice notes.
2. Group Chat: It supports the interaction of up to 50 group members.
3. Unlimited Messaging : The number of messages you can share on WhatsApp is unlimited.
4. Cross Platform Engagements: Interactants with different devices can message one another through various media (text messages, pictures, videos, voice notes).
5. Offline Messaging: Messages are saved automatically when the device is off or outside coverage area.

6. No Charges involved : there is no charges involved for using WhatsApp as it uses same internet data plan.

7. Pins and Users Name: WhatsApp user need not to remember passwords or username as it works via phone numbers and integrates with users' address books.

## 2.2. WhatsApp For Interactive Learning

Based on Gu guidelines in Plana, M. G. C. et al.'s. (2013), the study was organised according to the following design principles regarding (a) content, (b) activity and (c) usability. The content (a) has to be practical and micro; that is, it has to address a learner's practical needs. These self-contained learning objects have to fit into small slots of time. The activity (b) has to be micro and simple; that is, each activity should be made through one action "such as listening, reading or pushing a button to input feedback. The usability (c) of the mobile activities has to focus on the needs to keep learners' attention and to keep content fresh in their mind"

Motiwalla in Bansal, T., Joshi, D. Dr. (2014) said , in his research related to the use of instant messaging for educational purposes, suggests that popularity and support for mobile devices within the student population is great and that the majority of students at universities benefit from texting through mobile learning devices.

Cross in Barhoumi, C. (2015) said that, In the field of online teaching and learning, a community is a group of learners who cooperate and collaborate to participate in course activities.

## **Methodology**

This study was conducted using 90 students majoring Safety Engineering in Shipbuilding Polytechnic as respondent, which were grouped based on their semester; first, third and fifth. All of the students got English Subject in that semester, those are English 1 (General English), English 3 (English for Safety Engineering) and English 5 (English for Business). The students were divided into WhatsApp group based on the semester they are in. Each of group consists of 30 students of different characteristics in English ability and in the way they communicate.

In conducting the research, students are given two-way learning process. At the beginning of the lecture given learning process in a conventional manner (only meeting face to face in class), while after the midterms, changing the learning process by utilizing

WhatsApp as a way of discussion and explanation of the material, in addition to face-to-face in the classroom.

In the first meeting until seventh meeting students attended in class and material was given by teacher in classroom, then some assignment given to be discussed on the following time. The teaching learning process was changed after midterms, by making some modification in WhatsApp group discussion. All materials were given in group and students must be active in doing the assignment and discussed it with their teacher and friends in group. By this group discussion it can be seen who were active in answering some questions or in giving comment or statement related to the topic discussed.

The students who were respondents will complete a questionnaire at the time of the final exam. The questionnaires were modified from binti Mistar & Embi (2016) who recently published a related article on the subject in Kuala Pilah Pre-University. Data for this research are 20 questionnaires. The questionnaire were distributed to the selected students from each class and the lectures. Questionnaire intended not only to students, lecturers also interviewed to obtain responses to questions relating to the use WhatsApp as a learning media. There were three lecturers who make modifications to the procedures of this learning process.

There are three issues that will be proved in this study, namely:

- a. whether true way of learning English using WhatsApp to simplify and make the students comfortable ?
- b. is it true that the use WhatsApp can increase the ability and comprehension of students to subjects learned ?
- c. based on learning outcomes that exist, whether WhatsApp will be used as an alternative way of learning ?

This study analyze the effectiveness of mobile devices to be used as learning media by utilizing WhatsApp application. Interview and questionnaire are given to students and lecturers to recognize the beneficial of this application in their teaching learning system.

## **Discussions**

Valid data that has been determined to be processed in SPSS (statistical analysis software). descriptive data processing used in the data collection process that involves frequency, percentage, mean and standard deviation in identifying students' perceptions.

This research will analyze the findings of which will be explained based on the questions that have been mentioned earlier. The following are the results of the findings in this research :

#### 4.1. Attitude towards comfort and ease of use WhatsApp in the learning process

The first question to be analysed in this research is the question about : whether true way of learning English using WhatsApp to simplify and make the students comfortable ?

A descriptive analysis to identify the level of use of WhatsApp and ease of use can be seen in the results of the descriptive analysis as shown in Table 1 below :

Table 1

Attitude towards comfort and ease of use WhatsApp in the learning process

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Intrp.</b>
Learning language using WhatsApp as media of learning is a pleasant idea	-	4 (20%)	5 (25%)	11 (55%)	-	3,35	High
Learning language using WhatsApp as media of learning is a positive idea	-	-	6 (30%)	14 (70%)	-	3,70	High
Using WhatsApp as learning media was easy	-	1 (5%)	4 (20%)	14 (70%)	1 (5%)	3,75	High
Sharing knowledge using WhatsApp is more faster	-	-	7 (35%)	8 (40%)	5 (25%)	3,90	High
Using WhatsApp messaging, my interaction is more clear and understandable	-	1 (5%)	7 (35%)	9 (45%)	3 (15%)	3,70	High
WhatsApp make me more skilful to discover information	-	-	8 (40%)	11 (55%)	1 (5%)	3,65	High
Learning English language using WhatsApp is convenient for me	-	-	9 (45%)	10 (50%)	1 (5%)	3,60	High
WhatsApp is convenient for academic engagement purposes	-	1 (5%)	4 (20%)	14 (70%)	1 (5%)	3,25	High
WhatsApp allows me to academically engage with peers	-	-	7 (35%)	8 (40%)	5 (25%)	3,90	High

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and lecturers at any time and any place

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From table 1 can be explained that the attitude towards the comfort and ease of use WhatsApp in the learning process positively responded by the respondents, seen from a high response rate of all questions. The highest value of the response is in question points 'Sharing knowledge using WhatsApp is more faster' and 'WhatsApp Allows me to academically engage with peers and lecturers at any time and any place' (Mean = 3.90). where 25% of respondents were strongly agree of each statement.

Meanwhile, in a statement 'WhatsApp is convenient for purposes of academic engagement' received the lowest response, it appears that the mean is 3.25. About 14 respondents (70%) choose agree in this statement

#### 4.2. The level of benefits and the impact of the use of WhatsApp

The second question to be analyzed in this research is the question about : based on learning outcomes that exist, whether WhatsApp will be used as an alternative way of learning ?

A descriptive analysis to identify the problem can be seen in the results as shown in Table 2 below

**Table 2**

**The level of benefits and the impact of the use of WhatsApp**

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Intrp.</b>
WhatsApp is useful in my language learning	-	2 (10%)	6 (30%)	10 (50%)	2 (10%)	3,60	High
The use of WhatsApp increased my language learning productively	-	2 (10%)	7 (35%)	9 (45%)	2 (10%)	3,55	High
Using WhatsApp was effectively improved my language learning	-	1 (5%)	6 (30%)	9 (45%)	4 (20%)	3,35	High
My performance in language learning was improved by the used of WhatsApp	-	1 (5%)	6 (30%)	9 (45%)	4 (20%)	3,35	High

My performance in English writing has improved by the used of WhatsApp	-	1 (5%)	6 (30%)	9 (45%)	4 (20%)	3,35	High
My performance in English speaking has improved by the used of WhatsApp	-	1 (5%)	7 (35%)	9 (45%)	3 (15%)	3,40	High
Interaction via WhatsApp helped me to become active in language activity	-	4 (20%)	4 (20%)	11 (55%)	1 (5%)	3,45	High
Interaction via WhatsApp helped me to increase my confidence level in language activity	-	3 (15%)	-	8 (40%)	9 (45%)	3,30	High

From table 2 can be explained that the level of benefits and the impact of the use of WhatsApp positively responded by the respondents, seen from a high response rate of all questions. The highest value of the response is in question points 'WhatsApp is useful in my language learning' (Mean = 3.60). where 50% of respondents were agree to the statement, and 10% of the respondents were strongly agree.

#### 4.3. The behavioural intention towards WhatsApp Conclusion

The third question to be analyzed in this research is the question about : is it true that the use WhatsApp can increase the ability and comprehension of students to subjects learned ?

A descriptive analysis to identify the problem can be seen in the results as shown in Table 3 below :

**Table 3**

#### **The behavioural intention towards WhatsApp Conclusion**

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Intrp.</b>
In the future, I will use WhatsApp in learning English Language	-	1 (5%)	9 (45%)	1 (20%)	2 (30%)	3,75	High
I will not stop using WhatsApp in my future language learning	-	1 (5%)	11 (55%)	5 (25%)	3 (15%)	3,50	High

I will use whatsapp as media for learning other subject	-	1 (5%)	1 (5%)	14 (70%)	4 (20%)	3,75	High
Using whatsapp make me more creative in exploring some idea/topic	-	1 (5%)	7 (35%)	11 (55%)	1 (5%)	3,60	High
Whatsapp is the most suitable media to be used for group discussion	-	1 (5%)	3 (15%)	13 (65%)	3 (15%)	3,90	High

From table 3 can be explained that The behavioural intention towards WhatsApp Conclusion positively responded by the respondents, seen from a high response rate of all questions. The highest value of the response is in question points 'WhatsApp is the most suitable media to be used for group discussion' (Mean = 3.90). where 65% of respondents were agree to the statement, and 15% of the respondents were strongly agree.

## Conclusion

This study shows that students find it helpful to learn English through whatsapp as a learning tool. Using Whatsapp application can improve the students' language ability. It also simplify the students time in learning and some of them also feel comfortable to use Whatsapp for learning foreign language, especially for inactive students to be more active and eager to speak up when they are asked to discuss in whatsapp group. There are significant developments which occurred towards students who are weak in English become more active and the score achievement is gradually increase when the discussion is held in whatsapp group. In the future, whatsapp can be categorized as social media to be used as alternative of online learning. Further studies will be conducted to determine the effectiveness of group discussions in the use of mobile devices as a learning tool.

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## **Translanguaging Pedagogy in Promoting Higher Order Thinking Skill (HOTS) in Indonesian Higher Education**

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## **Abstract**

English as a media of instruction seems very hard to implement in a monolingual context of a classroom. In Indonesia where the students are belonging heritage and national language as family language needs translanguaging pedagogy in order to involved students cognitively in the classroom activity. Learning the building blocks of language in content through multilingual leads learners to process information at higher cognitive levels. This research is a qualitative case study investigating the implementation of translanguaging pedagogy in promoting Higher Order Thinking Skill (HOTS) of university student in the teaching of English for Business. The data sources are from successive drafts of essays; a weekly journal of students' responses; assignments and activities; a peer commentary; and surveys and interviews on speaking development and analysis of written lesson plans for one semester in 2019. Findings from this study provide several important insights on the potential opportunities of translanguaging pedagogy in facilitating higher order thinking skills. The translanguaging pedagogy was design into five phases; explore; student explore ideas for building background on a topic, evaluate; student build ideas for critical engagement with the theme, imagine; teacher help student to create, design, redesign and form a new understanding of the theme, present; collaborative work, peer editing, and some activities of getting feedback on ideas, implement; ideas and opportunities for student to take their final design and new understanding and then apply them. This study encourages teachers to provide safe spaces for students to use all language repertoires they have in order to engage students' cognitive skill into the understanding of the meaning of materials instead of memorizing and recalling knowledge in surface learning.

**Keywords:** *translanguaging, pedagogy, higher order thinking skill*

## **Background**

English considered as foreign language in Indonesia. The use of English in Indonesia is still limited to certain events and place. Most of them tend to be only as a

legality use. At the university level, for example, the use of English is limited to the teaching and learning process in the English department. As a result, the mastery of English in universities is so low. At the international seminars or workshops involving English speakers, translation must be done among students or even teachers. Supposedly, in this kind of environment, there is no need for translation, considering that we are living in the internet and digital era. However, in the process of obtaining information in English, commonly students still use translation.

One condition of teaching English that responsible to the condition above could be the teaching in monolingual context. It is hardly to met success when English as a media of instruction implement in a monolingual context of a classroom. In Indonesia where the students are belonging heritage and national language as family language needs translanguaging pedagogy in order to involved students cognitively in the classroom activity. In the teaching of second language, a set of monolingual instruction is only to lead nativeness of the target language, but sometimes loose the teaching target of getting the understanding of students to the subject content. The instruction to achieve the goal is almost impossible to make them not to speak like someone who is learned English as their “first language,” but rather to make them speak like a White, middle-upper class monolingual individual. Various ways in spoken English by people in different race, ethnicity and socioeconomic status do not fit the label of nativeness (Kleyn & García, 2019). Instead of forcing students to be native of the target language but not capable in making meaning, shaping experiences, understanding, and knowledge, to think critically, the instruction should consider the multilingual competent of students.

The monolingual context in teaching is not suitable for teaching content such English for Business. Language teaching traditionally has been conducted on a monolingual context where in the use of all the languages students have being separated in order to ensure the success of foreign language learning. However, monolingual approach in teaching English as an additional language (EAL) does not met the behaviour of the learner’s linguistic itself, inside the classroom and outside as well in multilingual settings (Portolés & Martí, 2017). Therefore, multilingual instruction is the solution for

the situation considering the position of Bahasa Indonesia is the language in education setting of the country. Multicompetence or multilingual has not been replace the monolingual nativeness, otherwise monolingual setting always loose its standard norm in the actual target language practices (Paquet-Gauthier & Beaulieu, 2016).

Curriculum of Indonesia supports the enhancement of Higher Order Thinking Skill (HOTS) of students. The aim of multilingual instruction is in line with the curriculum. Experience of language and cognitive capacity are interconnected closely and beneficial mutually. Thus, a multisensory and multimodal semiotic system is interconnected with other identifiable but inseparable cognitive systems. transcending the traditional divides between language and non-language cognitive and semiotic systems considered to be translanguaging (Wei, 2016).

The current study presents to give a viewpoint for teachers to let students think critically in the language teaching and facilitate them to use all their language repertoires by implementing translanguaging pedagogy. The research was intended to answer these questions: How is the implementation of translanguaging pedagogy in the teaching of English for Business? and how is the translanguaging pedagogy promote HOTS of students?

### **Translanguaging**

The term “translanguaging” was created by Colin Williams in 1994, and developed by Colin Baker, Ofelia Garcia and other educators afterwards. Williams use this term to describe a pedagogical practice in bilingual classrooms where the input is in one language and the output is in another language (Velasco & García, 2014a). It comes from a holistic view of bilinguals. This view promoted from Ofelia Garcia recognizes that bilinguals have just one language system, not two or more, and that effective instruction involves finding ways to help students draw on all their linguistic resources, their full repertoire, to learn academic content in a new language. Strategic use of students’ first language can serve as a scaffold in the process of acquiring additional languages and a scaffold for learning academic content in the new language. When students learn a second

language, it does not mean that they skip what have already learned first language but they are leveraging it to learn the target language.

Translanguaging is a process whereby multilingual speakers use all of their languages they have to communicate, whether for giving argument, asking questions, providing answers, or participating in any other form of communication in the classroom or elsewhere. García gives her statement about translanguaging which defined as the process of someone to use all language repertoires he has as an integrated communication system in order to create meaning while learning, to successfully develop languages, ways of knowing, content, social-emotional identities and for society to develop to a more just and equitable society (García & Wei, 2014a). A teacher cannot isolate two languages because English Language Learners are bilingual indeed considering they are having first language the national language and second language they got from formal education those are Indonesia and English as well even only in the classroom context. They are bilingual person and not two monolingual in one person. Teachers may give time and space to put those two languages alongside each other in the learning process, otherwise they will never be able to do that for themselves. The retention or mainly use of primary languages and the development of second language are the timing and the conditions that children encounter with English (Fillmore, 1991).

When the teacher give no space for native language in the classroom practice, most of students will reluctant to speak and it will lead them to lose their engagement in the class activities due to lost motivation. Those are the worst condition in language learning as students has produced less output. Allowing students to speak their native language is a kind of support in adopting translanguaging pedagogy. Students can boost their confidence in articulating questions and understanding when they know what they are saying. Students in EFL classroom have hardly time in speaking English. Thus, it will be very hard to make them speak up in only English. However, most of the students in EFL classroom especially in Indonesia has already given English subject for several years about six to nine years experience in learning English in the classroom context. Actually they already have much of previous knowledge that in Cummin theory illustrated as

Iceberg Theory. When teacher gives space for them to discuss in group or partner using their native language in which they are proficient in the process of getting knowledge, it will trigger participation and their engagement in the classroom activities. Language users can improve their form through practice. Translanguaging allows students to use language practices that they already possess, and use them to perfect their English.

### **Cummin's Theory to Support Translanguaging**

Interdependence theory support the idea that there is interdependency factor between L1 and L2. Both languages has a common framework of structures and function which is the base for the development of both L1 and L2. Thus, the expansion of Common Underlying Proficiency (CUP) which belongs to one language will affect the acquisition of the other languages. The theory clarifies how the additional languages will be easier to learn after the mastery of first languages. The proficiency will occur if there is adequate exposure and motivation in learning L2. When teacher can provide meaningful exposure and experience through the two languages learnt the CUP skills could be developed and build up cognitive, academic and linguistic competence from L1 to another. The description always presented visually in the iceberg picture to explain the position of two languages underneath common underlying proficiency or operating system that is symbolized as the waterline underneath. The theory also describes about language proficiency in terms of surface and deeper levels of thinking skills. It stated that deeper levels of cognitive processing such as analysis, synthesis, and evaluation are necessary to academic progress. It distinguishes these aspects of proficiency from what he describes as more explicit or superficial realization of linguistic and cognitive processing.

### **Higher Order Thinking Skill (HOTS) in Language Teaching**

Anderson and Krathwohl considered two dimensions in the revised Blooms' taxonomy as Figure 1 shows. The two dimensions are: 1) knowledge (the kind of knowledge to be learned) and 2) cognitive process ( the cognitive processes to be used in acquiring knowledge). Based on Anderson's perspective, the Knowledge Dimension on

the left side is composed of four kinds: Factual, Conceptual, Procedural, and Meta-Cognitive knowledge. The Cognitive Process Dimension consists of six levels: Remember, Understand, Apply, Analyze, Evaluate, and Create.(Darwazeh & Branch, 2015).

Table 1. Knowledge and Cognitive Dimensions of Revised Bloom’s Taxonomy

The Knowledge Dimension	The Cognitive Process Dimension					
	1.Remember	2.Understand	3.Apply	4.Analyze	5.Evaluate	6.Create
A. Factual	List	Summarize	Classify	Order	Rank	Compile
B. Conceptual	Describe	Interpret	Experiment	Explain	Assess	Plan
C. Procedural	Tabulate	Predict	Calculate	Differentiate	Conclude	Compose
D. Metacognitive	Appropriate use	Execute	Construct	Achieve	Action	actualize

Teaching language means entangle students with any assignments using the target language contains elements such as personalisation, investigation, and problem solving which make them think critically. In modern language methodology these kinds of communicative task are commonplace because they engage the student in authentic communication. Success in such tasks requires effective use of language along with some measure of critical thinking (Hughes, 2014). Critical thinking plays a key role in the deeper processing and production of language. Critical thinking activities are the practices in the classroom which is the lesson require students to gain deeper understanding in the exercise accomplishment (Krathwohl, 2002).

### Method of Research

Yin’s theory explain about the natures of case study those are the data is from

multiple sources, it examines something in a real-life context, and it uses theory to generalize results. Yin's theory stated that a case study design is used when it is difficult to differentiate between the object of the study and the context of the study (Griffiee, 2012). Yin describes five components of Case Study: questions, propositions, analysis, linking of data to propositions, and criteria for interpreting the findings. Questions include the research question or questions, especially how and why questions. Propositions are the object that is to be studied in the case.

There are four steps in analysing data of a case study in this research. The first step was creating a data repository using basic relational database theory. The second step was creating codes to identify the respective 'chunks' of data. The codes are then analysed and rationalised. The third step was analysing the case study data by generating a variety of reports. The fourth step generates the final propositions by linking the rationalised codes back to the initial propositions and generate new propositions. The outcome of these steps is a series of propositions that reflect the nature of the data associated with the case studies data (Atkinson, 2002).

Case study design is aimed at investigate the multifarious phenomena that constitute the life cycle of the unit in order to make generalizations about the wider population to which that unit belongs. The investigation is meant to probe deeply and analyze intensively phenomena that may produce not only surface data at face value but a deeper explanation of the data. Multifarious phenomena in this research is any explanation which comes out from deep analysis of the teaching English for Business in Higher Education context by implementing translanguaging pedagogy which shows multiple aspects of critical thinking. The researcher has no idea whether all of the phenomena have been investigated, but she can report the ones have been found that is HOTS in the implementation of translanguaging pedagogy. The unit of analysis is focus on the research questions study; How is the implementation of translanguaging pedagogy in the teaching of English for Business? and How is the translanguaging pegagogy promote HOTS of students?

Learning is approached as an integrated and systematic process. HOTS were

developed as the driving force of foreign language learning with the help of implementing translanguaging pedagogy. In this sense, the English foreign language is learnt as a form of thinking as students learn to reflect, investigate, evaluate, analyse, and question about real world problems, activating not only the linguistic structures of the foreign language but also pragmatic and sociolinguistic components. Translanguaging applied in a research which attempt to expand the understanding of language development and science learning in varied contexts, including those that seek to maintain the use of the minority language for science instruction. It allows the researcher to focus on the dynamic use of languages in the academic context (Garza & Arreguín-Anderson, 2018)

Data collection instruments include field logs, successive drafts of essays, textbook, assignments and activities, a peer commentary, participant observation and interviews on speaking development and analysis of written lesson plans for one semester in 2019. Some qualitative data is provided along the description of the process. Actually, as the teacher is the researcher in this study, it is difficult for the authors, to adopt a neutral position on learners' performance.

Guidelines underlying the research falls within our aims. In this particular study, the researcher address herself to foster students' HOTS in the classroom activities which is guided on the learning outcomes. HOTS and translanguaging pedagogy were integrated and developed in the process of teaching simultaneously. Two factors in HOTS; knowledge dimension and the cognitive dimension were categorized based on the students thinking strategies and universal intellectual standards which is explicitly developed throughout the practice of translanguaging pedagogy in the teaching of English for Business in the EFL classroom.

## **Result**

### **1. The analysis of learning outcomes toward Revised Blooms' Taxonomy**

This study was started from the construction of syllabus of English for Business in which needs analysis has been conducted previously. The university where the current study run was the only business school in town with the vision of producing human

resources with entrepreneurial spirit and global outlook. Thus, the syllabus was aimed at preparing students to succeed in complex business communication tasks in writing, reading, speaking and listening. The learning outcomes were constructed using some action verbs taken from Revised Blooms' Taxonomy to guide teacher in promoting HOTS in the learning process.

**Table 2. Syllabus of English for Business**

	<b>Topic</b>	<b>Learning outcomes (Students will be able to)</b>
	Cross cultural understanding	<ol style="list-style-type: none"> <li>1. Compare differences of cultures among business partners from different countries</li> <li>2. Discuss about different cultures from each region in Indonesia.</li> </ol>
	Welcoming visitor	<ol style="list-style-type: none"> <li>1. Demonstrate how to welcome visitors.</li> <li>2. Identify how to make people feel relaxed and comfortable in a new environment.</li> </ol>
	Small talk, keeping the conversation going	<ol style="list-style-type: none"> <li>1. Assess what topics are useful for small talk.</li> <li>2. Interpret the conversation normally arises from the immediate physical environment</li> <li>3. Conclude that small talk helps develop good relations and a good atmosphere</li> </ol>
	Inviting, accepting, declining	<ol style="list-style-type: none"> <li>1. classify students' own views on what is likely to provide acceptable local entertainment for professionals visiting their home town.</li> </ol>

		<ol style="list-style-type: none"> <li>2. Demonstrate the indirect, very polite invitation to allow for the possibility of the visitor declining the invitation</li> </ol>
	Eating out	<ol style="list-style-type: none"> <li>1. Express some phrases in recommending what to eat, expressing preferences, ordering, commenting on the food, asking for the bill, offering to pay, insisting on paying, inviting, thanking.</li> <li>2. Conclude about differences culture in Dinner</li> </ol>
	Preparing to make a telephone call	<ol style="list-style-type: none"> <li>1. identify what is required in preparing to make a phone call.</li> <li>2. Achieve the understanding of well prepared phone call</li> </ol>
	Receiving Calls	<ol style="list-style-type: none"> <li>1. Estimate the change of context to incoming calls.</li> <li>2. Create expressions of good respond even has been caught unawares of the incoming call.</li> </ol>
	Taking and Leaving Messages	<ol style="list-style-type: none"> <li>1. Create dialogue of taking and leaving messages on the phone</li> <li>2. Express the dialogue of taking and leaving messages</li> </ol>
	Asking For and Giving Repetition	<ol style="list-style-type: none"> <li>1. Conclude the importance of asking and giving repetition</li> <li>2. Formulate a suitable phrases of asking and giving repetition</li> </ol>

	Cross Cultural Communication on The Telephone	<ol style="list-style-type: none"> <li>1. Critize the reading text about ethique of conversation around the world</li> <li>2. Planning preparation for a business visit to other countries</li> </ol>
	Making Arrangement	<ol style="list-style-type: none"> <li>1. justify the important informations in making arrangement</li> <li>2. Apply some expressions in making arrangement</li> </ol>
	Changing Arangement	<ol style="list-style-type: none"> <li>1. Justify the important informations in changing arrangement</li> <li>2. Actualize some expressions in changing arrangement</li> </ol>
	Ending A Call	<ol style="list-style-type: none"> <li>1. Justify important things to consider before ending a call</li> <li>2. Apply some expressions in ending call</li> </ol>
	Complaints, Problem Solving on the Telephone	<ol style="list-style-type: none"> <li>1. perform complaints and</li> <li>2. making plan to solve the problem</li> </ol>

## Taxonomy Table

Table 3. The Analysis of Student's Critical Thinking based on Learning Outcomes

The Knowledge Dimension	The Cognitive Process Dimension					
	1.Remember	2.Understand	3.Apply	4.Analyze	5.Evaluate	6.Create
A. Factual			(11.2) (13.2) (4.1)		(1.1) (11.1) (13.1)	(12.1)
B. Conceptual		(3.2)		(3.1)	(1.2) (3.1) (10.1)	(14.2) (10.2)
C. Procedural			(7.1) (4.2) (5.1) (8.2)	(2.2) (6.1)	(3.3) (9.1) (5.2)	(7.2) (8.1) (9.2)
D. Metacognitive				(6.2)	(7.1) (2.1)	(12.2) (14.1)

The taxonomy table shows data of the classification of the learning outcomes toward the cognitive process dimension and the knowledge dimension. Most of the categorization is in the level of Higher Order Thinking Skill (HOTS).

Rather than simply helping students to remember this set of verb-noun collocations and then apply them in a personalization activity, learning outcomes (11.2), (13.2), (4.1), (7.1), (4.2), (5.1), and (8.2) shows how teacher could encourage greater analysis and understanding of how some phrases work in practice. Some activities could come either after the students have matched the words to pictures, or after the controlled practice activity. Learning outcomes (3.1), (2.2), (6.1), (6.2) facilitate students to break down materials into

component parts to understand its organizational structure. Students were required to understand of both the content and the structural form of the material. The analysis in this activities able students to distinguish between facts and inferences and determines how the parts relate to one another and to an overall structure.

Learning outcomes in (1.1), (11.1), (13.1), (1.2), (3.1), (10.1), (3.3), (9.1), (5.2), (7.1) and (2.1) ensure deeper processing by having students use the language to think critically about ideas. Elements of critical and creative thinking have been combined to stimulate learners to produce their own more considered and authentic output as in the learning outcomes in (12.1), (14.2), (10.2), (7.2), (8.1), (9.2), (12.2) and (14.1). These simply presenting a freedom to enter the activities in a more thoughtful and potentially creative space. The activities aid fluency and the production of authentic language, they do not restrict learners to right and wrong answers, and they are motivating and often fun. Teacher facilitates students to think about a new topic in their own language construct.

### **3. The Analysis of Translanguaging Pedagogy Implementation in Classroom**

The translanguaging pedagogy was design into five phases. The researcher elaborated the analysis of revised Taxonomy Table which shows the position of Higher Order Thinking Skill (HOTS) toward the learning outcomes in the implementation of translanguaging pedagogy in the classroom.

1. Explore; student explores ideas for building background on a topic.

First topic of Business English syllabus shows position of critical thinking in The Cognitive Process Dimension in the level of Evaluate. The first learning outcomes which is ask to explore ideas for building background on the topic by searching the information from the internet and then compare the differences of business cultures in a dialogue forum in the class. The Knowledge Dimension of the first learning outcomes is in factual level where the students were asked to compare information they got. The second

outcomes is conceptual, students were asked to discuss about cultures in business of their own region.

	<b>Topic</b>	<b>Learning outcomes</b>
	Cross cultural understanding	<ol style="list-style-type: none"> <li>1. Compare differences of cultures among business partners from different countries</li> <li>2. Discuss about different cultures from each region in Indonesia.</li> </ol>

Taken from Table 2. Learning outcomes of first meeting

Digital texts became resources for students to explore ideas in building background on a topic. However, students was told to be critical toward the sources of the texts that students deal with because many of them do not necessarily come from guaranteed sources. It could be part of the content or even all is untrue when they are blindly open the search engine without any question. Students will be able to learn the basic concepts of information on the Internet provided they are proficient enough to understand the texts. It means that they do critical thinking in order to comprehend the texts (Daud, 2017). The students were taught to evaluate documents by asking critical questions, assessing credibility, comparing sources, and tracking the origins of information. A great deal of this critical literacy will be undertaken in English or other languages so the language teacher is therefore in a unique position to develop the skills needed in younger minds alongside their language skills (Hughes, 2014). Student should also be taught to develop sense of scepticism in consuming information from their environment through classroom activities (Setyarini, Muslim, Rukmini, Yuliasri, & Mujianto, 2018). Teacher is the facilitator to create deep engagement of students in the whole classroom activities.

Within the condition that most of students were limited to knowledge and use of English, they are taught business content with fully English in the handbook. However, even they sometimes did not understand the teacher talk in English, they found out what

the topic is because of the labeled diagram on the board and the handbook of visual content, so they applied what they already knew about the knowledge, information they have learnt in Indonesian language from other subjects contained business information, to make sense of the instruction in English language.

Teacher did not shame a student for not knowing vocabulary in a second language when they were trying to give argument. This could discourage them from learning and negatively affect their self confidence. Teacher gave all students a moment to share their knowledge by using all their languages repertoires. Students commonly stop speaking when they have no ideas about the words they are going to say, teacher helped by saying the words whether in English or Indonesian. Students will repeat the teacher utterance and continue to speak to elaborate their arguments. Students retrieved first language at the time difficulties to find words in target language and they shifted back to English easily. Students easily expressed feelings and opinion, verbalize thought accurately in L1 and to be understood by listeners (Fontiveros & Malana, 2018).

2. Evaluate; students build ideas for critical engagement with the theme.

Authentic texts contain the writer's or speaker's original meaning which is challenging for students because they confronted by the need to approach the text critically. By present a text which is spoken or written expresses facts and opinion, teacher challenge students to comprehend the meaning, analyse the fact from the opinion, match the argument to the supporting evidence, and then express their own view in response to the text (Hughes, 2014). Teaching with no direct translation of the content can help all students use their full linguistic resources as they read, write, and discuss academic subjects.

Some teachers do translating to help their students learn academic subjects by translating everything spoken. This concurrent translation, however, does not help students. There is not enough time to translate everything that should be taught, and even if there was enough time, students would tune out the English and just wait for the translation into their new language. They wouldn't acquire much English, and they wouldn't learn much academic content either. Students did vice versa in this research,

data shows students commonly translate everything they read, and everything they were going to say before utter the sentences in English. They were not used to think in English, thus translation always become a way of understanding the subject content. When students think in English, it helps to internalize the language. Internalize information means students learn it so well that it is no longer need to think about it. Internalizing English means that students did not have to remember the rules and pronunciations every time when speaking. Students were asked to give time to his mind speak in English without any worries of whether saying things right or whether being understood by others. They make mistakes and still understand of what being said. It is a low pressure way to retrieve words they already have. Bilingualism is considered as one of the factors that can increase or trigger children's cognitive abilities (Mantasiah, Yusri, & Jufri, 2019).

Translanguaging practices were taking place when student find Indonesian language and English are related, they might even recognize some words, especially academic words with a Latin base like precipitation and evaporation. Students recognize the words, read the sentences fully, correlated with other sentences, trying to understand the context and guessing the meaning. They do the process with Higher Order Thinking Skills (HOTS).

**Construct 1:**

A : *siapa yang curhat inikah?*

B : *Gerd*

A : *Gerd curhat kepada Celia tentang...tentang perasaannya bagaimana..sakit (laughing) tapi..tapi Gerd lagi sibuk lagi mau meeting.*

B : *celia*

A : *Ce..Celia..oo Celia yang mau meeting bu, lagi sibuk mau meeting bu. Eee Gerd Gerd lagi nda bae perasaannya bu jadi.. jadi dia mau curhat bu tapi.. Celia lagi sibuk mau meeting bu jadi dia bilang besokpi saya nelpon*

B : *tomorrow*

(Students A takes time trying to express in English)

A :Gerd want to.. want to *curhat kepada* Celia.. to Celia and Celia busy meeting, is busy meeting. *Apalagi* ee..Celia will ee.. Call me..tomooorow..Gerd, call Gerd tomorrow.

**Construct 2:**

Question 1 : What is Celia's problem?

Answer 1 : Celia's problem is she wants to ending a call because she has a meeting but Gerd never stop to talking

Question 2 : How does she resolve it?

Answer 2 : Celia *berusaha* explain it that she has a meeting and finally Gerd can understand it

Question 3 : Why does Celia end the call?

Answer 3 : Gerd *menelpon* to Celia for *curhat* for *curhat tapi* Celia busy. She will have meeting *lalu* Celia *meminta* to call Gerd tomorrow.

From the two constructs above show data of student A with low English proficiency trying hard to construct meaning of a dialogue given firstly in her own language and expressed the meaning then in English. In construct 1, a peer was helping besides to ensure his understanding toward the dialog given in audio and written form. He was trying hard to construct meaning regarding the dialog and produce understanding in spoken by using firstly in his own language (combining of heritage language dialect and Indonesian language) and finally he can construct his understanding by using target language. Construct 2 shows teacher was slowly ensure the comprehension of students about the dialogue by giving questions in form of 'What' and 'How' but the third question challenge the critical thinking of students by giving form of question 'Why'. After the three questions were answered correctly, teacher gave deeper engaged questions of the students' critical thinking with question 'what if Celia continue talking with Gerd?' and

‘How if Gerd insist to tell his problem to Celia on the phone?’. From these two questions were collected different opinions based on their critical thinking.

When the teacher mostly give questions by using form of questions who, what, and when means that they taught their students with the low order cognitive levels. When students retrieve information with ability to apply or synthesize the information they receive from their environment by answering question of why, what if, and how if, the highest stage of HOTS those are evaluating some phenomenon or creating a new object or idea could be achieved, moreover the use of open-ended questions such as why, how if, and as if can improve students’ speaking ability (Setyarini et al., 2018). The use of first language were applied as a strategy to met understanding of the dialogue. A strategy used by teachers in bilingual classrooms to alternate between languages, for example reading a text in one language but discussing it in another (Sayer, 2013).

3. Imagine; teacher help student to create, design, redesign and form a new understanding of the theme,

No.	Topic	Learning outcomes
4.	Inviting, accepting, declining	<ol style="list-style-type: none"> <li>1. classify students' own views on what is likely to provide acceptable local entertainment for professionals visiting their home town.</li> <li>2. Demonstrate the indirect, very polite invitation to allow for the possibility of the visitor declining the invitation</li> </ol>

Taken from Table 2. Learning outcomes in fourth meeting.

Taken from Table 3. Table of knowledge and cognitive dimension of the fourth learning outcomes

The Knowledge Dimension	The Cognitive Process Dimension					
	1.Remember	2.Understand	3.Apply	4.Analyze	5.Evaluate	6.Create
A. Factual			(4.1)			
C. Procedural			(4.2)			

The fourth meeting of the teaching stated the learning outcomes by using verb ‘classify’ and ‘demonstrate’. The cognitive process dimension categorized the learning outcomes in ‘apply’, it demands the students to use the information in a new way. The first learning outcomes with ‘classify’ as verb means the position of knowledge dimension of this instruction is factual which shows the ability of students to know the specific details and elements of the local entertainment in their neighborhood which is suitable for professionals to visit students’ hometown. Students explore ideas on what they already know about local entertainment in their hometown for welcoming visitors. They classify all the important and necessary things to prepare on it. The second learning outcomes use initial verb ‘demonstrate’ whereas the level of knowledge dimension is procedural. It is knowledge of subject-specific techniques and methods as well as knowledge of criteria for determining when to use appropriate procedures. Learning outcomes ask students to be able to demonstrate the indirect, very polite invitation to allow for the possibility of the visitor declining the invitation. In the process of learning students were given the understanding of how and when to use these procedures.

4. Present; collaborative work, peer editing, and some activities of getting feedback on ideas.

Teachers should focus on developing the critical thinking skills of students in social interaction peers (Setyarini et al., 2018). Interaction with peers in this research was lied on the activities in collaborative groups. Meaningful

knowledge has been achieved from a collaborative work in groups through activities with relationship oriented. Students were facilitated to think in multiple perspective, they learnt to see mistakes of their way of thinking, they learnt to appreciate others opinion and was able to make the best decision due to better understanding. Besides cooperative teams led the knowledge processes in a meaningful way and retains longer (Bastos, 2017).

Thinking with cognitive tools and working on a knowledge construction process require students to think in new ways which run collaboratively and cooperatively among students (Toyoda, 2015). When grouping students for collaborative work, teacher allowed students to use Indonesia language to work together in order to give them time to receive a full and deep understanding of the assignment. Students may be able to fumble through the assignment, but they would not learn much without any outside context. They elaborated the task by giving feedback on some ideas, peer editing, they discussed each other, they did scaffold. To let them translanguage means they were able to more deeply discuss the subject content and they deeply discuss a text in English later on with all their language resources.

Language learning in EFL context of Higher education is mostly run in a classroom context where students are engaged wholly in the class activities. They acquire knowledge and language from their interaction with peers and teacher. They criticize and accept information due to cognitive involvement into the activities. Higher-order thinking skills are those which involve mental effort, which may take various forms such as problem-solving, contrasting, applying, synthesizing (Ur, 2013). HOTS is easily develop within social group rather than individual activities like group projects or other collective problem solving activities (Setyarini et al., 2018).

5. Implement; ideas and opportunities for student to take their final design and new understanding and then apply them.

The final assignment were given to students on this stage to see all of the ability they have had from the learning experience of 14 meetings in the

classroom. This task asked students to explore all their knowledge dimension (factual, conceptual, procedural and metacognitive) in cognitive process of ‘creating’ which demand students coming up with something wholly original or unique using language and concepts they have learned.

They were given some examples of videos from YouTube. By having digital resources in English languages in the classroom, teacher gave students motivation and confidence with their vocabulary in English they had. They were given some videos from several countries in doing all of the activities that were described in the learning outcomes. Student found out that different countries have different dialects even in the same target language that is English. It did trigger their confidence in speaking without any worries of making mistakes or not being native.

The class were given final assignment of making business chain which students divided it into ten business activities; manufacturer, agent, shop, retailer, advertisement, dropship, maintenance service, delivery service, finance, and customer.

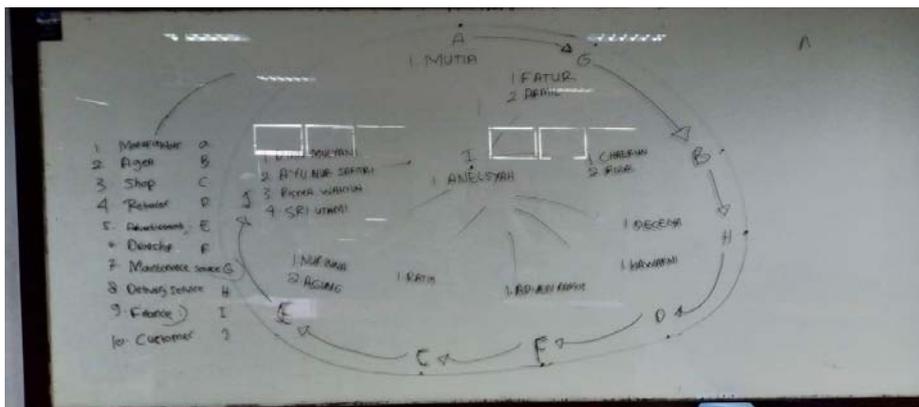


Figure 1. Business Chain (The final assignment)

Students were having a role play of business activities that they did it live inside and outside the classroom. They create their own dialogue based on the role and situation they have chosen in the business chain. The activities were recorded on a video.

### **Translanguaging Promotes Higher Order Thinking Skills**

HOTS is applicable across disciplines, some studies indicate that it can also be developed in non-science majors like English language learning. components of strategic thinking skills can be applied in the effort to improve language learning such as questioning, collecting information, and investigating (Setyarini et al., 2018). Language strongly relates to writing and reading activity, verbal, linguistic, and logic. Thus language learning can serve as a good place for the development of critical thinking skills among learners (Setyarini et al., 2018). Current research has shown that the flexible use of two or more languages in the same lesson can serve a number of communicative purposes, the use of all linguistic repertoires flexibly may help the development of L2. Students' first language could be useful in accomplishing some instructional, managerial and/or affective purposes (Portolés & Martí, 2017)

The central rationale for integration across languages is that critical thinking of students can be achieved when teachers explicitly draw student's attention to similarities and differences between both languages and reinforce HOTS in a coordinated way across languages. Thus, the main goal of any effective multilingual instruction would be to develop students' language awareness in order to find developmental use in bilinguals, variations in input and output, relationship to the subject/discipline curriculum, deepening learning through language development, cognitive development, and content understanding, and the role of children (Lewis, Jones, & Baker, 2012c).

As Cummin's theory stated that conceptual knowledge developed in one language helps to make input in the other language comprehensible. More specifically translanguaging able students to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system which contrast to monolingual perspective believes that languages were conceived as bound systems located in separated boxes in the brain. If student already understands one concept of life in her own language, all she has to do is acquire the label for these terms in English. She has a far more difficult task, however, if she has to acquire both the label and the concept in her second language. In the effort of students trying to define task elements mutually, understand each other by

helping of scaffold and delivering message, L1 plays role in these situations (Antón & DiCamilla, 1998a). L1 serves a critical function in students' attempts to mutually define task elements, provide each other with scaffolding help, and externalize inner speech.(Antón & DiCamilla, 1998b). New language items are better imprinted on our memory if we use deep processing. This means relating the item meaningfully to its meanings and to other items previously learnt (Ur, 2013).

The pedagogic nature of translanguaging should consider language proficiency of students. Translanguaging is a spontaneous, everyday way of making meaning, shaping experience and communication by bilinguals. It can give advantages in classroom through a planned use of translanguaging in pedagogy and dual literacy can be gained by an extended conceptualization (Lewis, Jones, & Baker, 2012b). Teacher can take benefits from translanguaging practices the students mostly do in the EFL classroom. It can help teacher and students find much more understanding to the content of the subject rather than forcing the teaching and learning in a monolingual context. Translanguaging approach is the most potential in developing monolingual voice in writing activity that is become the expectation of general schools or bilingual schools, even though the translanguaging applied here is not as a pedagogy but tend to be as a self regulating mechanism that bilingual students can used (Velasco & García, 2014b). Duarte considers some of the pedagogic nature of translation in his research including of language proficiency of children, developmental use in emergent bilinguals, variations in input and output, relationship to the subject/discipline curriculum, deepening learning through language development, cognitive development, and content understanding, and the role of children and in the use of translanguaging in educational activity. The conceptualisation of translanguaging is also shown to be ideological. The study reveal about the relationship of translanguaging in the classroom context with codeswitching and translation which indicate variation in sociolinguistic, ideological understandings and classroom processes (Duarte, 2018)

Bilingual instructional strategies can be applied in teaching where the two or more languages are applied in the classroom instruction interchangeably. (Creese &

Blackledge, 2010). Translanguaging conceptualization in the classroom context means variation of sociolinguistic and ideological understandings which appeared in the nature of translanguaging in terms of language proficiency, developmental use in emergent bilinguals, variations in input and output relationship to the subject/discipline curriculum, deepening learning through language development, cognitive development, and content understanding, and the role of children and in the use of translanguaging in educational activity (Lewis, Jones, & Baker, 2012a). Bilingual teacher and student can engage in the social meaning in school through translanguaging by using home language in mediating academic content and standard languages so that TESOL educators can benefit from students' understanding fully of their linguistic repertoires (Sayer, 2013).

## **Conclusion**

From the analysis of the research result, there is only one proposition obtained from the study; translanguaging facilitate the language learning becomes effective and engaging to trigger higher order thinking skills. The findings can be applicable to students accross EFL classroom. Teacher may consider translanguaging pedagogy as resolution for the teaching of English that commonly bored for students because of the lack of comprehension and entanglement of students toward the subject content. Therefore, the implementation of Translanguaging pedagogy promotes Higher Order Thinking Skill of students.

Translanguaging pedagogy implies the encouragement of students' language repertoires they have to find much more understanding to the content of the subject rather than forcing the teaching and learning in a monolingual context in order to involved students cognitively in the classroom activity. Translanguaging proves that conceptual knowledge developed in one language helps to make input in the other language comprehensible. To let them translanguage means they were able to more deeply discuss the subject content and they deeply discuss a text in English later on with all their language resources. This study encourages teachers to provide safe spaces for students to use all language repertoires they have in order to engage students' cognitive skill into the

understanding of the meaning of materials instead of memorizing and recalling knowledge in surface learning.

In the teaching of English as foreign language, a set of monolingual instruction is only to lead nativeness of the target language, but sometimes lose the teaching target of getting the understanding of students to the subject content. Instead of forcing students to be native of the target language but not capable in making meaning, shaping experiences, understanding, and knowledge, to think critically, the instruction should consider the multilingual competent of students.

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## **The Assessment of Students' Competencies in Noun Phrase Constructions Based on the Syntactic Functions**

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### **Abstract**

The noun phrase (NP) is one of the English phrases which is very important because it has four functions: subject, object, complement, and adjunct. The research

aimed to assess the sorts of NP construction patterns based on their functions in sentences which had been used by the sixth semester students majoring in English. In collecting data, the students were asked to write the English sentences of their own. The sentences were selected in accordance with their correct usage, unambiguity, and appropriate context. The data were analyzed in both qualitative and quantitative methods. The research results revealed that the students had produced a variety of NP construction patterns which functioned as subjects, objects, and complements. The English NP constructions were indicated by a number of pre-modifiers and post-modifiers in sentence writing. Based on the functions of NP, the students' competencies in writing NP as the object had the greatest numbers of frequency (42.04%) and the adjunct had the fewest (3.82%). Then, the subject and the complement functions had 26.75% and 27.39%, respectively. The implementation of the research results was oriented to the practical uses of NP constructions in the English productive skills (speaking and writing skills).

**Keywords:** *Assessment, NP Construction, English Productive Skills*

## **Introduction**

Studying noun phrases is very important in learning English. So, EFL students develop their abilities to use these phrases to foster their knowledge of English appropriately and proactively. Nomination refers to a special way of lexical and grammatical meaning and systemic expression. The principal means of information transfer in English is a noun. The process of nomination and expression of thoughts facilitates the process of the world cognition and description. Both, syntactic and nominative functions create an inseparable and harmonious meaningful unity. The language arises from speech and it evokes a new system of relevant features. Language learners should be able to apply a wide arsenal of tools and instruments, which effectively convey their ideas, help them share the information, communicate with others, and so on.

Noun phrase (NP) is in focus of this research paper. The learners of the English language should be aware of NP specifics and implement them effectively. Being one of

the basic tools of the English language in the central part of the speech, a noun represents an important identifier of information transferred. NP is an integrative step on the way to a correct sentence formation. Moreover, modern English is the language of the analytic type. Specifics of syntax prevails over morphology. Thus, the English noun phrase is formed as a particularly close unity of the structural terms, and most often use the only formal indicator of syntactic relationship between the components of the phrase or the word order.

The syntactic relationship between the words in the English language represents one of the key issues for effective communication of students. The main emphasis of the paper is on the EFL students. There is a special difficulty for them because for the learners of English as a foreign language, there is a number of difficulties and challenges (Pastor, 2008). First of all, these students, draw parallels between their native languages and the English language. In one way or another, but these students think in their own languages and they often memorize words/structures/grammar, etc., but they rarely focus on theoretical explanation of the used word/form and other grammar tools. Due to the fact that nomination plays a crucial role in the English language, a noun is one of the basic grammar tools in the language considered. To know the structure/function of a noun helps the users to facilitate their process of thinking, to express their ideas more freely.

Mazgutova & Kormos (2015) study the syntactic and lexical development in an intensive English for Academic Purposes programme. Two argumentative essays were produced by the participants. The results show lexical diversity. Argumentative texts written by participants show the complexity of nouns in the use of syntactic constructs. A study revealed that students still make errors in written English sentences of expository, narrative, argumentative and descriptive paragraphs (Allan, 2019).

Another study considers the interactions of three potential predictors: syntactic functions, text types, and variations. The results indicate the need for research into text types that increase understanding of syntactic phenomena in English varieties. In addition, this study also found significant differences in variables and described how to

focus on the interaction of syntactic functions, text types and NP variations in English (Schilk & Schaub, 2016).

The most relevant feature of modern linguistics is the consideration of language as a functional system. Thus, the functions of nouns are the crucial issues for EFL students. It is also important to consider nouns in terms of their systemic paradigmatic characteristics. There are many interpretations of the functional approach in modern linguistics. From another perspective, it is appropriate to understand syntax in its broadest sense as a science about the construction of speech in general. It significantly expands the scope of the functional linguistics and focuses not only on relevant syntactic issues, in particular, the actual segmentation of the sentence, as well as the problem of formations larger than the sentence, but also a number of studies of all units of the language in the most various angles, such as functional, stylistic, textual etc. The communicative function of the language plays a crucial role, while for the language users it is relevant to use language as a means of reflecting the world around people in human consciousness and its representation in the linguistic structure (Roland, Dick & Elman, 2007).

Cognitive functions of the language also determine the ability of language users to speak effectively. In addition, language serves as a means of expressing our emotions, reflections of the world, daily experiences, ideas and considerations, and many other issues (Functions of Nouns). To know the language and to use the language are often two contrasting concepts. For example, the speech of EFL students is often predetermined by the studied grammar structures, but in their essence, the students develop their speaking patterns according to their needs, experience, heard/read patterns or standards. Therefore, this study aims to assess the NP patterns produced by the students and their competencies of NP constructions based on the syntactic functions as the base to improve the students' English productive skills. So, the research questions are as follows:

1. What construction patterns of NP functioned as the subject, object, complement, and adjunct produced by the students?
2. To what extent are the students' competencies in NP constructions based on the functions in sentences?

## Literature Review

The development of noun phrases competencies is one of the key concerns for English language learners. There is no doubt that speaking/writing in English is not only about putting the words together, combining or using them in one order or another. It is more important to make up sentences similar to native speakers, who often do not think about theoretical explanation of their usage of nouns or any other speech parts. A noun phrase is defined as a phrase that consists of a pronoun or noun with any number of associated modifiers, including adjectives (small, red, lovely), adjective phrases, adjective clauses, possessive adjectives (my, his, her, their), adverbs (very, extremely, usually), determiners (the, a, an), prepositional phrases and other nouns in the possessive case (Vo Tran Mong Thu).

The noun if to compare it with other speech parts has the most diverse set of syntactic functions. Its most relevant functions are the use of a noun in the function of a subject and or complement (Junaid, 2018). Further, it is evident that both objects and complements play the most important role in composition of the English sentence. For example, 'The man bought a book'. A noun can also be part of a predicate, for example, He is a teacher.

According to Jackson (1985), the English noun phrase (NP) is potentially constructed by a pre-modifier, a head, and a post-modifier. The clause 'Many people will build a school building in my country' contains two NPs that function as a subject (Many people) and an object (a school building). A syntactic analysis of the phrase 'Many people' and 'a school building in my country' covers 'Many people' (NP); Many (quant)+ people (H), and then 'a school building in my country' (NP); a (id) school (N-Mod) building (H) in my country (PrepP); in (prep) my country (NP); my (id) country (H).

A special feature of the English language that distinguishes it from other Indo-European languages is the ability of a noun to act in the function of a prepositional definition in an unchanged form: a stone wall, the speed limit, the sea breeze. Such attributive phrases can be identified in different ways (Oliviera, 2013). Maybe, they are disintegrating complex words; other researchers claim that nouns in this position play the

role of an adjective (Börjars & Delsing, 2008). Meanwhile, the attribute noun does not acquire any other features of the adjective: it cannot convey the degree of quality, cannot be combined with an adverb, etc. As for the theory of a compound word, it seems that a word is a stable unit and it is hardly possible to agree with the theory of its spontaneous occurrence and disappearance.

According to recent studies, unlike clauses, noun phrase never stands alone as a sentence. They do not include a verb that can change according to the time reference and in some case they do not have subjects, either. This is the most important thing that we should take notice of the noun phrases (Vo Tran Mong Thu). Therefore, it is typical for the users of the modern English language to demonstrate their knowledge about NP as a perfect way for a semantic restriction.

Moreover, the noun phrases are the second most common types of prepositional definitions besides the adjectival definitions. It is evident that researchers and scientists consider the most optimal ways of nouns transfer and they concentrate on the spreading of nouns among the learners of the English language. For sure, EFL learners should learn the priority of nouns used and an important role they play in the formation of linguistic competencies. To convey one's ideas in the most appropriate and comprehensible way, it is necessary to understand key elements of language (Adebileje, 2016). From this perspective, nouns are of crucial importance in the process of nomination and they form the basis of any message given or conveyed. It is relevant to consider a noun phrase more in the context of grammar rather than from the perspective of lexicography (Pastor, 2008). The latter point of view highlights lexical features and properties of a noun while focusing on grammar and syntax, it is possible to discuss the role of nouns in the sentence, identify appropriate patterns of use and so on (Childers, et al., 2012). According to recent studies, it is typically the noun, all possessive pronouns (in the function of nouns), noun phrase that follows the verb, although the indirect object and subject complements can also occupy this position. The direct and indirect object has some characteristics in common, and this fact justifies their sharing term of object (Millaku, 2016). From this perspective,

it is obvious that the EFL students consider that an object is more commonly used in syntactic form of a noun.

For instance, in an ordinary English noun phrase, an attributive adjective follows the determiner and precedes the head noun, as in a big shock, rather than big a shock. Importantly, the big mess construction has a certain grammatical systematicity, which is to say that it is sensitive to distinctions that, under the dictionary and grammar model, would be handled by the grammar, rather than by the dictionary (Hilpert, 2014).

The reasons for such a widespread use of nouns as a prepositive definition and the prevalence of substantive phrases are traditionally called the paucity of relative adjectives in the English language, the ability of phrases of the N1 + N2 model to express a wide range of semantic relationships, as well as the fact that substantive complexes are effective means for information compression (Musgrave & Parkinson, 2014).

If to trace these features of noun phrases in various contexts, it is possible to claim that scientific and technical texts are more saturated with noun phrases for information compression. Based on data obtained by different researchers, N1 + N2 is a powerful means of compressing information and decrease of redundant syntactical constructions. This function of information compression is implemented in texts of all styles, although most N1 + N2 is used by the authors of newspaper and scientific articles (Ağai-Loçi, 2013).

Being typical of modern English, noun phrases of N1 + N2 type are characterized by the different frequency of use in texts of various functional styles. The differences in the frequency of use of N1 + N2 in the texts of newspaper, journalistic, scientific, and official-business styles can be the result of style specifics. Functional styles distinguish features in the distribution of N1 + N2 in complex segments of a text. The widest range of semantic relations and varieties of relations N1 + N2 are used in newspaper and journalistic styles. The predominance of N1 + N2 with certain semantics in the text of a particular style is the result of communicative charge and subject of the text and may also depend on the use of other syntactic constructions (for example, verb forms of the passive voice, adverbial groups).

For example, according to Meerman & Tamaoka, (2008), native English speakers consistently exhibit a seemingly innate ability to identify or produce noun phrases with correct adjective order. Few, if asked, will attribute their ability to do so to formal instruction, let alone be able to recall if and when they received such formal instruction in their own schooling experiences. Ordering adjectives instantaneously and correctly seems to necessitate intuitive, semantic reasoning rather than the ability to recall grammatical rules. Rules governing adjective order can be taught and memorized, but not often convincingly explained or understood; it is near impossible to convincingly explain to learners of the language *why* “big black bear” makes more sense than “black big bear”, especially among those whose native language does not require such a semantic adjective order (Meerman & Tamaoka, 2008).

Moreover, noun phrases can also be characterized by temporal features. Since any event or the situation is organized by the axis of time, the temporal characteristic of the predicate can be considered as one of its essential properties: the five o'clock meeting, tourist day departure, etc. (Liu, Liming & Li, Lan, 2016).

An English NP is described by Benson (2009) as a noun phrase with two or more modifiers preceding the head noun (head noun: dog—the big brown dog; head noun: friend—a genuinely good friend), or with qualifiers, such as prepositional phrases, appositives, and/or relative clauses following the noun (the friend who is like a sister). This means that a head noun may be modified and expanded, either pre-noun by articles, modifiers, quantifiers, and adjectives and/or post-noun with phrases, relative clauses, and further embedded clauses, in order to package information into more efficient, yet more complex language (Cooper, 2013).

One of the post modifiers that is difficult to use in constructing NP is relative clause. A study was conducted by Syarif (2017) which showed that relative clauses constructed by students are still in trouble, such as the use of 'be' in the passive form, incompatibility with the noun described, improper choice of pronouns. That is caused by a lack of learning syntax.

If to consider syntactic functions of the English noun phrases, it is possible to identify five main syntactic functions of noun phrases. Those are as subject, object, complement, and adjunct. For examples, *the man is my friend*; the subject of the sentence is *the man*, while *my friend* is the complement of the sentence. The other examples are *my mother gives me some flowers*. NP *some flowers* is the object of the sentence, while in sentence '*the women will buy the cake*. The object of the sentence is *the cake*.

The problem of N1+N2 is a challenging issue, which evokes critical consideration of various researchers and scientists. For users, it is easy to incorporate this pattern in their speech or writing as it compresses the information given. Moreover, the role of a verb is also important and the language learners should be sure that this is a key linguistic element, which builds the speech of learners. Hashemi (2012) underlines an important role of nouns in the development of a learner's linguistic competencies and their special role in development and use of collocations. Lexical collocations may be verb+ noun, adjective+ noun, noun+ verb, adverb+ adjective and verb+ adverb. On the other hand, grammatical collocations are phrases containing a dominant word, such as a noun, an adjective, or a verb and a preposition or grammatical structure like an infinitive or clause (Hashemi, 2012).

If the students are getting a good command of the English clauses, they need to know the phrases as the basic knowledge and skills because each function of the language, the speaker's intention and other issues can be expressed with the help of clauses. Therefore, relevant researches are necessary to expand the students' knowledge about English syntax, especially in NP construction. Based on the background, the assessment of students' competencies in noun phrase constructions based on the functions in sentences as the base of English productive skills took place as a practical part of this research.

## **Method**

There were 40 students as the respondents of the research majoring in English. The instrument used to collect data was a writing test. The students were asked to write

20 English sentences of their own words. In identifying the data, the sentences produced by the students were selected in accordance with their correct usage, unambiguity, and appropriate context, and the use of NP as a subject, object, complement, and adjunct. Students focused on noun phrases based on their functions in sentences. Furthermore, the NP produced by the students are classified based on the construction patterns, and then scored students' competencies in producing the patterns of English NP.

## Results and Discussion

### 1. The Construction Patterns of English NP

According to data obtained from the participants, the nouns as a subject and an object are the most wide-spread function in the sentence. The complement is the third group of the number of patterns, and nouns as an adjunct are the least used group. Therefore, with the help of nouns students did not identify a core idea of the sentence. The main role of a complement is to complete the meaning of a sentence or predicate. Following the examples provided by the students, the following patterns of NP are evident: The construction patterns of NP as the subject, object, complement, and adjunct produced by the students are shown in the following tables:

Table 1. The construction patterns of English NP as Subject

Constructions	Examples
Identifier (the) + adjective + N (H)	<i>The red one</i> is mine.
Identifier (the) + N(H)	<i>The men</i> are my friends.
Identifier + Adjective + N(H) + prepositional phrase	<i>The greatest experience in my life</i> cannot be forgotten.
Identifier (a) + N(H) + Prepositional phrase	<i>A form of activity</i> will be prepared by the teacher.
Possessive + N(H)	<i>My mother</i> visited me yesterday.
Possessive + Adjective + N (H)	<i>My favorite color</i> is brown.

Possessive + N(H)+ Relative Clause	<i>Their family who live near the beach is very kind.</i>
Possessive + N(H) + Prepositional Phrase	<i>My book on the table was lost.</i>
Possessive + adjective + N(H)	<i>Your brown bag is very expensive.</i>
Demonstrative + N(H)	<i>This garden is very beautiful.</i>
Demonstrative + Adjective + N(H)	<i>That handsome man is standing there.</i>
Numeral + N(H)	<i>Two women come to my house.</i>
N(H) + Prepositional phrase	<i>Demonstration in South Sulawesi makes a traffic jam.</i>

Table 2. The construction patterns of English NP as Object

Constructions	Examples
Identifier (the) + adjective + N (H)	I like <i>the beautiful flower</i> .
Identifier (the) + N(H)	You called <i>the men</i> .
Identifier + Adjective + N(H) + prepositional phrase	They get <i>the greatest experience in their life</i> .
Identifier (a) + N(H) + Prepositional phrase	The teacher proposed <i>a form of activity</i> .
Possessive + N(H)+ non-finite clause	I asked <i>my mother to call me</i> .
Possessive + Adjective + N (H)	She told <i>her favorite color</i> .
Possessive + N(H)+ Relative Clause	They visited <i>their family who live near the beach</i> .
Possessive + N(H)	<i>She waters her flowers</i> in the garden
Possessive + adjective + N(H)	I will consider <i>their good ideas</i> .
Demonstrative + N(H)	I sometimes visit <i>that store</i> .
Demonstrative + Adjective + N(H)	She bought <i>this beautiful dress</i> yesterday.
Numeral + N(H)	They invited <i>two speakers</i> .

Possessive + N(H)	The people watch <i>your demonstration</i> in South Sulawesi.
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Table 3. The construction patterns of English NP as Complement

Constructions	Examples
Identifier + Noun (H)	She is <i>a teacher</i> .
Identifier + Adjective + Noun (H)	Mary is <i>a strong woman</i> .
Identifier +Noun (H) + Prep. Phrase	Siti is <i>a daughter of my parents</i> .
Identifier (the) + Adjective + N(H)	English is <i>the difficult subject</i> in the college.
Possessive + Noun (H)	That is <i>my house</i> .
Possessive + Adjective + Noun (H)	Apple is <i>my favorite fruit</i> .
Quantifier + Noun(H)	There are <i>many fruits</i> on the table.
Numeral + Adjective + Noun (H)	There are <i>two empty chairs</i> beside him.

Table 4. The construction patterns of English NP as Adjunct

Constructions	Examples
Quantifier + N(M) + N (H)	My friend visited her mother <i>two days ago</i> .
Adjective + N (H)	Mary bought some apples <i>last week</i> .

The data in Tables 1,2,3 and 4 show that the students in producing NP as subjects can only construct very simple patterns. In other words that the students do not produce NPs in full as stated by Jackson (1985) that NPs can be composed of 3 parts, namely premodifiers: identifiers, numerals/quantifiers, adjectives, and noun modifiers. Premodifiers include identifier, possessive, demonstrative, adjective and noun modifier and noun as the head. While the post modifiers of NP are prepositional phrase, relative clause and non-finite clause, such as in the sentences ‘*My favorite color...; Their family who live near the beach .....; The greatest experience in my life.....*, etc.

If to focus on the syntactic roles of a noun phrase used, the role of a subject is one of the properly chosen by the students. The concept of ‘subject’ should be understood in

a broad sense and can denote a person or a group of people, specific items, etc. performing some functions/activities. Respectively, subjective features of a noun phrase can be expressed by nouns, denoting people, proper names, the names of specific objects or substances, the names of states, nations, the names of organizations, and others (Cooper, 2013).

An object attribute focuses on the action or objects described: the library book reading, a girl’s prosecution, etc. The content attribute indicates the type or content of the activity of the core denotate. It is also possible to claim features describing locative functions of the noun phrase: her skyrocketing career, a long-time train sleep, etc. As far as we can see, noun phrases are complex in their characteristics and are used for descriptions and identification of various phenomena. Students’ competencies of noun phrases creation enable them to practice with the analytical form of the English language.

Despite a large number of papers focused on nouns, their structure, and functions, the syntactic roles of a noun are often underestimated. There is a need for a comprehensive analysis of the use of nouns in sentences. It is clear that the syntactic functions of nouns or their appropriate use in special places of a sentence are required for realization of the students’ linguistic competence.

## 2. Students’ competencies in NP construction

### a. Students’ Competencies of Noun Phrase Construction functioned as Subject

Pre-Modifier	Head	Post-Modifier	F	%
Identifier	N	-	144	15.27
Identifier, adjective	N	-	48	05.10
Noun (M)	N	-	12	01.27
Identifier	N	Prepositional Phrase	18	01.92
Identifier, adjective	N	Relative Clause	30	03.19
			<b>252</b>	<b>26.75 %</b>

### b. Students’ Competences of Noun Phrase Construction functioned as Object

Pre-Modifier	Head	Post-Modifier	F	%
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Identifier	N	-	138	14.64
Numeral/quantifier	N		24	02.54
Identifier, adjective	N	-	72	07.64
Adjective	N	-	24	02.54
Identifier	N	Prepositional phrase	54	05.73
Identifier	N	Relative clause	6	00.64
Identifier, adjective	N	Prepositional phrase	42	04.46
Adjective	N	Prepositional phrase	6	00.65
---	N	Adjective	6	00.65
---	N	Prepositional phrase	24	02.55
			<b>396</b>	<b>42.04%</b>

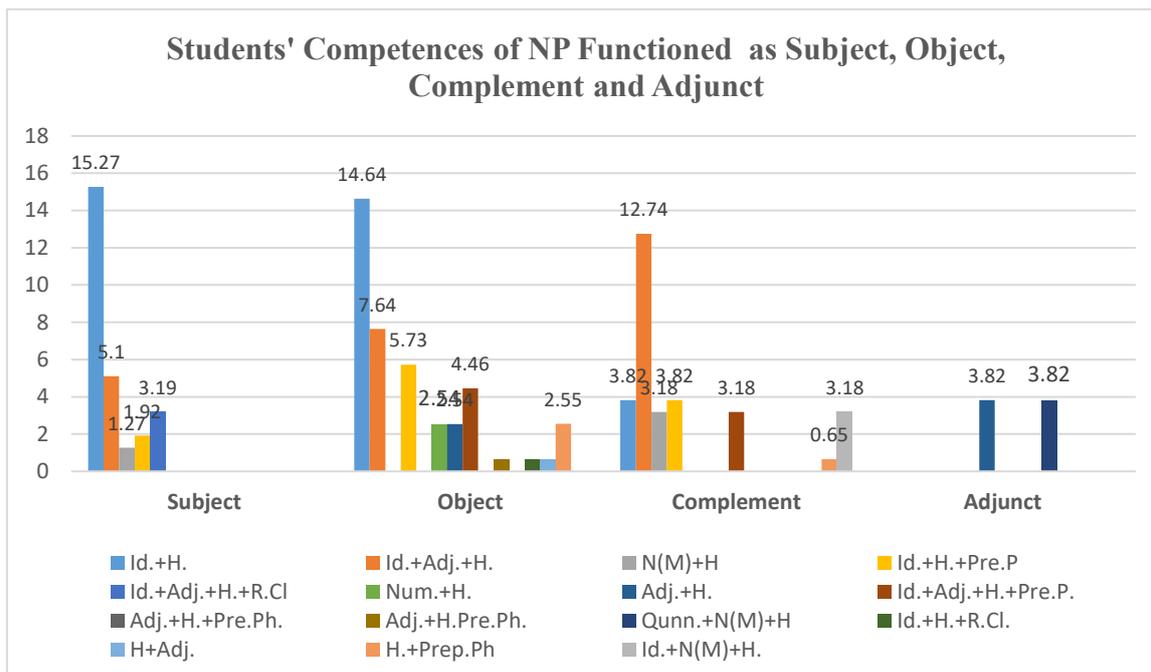
**c. Students' Competences of Noun Phrase Construction functioned as Complement**

<b>Pre-Modifier</b>	Head	Post-Modifier	F	%
Identifier	N	-	36	03.82
Identifier, Adjective	N	-	120	12.74
Identifier, Noun (M)	N	-	30	03.18
Identifier	N	Prepositional phrase	36	03.82
Identifier, Adjective	N	Prepositional phrase	30	03.18
-----	N	Prepositional phrase	6	00.65
			<b>258</b>	<b>27.39</b>

**d. Students' Competences of Noun Phrase Construction functioned as Adjunct**

<b>Pre-Modifier</b>	Head	Post-Modifier	F	%
Adjective	N	-	18	03.82
Quantifier, N (M)	N	-	18	03.82
			<b>36</b>	<b>3.82%</b>

N:942



Students' competencies of development and use of noun phrases show that they understand these grammar constructions. Daily utterances they hear are reflected in their own coinage of noun phrases and their use in the English sentences. The main difference between EFL students and native speakers is that for the latter there is no problem to order words appropriately in one or another NP pattern. For foreigners, it is much more difficult to choose and explain the correct word order. To sound more naturally, be effective and efficient in language use, one should refer to the noun phrases as key determinants of successful language skills demonstration. Supposedly, the number of words in a noun phrase, their advanced level or complexity may stand for the students' improved linguistic skills (Xu, 2014).

For EFL students, it is of crucial importance to improve their professionalism and knowledge of NP patterns. Thus, Liu and Li claim, the results of the analyses showed significant underdevelopment of NP post modification complexity in student writing relative to published texts, meanwhile explicating the circumstances under which the difference is meaningful. Implications of the findings for the teaching of EFL academic writing were also discussed (Liu, et al., 2016). We can make a similar conclusion and consider that EFL students used NP constructions as subject, objects, and complements,

but they were not too complicated and transferred the basic information, or the main ideas of students.

The use of a more complex knowledge underlines more proficient knowledge of students' English language knowledge. Following the ideas of the modern researchers in this field, the complexity of noun phrases is not developing and certain modifications of noun phrases do not stand for more proficient knowledge of the English language. The pre-modification of a noun phrase is a more often phenomenon than post-modification. Thus, according to Xu (2014), from the structural analysis of NPs, we know that the verbs in either form of -ing or -ed can be used in both pre-head modifier and post-head modifier. However, Chinese scholars tend to put verbs in clauses and therefore overuse clauses as the post-head modifier (Xu, 2014). It depends on the context of the sentence, the situation of communication, linguistic competencies of a student and other factors if we speak about pre-/post-modifiers of noun phrases. In the given study, the students used NP constructions as a means for information transfer and compression. EFL learners use simple NP constructions in order not to overload their sentences with too difficult grammar constructions.

Unlike numerous suggestions, the role of a verb is more important than the role of a noun. In the majority of cases, the verb identifies the core essence of a sentence, but the role of a noun is often neglected. Actually, the knowledge of syntax among EFL students is often underestimated, too. Mainly, the knowledge of lexical and grammar issues is more in focus for the foreign language learners rather than their competencies in the knowledge of syntax or stylistics.

The syntax is the sentence patterns of language. Knowing a language also means having ability to combine morphemes and words together to express a particular meaning. That part of linguistic knowledge which is concerning the structure of sentences is called syntax (Fromkin and Rodman, 1983). Nouns often serve as cohesive means in the text (Mousavi et al., 2014). Therefore, an appropriate correlation of syntactic patterns, or NP in the case of this research, signifies relevant use of the syntactic patterns of the English language with noun phrases.

## **Conclusion**

Noun phrases signify an evident tendency of language means economy in the English language. These phrases used by the students are a convenient and economical means of expressing content or information because they allow students to provide the information for others in compressed form. The multicomponent structure of these phrases can be considered as the result of decoding the whole sentence and even text in an attributive phrase. To the greatest extent, the effect of the language economy law is shown in noun phrases with several descriptive accompanying words. Noun phrases are positioned as the most common types of phrases in modern English.

Concerning the multicomponent noun phrases, it is relevant to mention that they are a rather implicit and final interpretation of their meaning is determined by the required background knowledge. Moreover, noun phrases are widely used in scientific-technical and newspaper-journalistic styles. These are genres, which focus on elimination of redundancy. The use of multi-component noun phrases enables students to transfer the maximum amount of information with minimal use of grammar communication facilities. The most popular form of noun phrases is the one, which consists of two nouns. The multicomponent structure of noun phrases is the result of compressing the whole sentence, the users' ability to describe the sentence in wider terms using the minimal number of words. Moreover, the use of multicomponent noun phrases expands the semantic capacity of the whole sentence. These phrases are convenient and economical means of information transfer. A wide use of noun phrases in the modern English language signifies an analytical way of conveying syntactic relations and improvement of the language economy law. Thus, in English, the process of transforming a phrase into a compound word is extremely intense. For EFL students, the role of NP constructions is very important, because they transfer their ideas in the process of different phenomena nominations in the English language. The participants of the study used NP constructions as key transformative grammar tools and they preferred them as objects and complements more often than in any other syntactic function.

It is possible to call this process the integration of a phrase in a sentence, text or discourse. The language is dynamic and to become its connoisseurs, the EFL students should freely use NP in various syntactic roles.

### **Pedagogical Implication**

The results of this study have a positive impact on teaching and learning in higher education. The lecturers obtain information about the ability of students to construct NPs, so that they can be the basis for designing teaching materials by adjusting students' abilities, difficulties and needs. In addition, the results of this study can be as a guide for students in learning English syntax.

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**Print-based Texts or Digitized Versions: An Attitudinal Investigation among Senior High School Students**

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## **Abstract**

Attitude is a factor noted to be a determinant of practice and behavior; thus, has become a topic of interest for many scholars. This present study investigated the attitude toward print-based and electronic-based reading of 562 senior high school students (mean age = 17.71, standard deviation = 0.0889) sampled across 10 schools (4 of which are privately managed). The study employed a descriptive-quantitative-correlational design in determining the attitude of the respondents across reading versions, significant difference in attitude of the respondents toward print-based and digital reading, statistical difference in the attitude across the dichotomous variable gender, and the relationships between attitudes. Moreover, data gathering was realized through the use of a survey tool pilot tested (with reliability of Cronbach's alpha = 0.811). The analysis of the data revealed that the respondents harbor an attitude characterized as 'somehow negative' towards both versions of reading. In addition, there is a significant difference in the respondents' attitude toward print and e-reading. Moreover, gender differences exist in the attitude toward print reading with females exhibiting better attitudes. Last, there is a significant correlation between the respondents' attitude toward print and electronic reading.

**Keywords:** *Digital reading, Print reading, Reading, Attitude, Digitized Reading*

## **Introduction**

Reading is a skill all students should possess to live up to the standards of the educational process, to learn a good deal of roughly anything of novel value or traditional significance, or even to flourish as a learner in general. In other words, one must exude a fair amount of adroit maneuvering of this skill in order to be an effective and efficient learner in various disciplines. In fact, several matters have to be considered seriously especially the ones pertaining to education and reading.

At this juncture, it is noted that reading nowadays is no longer constrained to reading print-based texts alone as there is an apparent popularity of e-books (Foasberg,

2014), the pervasiveness of technologies has to be considered (Stephens, 2014), and there appears to be an observation of the growth of reading electronically (Rainie, Zichur, Purcell, Madden, and Brenner, 2012). Some researchers have reported the preference of students to read in print (Revelle, Messner, Shrimplin, & Hurst, 2011), and the choice of others to read digitized reading materials (Wu & Chen, 2011).

Therefore, it becomes a present need to determine whether one means of reading is preferred over the other. In other words, attitude, as an important and determining factor, towards digital and print reading becomes an essential consideration. However, no investigations, to best knowledge of the researchers, were conducted carrying such objectives.

Thus, the impetus of the study is to provide empirical data and contribute to the limited knowledge on the said area of investigation. In addition, the study also intended to determine the influence of gender on both versions of reading, and to determine whether a significant relationship could be drawn between attitudes.

## **Review of the related literature**

### ***The Construct of Attitude***

Attitude as a construct has been variably perceived (Hernandez, 2020; Somblingo, & Alieto, 2019); however, many authors share similar semantic understanding about it. Bohner and Dickel (2011) defined attitude as a construct that evaluates objects of thought which Bohner and Wanke (2002) referred to as the attitudinal object. Attitude objects are compositions of anything that one person may keep in mind which may range from everyday thoughts to anything abstract, including things, ideas, groups, and people. Therefore, attitude is an appraisalment of the attitudinal object which either could be positive or negative (González-Rianõ, 2002). On another note, Altmann in 2008 declared that attitudes can be defined premised on three characteristics: a mental state which is associated with consciousness and unconsciousness; a value, belief, or feeling; and, a predisposition towards any behavior or any action. Attitudes have critical

attributes, namely the behavioral component, cognitive aspect and the affective facet; she further described it as a response to a certain stimulus.

Moreover, attitude has been noted to be '*either an enabling or disabling factor*' (Alieto, 2018, p.137). Meaning, an individual's attitude would likely determine whether a practice, behaviour or action is performed, committed or realized. Consequently, it has become a topic of interest among scholars. In fact, different attitudinal objects served as focus of studies such as language and language variance (Alieto & Rillo, 2018; Ricohermoso, Abequibel & Alieto, 2019; Berowa, Devanadera & David, 2018), language of instruction (Tonio & Ella, 2019), code switching (Al-Ahdal, 2020; Alenezi & Kebble, 2018), subject areas (Haciomeroglu, 2017; Hacieminoglu, 2019; Aydın, 2016) among others.

With respect to reading, the study of attitude is noticed to abound upon survey of literature. It has been investigated in different contextualization. Some of the latest studies illustrative of the claim is the study of Yurdakal (2019) which investigated, among 319 fourth grade students, whether a relationship exists between attitude toward reading and perception of creativity. Another is the work of Can and Öztürk (2019) which is an investigation of attitude toward reading conducted among 103 pre-service teachers. The said study specifically purposed to determine the attitude of respondents toward reading science texts utilizing an attitude measuring survey tool. An addition to the list is the research of Ulu (2019) which explored the relationship of the respondents attitude toward reading along with variables such as metacognitive awareness of reading strategies, reading habits and critical thinking tendencies. The study group of the investigation included a total of 206 pre-service teachers chosen through convenience sampling.

However, there is none or at most limited studies conducted with the purpose of determining the attitude toward two media of reading – print and digital. Against this need, this present study purposed to determine the attitude toward print reading and electronic reading to contribute to the limited investigations conducted in the area.

### ***Print reading***

Print-based has been the traditional format of reading thought to undergo a decline and foretold to eventually find its death on the account of the advent of technology giving birth to digital reading. It was in the 1980s when print reading was predicted to be in a state of demise (Sun, Shieh & Huang, 2013). Contradictorily, Lamb and Johnson (2011) claimed that as print-based text shall remain as the main activity in reading instruction so shall print-based reading continue to be a dominant practice in classroom setting and elsewhere (Wolk, 2010; Rainie, et al., 2012). True enough, the predicted expiry of print-based reading failed to come true. On the contrary, despite the fact that more and more learners are interacting with information and communication technologies (Kaman & Ertem, 2018), an increase in the number of people reading prints has increased exponentially (Stephens, 2014) suggesting its popularity and preference over the other medium – electronic-based.

Numerous reasons were noted to support peoples' preference for text-based reading. One is that reading print texts is said to cause enjoyment due to the tactile feel that books make possible and the feeling of a sense of progression as they move through from page to page (Evans, 2017). This kind of feeling in reading is not made possible when performing digital reading because of the lack of physicality (Rose, 2011). Another is that print reading promotes focus in reading. In the study of Rideout, Foehr and Roberts (2010), learners reported that they were likely to multitask when reading digitized materials as compared to reading in print. This is supported by Pardede (2019) who explained that such is true because print reading in most cases is linear which involves deep concentration and engagement of the emotion. One more is that comprehension is better facilitated in print reading. In a similar vein, authors like Jeong (2012) and Kim and Kim (2013) maintained that screen reading negatively affects cognitive outcomes such as comprehension, explaining the better performance of print readers.

Pardede (2019) explained that this is because reading in print is linear and static and that learners may pause, re-read any section of the material to focus on details which assists in the understanding of the author's point, main idea and other details of the read

text. This is the reason print-based reading is performed for the understanding of technical and difficult content (Tanner, 2014; Myberg & Wiber, 2015).

Undeniably, technology has revolutionized many aspects of education. It has made possible practices unthought of before; however, it appears that print reading remains to have grip over people proving the adage ‘old but gold’. Thus, understanding and determining the attitude of learners born in the digital era toward the traditional version of reading juxtaposed with the identification of their attitude toward digital reading is both interesting and relevant; hence, this study.

### ***Digital reading***

E-books have grown in popularity (Foasberg, 2014), and digital reading is expected to significantly increase among Americans. In fact, learners of today are provided and presented with more choices for reading than ever before as technologies are ubiquitous, that is, both inside and outside of the classroom (Stephens, 2014). Rainie, et al. (2012) found that even though print reading is still predominant, a dramatic rise in e-book reading was observed from June 2010 through December 2011. As a matter of fact, Liu (2012) reported that electronic resources are increasingly gaining popularity at libraries, and that digital environment has brought about a change in the practices and behaviors towards reading.

Benefits of digital reading were summarized by Maden (2018, p.1) who explained that e-reading affords ‘*essential savings in terms of time, space and energy*’. Obviously, because reading materials are digitized, readers are spared from bringing heavy printed materials. Digital versions of books and other reading resources could be saved in handy electronic gadgets which could be accessed when the need arises in volumes. The trouble of weight and consideration and finding a place to keep safe printed materials are two less things to those inclined to e-read. Moreover, files could easily be shared and accessed, with the presence of internet connection, anytime and anywhere – which is not possible in print-based reading. It could be deduced that portability and convenience are some of the greatest advantages digital reading offers (Tanner, 2014; Myberg & Wiber, 2015).

Additionally, technology-based reading provides features not found in print reading. Features such as, but not limited to, in-text word or phrasal search, built-in dictionary, pronunciation features which are tools that bring reading to life (Yalcintas Sezgin & Ulus, 2017).

Downsides with respect to digital reading exist. The greatest perhaps is that digital reading is a privilege not for those '*who cannot afford*'. Horton-Ramos (2020) found that respondents surveyed in her study who reported to be of low socioeconomic status are less likely to develop a digital reading habit. She supposed that the cost entailed by digital reading, the purchasing of an expensive electronic gadget that has the capacity to perform online access and the internet connection, are the reasons for the learners not to practice digital reading. Thus, she concluded that technologically-based type of reading is not for all; instead, it is limited for those who have the financial means to support the requisites of having an electronic gadget and internet connection.

Indeed, benefits and disadvantages come together. Therefore, it is imperative to provide empirical data to serve as baseline information for the understanding of attitude towards print and digital reading considering the mixed perspectives regarding media of reading.

### ***Attitude towards Print and Digital Reading***

Attitudes towards print and digital reading vary, and there are reasons explained in the literature for this. Conradi, Jang, Bryant, Craft, and McKenna (2013) noted that reading in print is done both for academic purposes like making note cards from printed books and reviewing handwritten notes, and for leisure purposes like revisiting entries in diaries and reading the morning newspaper. In a similar vein, Foasberg (2014) reported that students' preference for print reading can be attributed to long-term reading and in-depth dissection of the contents of the material read. Kretzschmar, et al. (2013) indicated that the students' preference for reading on paper is because of their actual experiences and attitude towards reading, while Strouse and Ganea (2017) reported that adults choose printed over digital books for their children. Moreover, Revelle, et al. (2011) reported that

there are readers who prefer physical copies whom he calls book lovers, those who prefer the electronic formats who deem themselves technologically inclined, and the pragmatic ones who prefer either one. More so, Wu and Chen (2011) claimed that students' choice was electronic monographs over textbooks, and when both versions are available, their choice is the printed version.

Quite contrarily, Gunter (2012) believed that students tend to give little value to print-based reading even in a situation where it is the more available medium. In support, Jang and Henretty (2019) reported that a negative attitude towards reading engagement and enjoyment has been pointed towards print reading. Intermediate between print and digital reading, Loh and Sun (2019) in a mixed-method study in six Singaporean schools reported that against popular beliefs, native technologically engrossed adolescents prefer to read physical books but still do not avoid reading e-books and other online reading materials. In support, a recent study reported that there are variations in how comparison and assessment of students' attitudes toward reading in print and electronic reading ought to be carried out (Coiro, 2012).

The recent arrival of digital media and the booming availability of digital documents have deeply modified practices in reading (Liu, 2005). Rao in 2004 claimed that users believe that e-books are accessibly convenient relative to time and distance and that they make locating information easy, while Wu and Chen (2011) elicited from the graduate students of National Taiwan University that using e-books is undemanding, printing is easy to do, and managing bibliography is convenient. They also indicated that students usually read digitally for searching keywords, reading a chapter or two, or browsing paragraphs and sentences. Moreover, Strouse & Ganea (2017) reported that parents who search for great quality digital materials to share for their preschoolers choose e-books, which insinuates that children end up reading digitized books, and that their choice is also electronic devices for different motives (Strouse, Newland, & Mourlam, 2019). Of the 143 10<sup>th</sup>-grader students particularly among reluctant and non-avid readers, most of them prefer reading on the e-readers. Additionally, McKenna, Conradi, Lawrence, Jang and Meyer (2012) found that readers not drawn to print reading

may possibly find pleasure in electronic reading. Conversely, there are reasons found in the literature why digitized reading is not the platform of choice by some. Anuradha and Usha (2006) reported that students do not use e-books because of unfriendly interfaces, unawareness of the demands of e-reading and unfamiliarity with e-book technology which resonates Ismail and Zainab's (2005) findings that also reported the difficulty students had due to browsing and their preference they had for physical books.

The divide between reading in print and otherwise remains unsettled and knowing further where the division lies is relevant in the sphere of research. It is for this reason that attitude towards print and digital reading is an appropriate variable in the current research.

### ***Gender as a Construct***

A great deal of research included gender as a variable which leads one to conceive its importance in reading. There has been a predominantly consistent direction that this variable seems to go in relation to gender, but the few contradictions deserve scholarly attention as well, and it is claimed that there remains to be some gap in this construct.

In the study where 16, 662 samples from France, Germany and the Netherlands were included, Nonte, Hartwich and Willems (2018) reported that it was consistent in all countries included, that there is gender variation towards attitude in reading where girls significantly show a more positive attitude in reading than boys. This likewise resonates the studies carried out by Marinak and Gambrell (2010), Iseri (2010), McQuillan, (2013), Clark (2014), and Ubbes, Dillhoff, and Maldonado (2018). Anchored on the preceding perspective, girls have a rather more positive attitude as compared to boys pertinent to recreational reading (McKenna & Kear, 1990). McKenna and Kear in 1990 reported that in terms of academic reading, girls had more positive attitudes than boys at all grade levels. In a longitudinal study carried out in the UK, Clark and Burke (2012) found that girls outdo boys in their performance on all National Curriculum reading examinations where girls enjoy reading more, have more positive attitudes toward it, and obviously do it more. Consistently, using the Students' Reading Attitude Survey, adapted by the

authors from McKenna and Kear (1990), they analyzed 2,666 responses and found that girls' attitudes in reading are more positive than boys in both recreational and academic reading (Mohd-Asraf & Abdullah, 2016). With a rather different finding, Yurdakal (2019) in a study of 217 primary schools in the fourth-grade level, reported that the students' attitudes pertinent to reading do not differ according to gender.

McKenna, et al. (2012) carried out a survey which was administered in 23 states among 4,491 students, and they found that middle school girls exhibited more positive reading attitudes in the three subscales involved in the study: recreational print reading, academic print reading, and academic digital reading, but the males harbor a more positive attitude than females in terms of recreational digital reading which is quite in contrary to most of the claims. Similarly, it was claimed that most of the research consistently shows that generally males have a lesser positive attitude towards reading as opposed to females and that by middle school, attitudes toward recreational reading of boys and girls lead towards a continuous decline. It was pointed out that the difference in gender is emergent among learners in the elementary grades, and it was also pointed out that beyond the elementary grades, there is scanty literature tackling on attitudes and their roles in reading although studies with this nature spans years back (McKenna, Kear, & Ellsworth, 1995).

Both North American boys and girls regard reading as an activity suited for the female gender. It may be attributed to the view of the society that girls are better readers than boys and that girls become better readers than boys (McKenna, 1997). Further, in their study where 269 students were made to be the respondents, it was found that the majority considered reading a feminine activity. It was likewise claimed that the perception that girls are far better readers than boys intensifies with age for both sexes. Although most researches claim that in terms of gender, the females harbor a more positive attitude towards reading than boys, there are some considerations that need attention, for instance those that found otherwise. In this current paper, gender's influence on digital and print reading was given importance as well.

## Research Questions

This investigation intends to answer the following specific questions:

1. What is the attitude of the respondents toward print and digital reading?
2. Is there a significant difference in the attitude of the respondents toward print and digital reading between male and female respondents?
3. Is there a significant difference in the respondents' attitude toward print and digital reading?
4. Is there a significant relationship between the attitude toward print reading and attitude toward digital reading of the respondents?

## *Hypotheses of the study*

The following are the educated assumptions of the study:

$H_0$  – There is no significant difference in the attitude toward print-based and digital reading across gender.

$H_a$  – There is significant difference in the attitude toward print-based reading and digital reading between the male and female respondents.

$H_0$  – There is no significant difference in the respondents' attitude toward print-based and digital reading.

$H_a$  – There is significant difference in the respondents' attitude toward print-based reading and digital reading.

$H_0$  – There is no significant correlation between the respondents' attitude toward print reading and attitude toward digital reading.

$H_a$  – There is significant correlation between the respondents' attitude toward print reading and

attitude toward digital reading.

## **Methodology**

### ***Research design***

This study which is only a part of a large research project employs a descriptive-quantitative-correlational design. Mat Roni, Merga and Morris (2020) explained that there are three main methods -quantitative, qualitative and mixed method. The authors argue that qualitative method uses data that are descriptive in nature while quantitative method utilizes data that are numerical in nature. Further, the mixed method combines the quantitative and qualitative methods. The key reason for the conduct of this present study is to collect data that can quantify attitude toward print-based and electronic reading; thus, toward the said end, a quantitative method was employed. Furthermore, Calderon (2006 cited in Rillo & Alieto, 2018) maintained that descriptive investigations involved the purposive processes such as the collection, classification, tabulation and analysis of data to make an adequate and accurate interpretation as realized in this study.

Moreover, Kendra (2020) maintained that a correlational study is the kind of research intending to find relationships between and among variables. In this study, one of the objectives was to determine whether the respondents' attitude toward print reading leads to changes in their attitude toward digital reading without the performance of an experiment.

As regards the extent of data collections, the study is determined to be cross-sectional because data gathering was performed in a short period and conducted in 'one shot' (Setia, 2016 cited in Perez & Alieto, 2018). Moreover, cross-sectional design is suited for this study which is noted to be population-based (Buslon & Alieto, 2019). On another hand, the study is determined as non-experimental because no control group was established and no manipulation of variable was performed (Torres & Alieto, 2019a; Torres & Alieto, 2019b)

Additionally, Creswell (2012 in Delgado & Kassim, 2019) discussed that the use of a research tool becomes a need in order to measure and quantify constructs. Thus, the

investigation utilized as research instrument, validated and tested for reliability, as means of data gathering. This decision was informed by the claim of Dillman, Smith, and Christian (2009 in Alieto, 2018) that the employment of survey tool is an efficient approach in data gathering especially in the case of this study which involved a large sample size of respondents.

***Respondents of the study***

The study enlisted 562 senior high school students sampled across 10 schools, four of which are privately managed. From the total, 356 (63.3%) were enrolled in state-managed schools and 240 (42.7%) are males. With respect to socioeconomic status, 88 (15.7%) reported to belong to low, 307 (54.6%) claimed to be average, and 167 (29.7%) noted to be high. As regards age, the youngest of the participants is 16 while the oldest is 23 with mean age = 17.71 (Standard deviation = 0.889).

For clarity of the distribution of the respondents across demographics, crosstabulation of data is provided in table 1.

Table 1

Distribution of respondents across demographics

Gender	Type of School		Socioeconomic Statuses		
	Private	Public	Low	Average	High
Male	70	170	48	125	67
Female	136	186	40	182	100
N	206	356	88	307	167

From the table, it could be gleaned that most of the male and female respondents were enrolled in public schools with female students outnumbering male counterparts in both school types. With regard socioeconomic status, for both gender types, majority reported to be of average status and the least number claimed to be of low financial capacity. Moreover, there are more females who claim to be of high economic status than boys. Conversely, there are more males who reported to be of low status than females.

### ***Research tools***

Data gathering of the study was realized with the use of a research tool labelled as Attitude toward Print and Digitized Reading Questionnaire (APDRQ). Additionally, the questionnaire consists of a total of thirty items answerable with a four-point Likert scale. Moreover, the total items are subdivided into three groups (the feeling, belief and behavior relating to print and digitized readings). Additionally, the items were alternately placed in the questionnaire in which odd numbers were items that purposed to determine the attitude toward print reading while even numbers aimed to characterize the attitude toward digital reading of the respondents.

### ***Pilot testing and reliability***

Pilot testing is an essential phase of instrumentation. It addresses two imperative things – the semantic issues of the tool and the validity of the items consisted in the questionnaire (Johnson, 2010 cited in Alieto, 2019). Consequently, the research instrument developed for this study was pilot tested to 200 senior high school students who did not participate in the gathering of data utilized for analysis in this study. The age range of the students who participated in the pilot testing is 15 to 23 with mean age = 17.38 (Standard Deviation = 1.23). Moreover, as regards gender, 86 were males.

The data gathered in the pilot testing was encoded first in a spreadsheet. Afterwards, the encoded data was analyzed using SPSS. To determine the reliability of the instrument, the data was subjected to Cronbach's alpha reliability test. The analysis of the data disclosed that the instrument is of 0.811 reliability which, as determined by George and Maller (2003 in Somblingo & Alieto, 2019), is of 'good' reliability; thus, all the thirty items in the instrument were included in the final form of the questionnaire.

### ***Coding Procedure***

The following coding was used for the different variables: for gender, 1 for male and 2 for female; for school type, 1 for public and 2 for private; and for socioeconomic status, 1 for low, 2 for average, and 3 for high. Furthermore, the responses in the survey

were coded as follows : 1 for like me, 2 for somehow like me, 3 for somehow unlikely to be me, and 4 for not like me (for items in the feeling and behavior subsections) and 1 for disagree, 2 for somehow disagree, 3 for somehow agree, and 4 for agree (for items in the belief subsection).

Table 2 presents the interpretations for the computed mean score. In addition, the table presents the adjectival equivalent of the numerical data.

Table 2

Print and E-Reading Attitude Scale

Range		Attitude toward Print Reading/E-Reading		Interpretation
3.25	4.0	Like me	Agree	Positive Attitude
2.5	3.24	Somehow like me	Somehow agree	Somehow Positive
1.75	2.4	Somehow unlikely to be me	Somehow disagree	Somehow Negative
1.0	1.74	Not like me	Disagree	Negative Attitude

***Procedure***

Participation in the study was voluntary in nature. To have access to the population, students were contacted by the researchers who were personally known to them. Willing students were asked to answer the survey tool. The researchers personally administered the tools in various research sites and have the same collected after the students have completed their responses.

***Statistical Treatments***

To determine the attitude of the respondents toward print and electronic readings, descriptive statistics like the mean (M), and standard deviation (SD) were used to treat the data.

To determine the significant difference in the attitude toward print and electronic readings across the dichotomous variable gender, the inferential statistic known as One-way Analysis of Variance (ANOVA) was used.

To determine the significant difference in the respondents' attitude toward print and electronic readings, the inferential statistic known as Paired Sample T-test was employed.

To determine the significant correlation between attitude toward print reading and attitude toward electronic reading of the respondents, the parametric test known as Pearson Product Moment Coefficient (also known as Pearson r) was employed to this end.

## Results and Discussion

### *Respondents' Attitude toward print and digital reading*

To determine the attitude toward print reading and digital reading of the respondents, the responses collected through the survey tool were grouped. Afterwards, data were analyzed descriptively. Table 3 provides the analysis of the data. Included in the presentation are the arithmetic mean, standard deviation and interpretation.

Table 3  
Attitude toward Print and Digital Reading

<b>Variables</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Interpretation</b>
Attitude toward Print Reading	2.32	0.017	Somehow Negative
Attitude toward Digital Reading	2.20	0.019	Somehow Negative

Scale: 1.0 to 1.74 (Negative), 1.75 to 2.4 (Somehow Negative), 2.5 to 3.24 (Somehow Positive), 3.25 to 4.0 (Positive Attitude)

The above table provides the descriptive analysis of the data. The analysis discloses that the respondents are exhibiting an attitude characterized as 'Somehow Negative' toward both types of reading. This result suggests that the respondents of the study do not have a strong inclination toward reading in whatever version. This result is supported by the report that the Filipino learners in general perform unsatisfactorily in reading comprehension as reflected by the National Achievement Test (NAT) result

(Ordinario, 2013 cited in Gatcho & Hajan, 2019). Through inference, the poor performance and non-inclination in reading relate to one another. Thus, it is speculated that there is a struggle among teachers to cultivate interest and love for reading among learners.

One supposition explaining the result is that the learners of the study prefer watching over reading. Evidently, the exponential increase of individuals creating accounts in platforms like Youtube and the steady climb of the number of short clips made and shared in TikTok, although anecdotal, lend logical support to this claim. Thus, presently, viewing is considered as an acknowledged macro skill in present day education which restructures the landscape of educational pedagogies. Another reason relates to reading being a complex process. It involves different cognitive processes such as perception of the written symbol (Kuşdemir & Bulut, 2018), meaning association with lexicons (Schunk, 2014 in Kuşdemir & Bulut, 2018), inferencing meaning of vague words (Buslon & Alieto, 2019), consideration and employment of prior understanding and experiences (Gatcho & Hajan, 2019) among others. As such, reading presents before many not as an exciting activity most especially to those who find trouble in comprehension.

In addition, the result implies that the respondents' attitude toward reading in general needs to be enhanced as reading is an important means of gaining information and as a skill is a gateway of academic and professional success (Mason & Hagan, 2012).

### ***Difference in the attitude toward print and digital reading***

The responses gathered through the survey tool were grouped to determine the attitude toward print reading and the attitude toward digital reading. Mean score was computed for each item and overall mean was also calculated. Moreover, the inferential tool of difference Paired sample t-test was utilized to determine whether a significant difference exists. Table 4 presents the analysis of the data.

Table 4

Difference: Attitude toward print reading and digital reading

Variables	Mean	Standard Deviation	p-value
Attitude toward print reading	2.32	0.017	0.019*
Attitude toward digital reading	2.20	0.019	

\*\*Significant at  $\alpha = 0.05$  (2-tailed), N = 562

The above table provides the significant difference in the attitude of the respondents toward print and digital reading. The probability value (p-value = 0.019 >  $\alpha = 0.05$ ) provides that there is a significant difference. This means that the attitude of the respondents toward print reading is statistically different in comparison with their attitude toward digital reading with the former being better than the latter. Therefore, the null hypothesis is rejected while the alternative hypothesis is accepted.

This result supports the claim of Foasberg (2014) that despite the growth of popularity of electronic books and digitized materials, learners remain to prefer print materials. In fact, learners were documented to have electronic materials printed prior to having read them (Revelle, et al., 2011). One reason perceived for this is the fact that classroom and educational practices remain to favor the use of printed texts over digital ones (Lamb & Johnson, 2011). These practices served as a strong hold of learners' choice on print materials. Another reason is presented by Horton-Ramos (2020) that the financial costs entailed in the practice of digital reading may have caused learners to continuously patronize print reading. Along this line, it is noted that most of the respondents in the study belong to average economic status and that the least number of respondents are those who claimed to be financially sufficient and stable.

#### ***Attitude toward print and digital reading across gender***

The data relating to attitude toward digital and print reading were grouped according to gender. The statistical treatment employed to determine whether a

significant difference statistically could be drawn was One-way ANOVA. Table 5 gives the analysis.

Table 5

Difference: Attitude toward Print and Digital Reading across Gender

Variables		Mean	SD	p-value
Attitude toward Print Reading	Male	2.28	0.440	0.019*
	Female	2.36	0.403	
Attitude toward Digital Reading	Male	2.25	0.486	0.061
	Female	2.17	0.429	

\*Significant at  $\alpha = 0.05$  (2-tailed), N = 562

The above table provides the analysis with respect to difference in the attitude toward print and digital reading grouped according to the gender of the respondents. With regard to attitude toward digital reading, it could be noticed that there is a minimal mean difference of 0.08 with the males possessing better attitude; however, the difference is not statistically significant as provided by the probability value =  $0.061 > \alpha = 0.05$ . This suggests that the male and female respondents do not significantly differ on their attitude toward digital reading. Consequently, the formulated null hypothesis of the study is accepted while the alternative hypothesis rejected with regard to attitude toward print reading across the male and female respondents. Thus, gender is not a variable influencing attitude toward digital reading. When juxtaposed with previous relevant studies carried out, the findings lie in contrast with the findings of McKenna, et al. (2012) who reported that females have a more positive attitude than males towards academic digital reading. Also, these findings are in contrast with the claims of McKenna, et al. (1995) who claimed that generally gender difference in terms of attitude is emergent among learners of the elementary grades. This current paper lies at nearly the polar opposite of the findings that towards reading attitude, girls from across the countries they investigated, had a more positive attitude as opposed to boys (Nonte, et al., 2018; Marinak and Gambrell, 2010;

Ubbes, et al., 2010; McQuillan, 2013; Clark (2014) although their claim is more generic in approach, but it reaffirms Yukadal's (2019) report that there emerges no variation in gender towards reading attitude.

On the other hand, for the attitude toward print, the analysis revealed that there is a significant difference in the attitude toward print reading as suggested by the  $p\text{-value} = 0.019 < \alpha = 0.05$  with females possessing better attitude over male counterparts in the study. This means that gender is a factor influencing attitude toward print reading. This resonates the study of Nonte et al. (2018) where it was found quite consistently across the countries that they included in their study, that there is gender variation towards attitude in reading where girls significantly show a more positive attitude in reading than boys. This likewise confirms the studies of Marinak and Gambrell (2010), Iseri (2010), McQuillan (2013), Clark (2014), Mohd-Asraf and Abdulla, (2016), and Ubbes, et al. (2018). Furthermore, this affirms why girls are more likely to enjoy reading than boys (Clark 2014) which can be attributed to the fact that girls have a more positive attitude towards reading. Similarly, it also supports the view that girls are better readers than boys and that girls become better readers than boys (McKenna, 1997). Also, the findings in the study lend support to the claim of McKenna, et al. (2012) that females have a more positive attitude than males in print reading at least for academic and recreational purposes but say otherwise in terms of their claim that boys exude a more positive attitude in recreational print reading. It is likewise a confirmation to some degree on the difference in gender among learners in the elementary grades (McKenna, et al., 1995). Yurdakal (2019) reported that students' attitudes towards reading are not different which contradicts this current study's finding.

### **Correlation: Attitude toward print reading and Attitude toward digital reading**

Data were analyzed using the inferential statistics known as Pearson  $r$  to determine whether a significant relationship could be drawn between the respondents' attitude toward print reading and attitude toward digital reading. Table 6 shows the analysis.

Table 6

### Significant Relationship between Respondents' Attitude toward Print Reading and Digital Reading

<b>Variables</b>		<b><i>p</i>-value</b>	<b><i>r</i>-value</b>
Attitude toward Print Reading	Attitude toward Digital Reading	0.000**	0.513

\*\*Significant at  $\alpha = 0.01$  (2-tailed)

The above table provides the analysis of the data determining whether a significant correlation exists between respondents' attitude toward print reading and attitude toward digital reading. The *p*-value (0.000) is  $< \alpha = 0.01$  which means that there exists a statistically significant relationship between the respondents' attitude toward print and digital reading. Moreover, the *r*-value (0.513) provides that the relationship between the variables is positive. Meaning, the respondents who exhibited positive attitudes toward print reading are the same ones possessing positive attitudes toward digital reading. Conversely, the respondents with negative attitudes toward print reading are the same respondents showing negative attitudes toward digital reading. Consequently, it could be deduced that attitude towards print reading relates to attitude toward digital reading. Additionally, the relationship is characterized as moderate (*r*-value =0.513). When analyzed against previous related studies, the findings in this study suggest a contrast with the findings of Foasberg (2014) who reported that the students who prefer reading in print had a striking dislike towards electronic reading, and on a similar viewpoint, this contradicts the study of Kretzschmar, et al. (2013) who indicated that all their participants chose reading on paper and not reading on digitized platforms. This likewise supplements the findings of Revelle, et al. (2011) that there are readers who prefer reading in print and reading digitized formats which are both advantageous as long as both meet the needs of the readers. In other words, their attitude for reading is both positive towards both formats. The study, however, stands in contrast with the findings that some readers have a more positive attitude towards digital reading than print reading as they consider themselves inclined technologically, and on a similar view, there are those who exhibited a more positive attitude towards print reading than digital reading as they deem themselves book lovers (Revelle, et al., 2011). On a deeper sense, this study is

in contrast with the claim of Anuradha and Usha in 2006 in that students had a positive attitude towards print reading and a rather negative one towards e-reading due to the respondents' reported disadvantages of e-reading like unfriendly interfaces, unawareness on the use of e-books, and unfamiliarity with e-book technology. In like manner, the current study is contrary to Gunter (2012) who claimed that students tend to give little value in print-based learning which can be deduced that positive attitude is afforded for reading digitally.

## **Conclusion**

Reading remains as the greatest means of obtaining information. In previous years, it could only be performed with print materials; however, technology, being a game changer, has revolutionized it and has allowed digital version of reading which is commonly perceived popular among present-day learners. The results of the study suggests essential understanding that could be used for the benefits of learners. It was found that there is a need to cultivate interest and love for reading among students in both versions. This implies that there is preference for other modes of information gaining among learners which schools should explore reflecting the idea that technology has reinvented pedagogies. Moreover, print reading remains to be a preferred version of the respondents suggesting that, although electronic reading affords convenience and comfort, there are benefits drawn from print reading, and digital reading posts challenges to learners which is suspected mainly to due to the costs entailed by the practice of electronically reading. In addition, the study confirms the trend established in literature that females exhibit better attitude towards reading over males; however, in this study it was only found true in print reading and not in digital reading. Finally, a significant relationship exists between attitudes which means that learners who develop the habit of reading or the love for it would eventually read materials in whatever form.

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