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## **Foreword**

### **Development of Materials and Assessment**

**Ramon Medriano, Jr.**

*TESOL Asia*

Learning is not just focused on the relationship between the teacher and the learner. Success in academic performance has also been linked to the used of instructional materials that are rather motivating and comprehensible by students. In this issue of AESP ( Volume 14, Issue 2), we will talk about the development of materials in the different areas of ESP and the various ways on how to assess and analyze student performances.

*Rofii and Franscy* in their research, *The Development of Contextual-Based Textbook on Morphological Process in Faculty of Teachers Training and Education Batanghari University Jambi* claimed the importance of having a contextual-based material for students to understand a critical area of linguistics which is morphology. The limited availability of learning materials prompted the researchers in creating a comprehensible textbook which shows morphological processes used in an "understandable and real-life text" that greatly developed students' comprehension of morphology.

Listening is key in understanding meaning in all spoken communication. *Amaluddin et. al.* in *Developing Teaching Model for Listening Comprehension by using Audio Visual Aids and Metacognitive Strategy* explored on the use of metacognitive processes with the aid of audio visuals in teaching listening. They identified that this strategy helped students become more independent, reflective and optimistic in honing their listening skills.

In *Extended Metaphors: Educational Hypermedia, Instructional Design and Understanding the Metaphors Learners Use*, *Andrew Prosser* examined how users understand metaphors in educational technology. The research used educational hypermedia to investigate learners' expectations based on their metaphors and found that the evaluation made can be the basis in designing the program interface for future hypermedia use.

Writing is known to be the most difficult skill to develop because of its components. *Aschawir Ali* in *A Rasch Model Analysis to Measure the Students' Narrative Writing Development* said that one of the ways on how to hone the writing skills of students is using pictures as supported by Rasch analysis model.

It was then concluded that to gain mastery of a language, the use of pictures is needed to acquire knowledge.

As we integrate technology in education, we create digital natives in our students. The proliferation of EdTech made it possible for more academic works to be supported by computers and one of these activities is the "examination". *Asma Al Aufi* said in *Online Exams: Benefits and Challenges Faced by Teachers and Learners* that online examinations reduce unproductive time of students as well as the cost of having paper examination sheets, yet the challenge is on the "user-friendliness" of these examinations as the researcher admitted that there are still low tech learners that need to keep up in this new modality.

Culture is imbedded in language and language is used in the proliferation of culture. In the study *Developing Islamic English Reading Course Syllabus: Preserving Islamic Ideology and Strengthening Students' Language Proficiency*, *Deby Irawan* investigated the current reading course syllabus in an Islamic university and was found that it is not contextualized in the culture therefore producing a culture-based language syllabus in reading that not only focuses on the reading skill but also in the integration of the Islamic culture.

Teaching should be able to see the different learning styles of students and should therefore adjust instructional materials to fit different sensory learning preferences. *Desi Tri Cahyaningati* in *Multimodal Text for Engineering Student* said that multimodal text should be prioritized as a source of extensive reading program to expose language learners on different modalities to affect reading input for their reading development.

Local language can be used as a medium to understand culture yet a lingua franca like English can be used as an instrument of modernity, this was evident in the study of *Fhadzralyn L. Aidil-Karanain*. In the experiment conducted, it has been found that Tausug speakers would take accent more than cue and factor when communicating in English.



## **The Development of Contextual-Based Textbook on Morphological Process in Faculty of Teachers Training and Education Batanghari University Jambi**

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### **Biodata**

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### **Abstract**

The purpose of this research is to describe the development process of contextual-based learning textbook on the subject of morphological process that is valid, practical, and effective in achieving the learning goal of students of Faculty of Teachers Training and Education of Batanghari University. The type of the research is Research and Development/R&D with 4-D research model that starts with defining, designing, and then developing. This research uses quantitative approach. The data type of this research is quantitative data that consist of three types of data which are then validated by expert, data from practitioner's assessments, and effectiveness data in form of learning results and student's activities. Research result shows that contextual-based textbook on morphology subject for third semester class C students of Faculty of Teachers Training and Education Batanghari University Jambi that is being developed is valid, practical, and effective. This could be seen in the validity of the textbook with a score of 91,95 which falls into very valid criteria. The practicality of lecturer's textbook

is very practical with a score of 95 and the practicality of student's textbook is 80,53 which fall into the criteria of very practical. The effectiveness of the textbook, which consists of student's learning results have classical average of 75,42 which is qualified as Good (B) and the activities of students got a score of 89,52 with classification very active.

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**Keywords:** *learning textbook, contextual-based, morphological process*

## **Introduction**

An understanding of morphological process is the key factor in the study of linguistics in greater level. Students are expected to master the process of morphology well. This is because in the process of morphology, the process of word formation, word forming tools, classification of words, meanings of words, as well as changes in the sound produced by the morphological process are described. However, this expectation often fall short to the reality in the field. Students often make mistakes in understanding the material of morphological process. This error will not occur if the students are familiar with the proper morphological process. Thus, the material on morphological process should be well understood by the students. It is also expressed by Santoso and Rahayu (2006: 13) who state that the mastery of the students in understanding the changes of word sounds depends on the students' understanding of morphological process.

Based on observations made on one of the tasks given to students in Language Study Program FKIP Unbari Jambi, it is known that the level of understanding of the students in the subject of morphology, particularly regarding morphological process subject, is still relatively low. In other words, the students are mostly not skilled enough in understanding the concept of morphological process. Students often make mistakes in applying the rules of phonemes omission and sound changes. Phonemes which should be omitted and turned into another phoneme, are not omitted and modified by the students. This has a negative impact on the grades obtained by the students in the subject of morphology. Out of the 32 students, only 28% or 9 people met the predetermined KKM FKIP Batanghari University Jambi, with the value of 60.

Based on the result of interviews with faculty lecturers and students, it can be concluded that one of the important issues that occur in the lecturing process of Language Study Program FKIP Unbari Jambi is the limited availability of morphology learning textbook, especially

textbooks that support the learning material of morphological process. Students rely only on handouts and explanations given by lecturers in doing their tasks and exercises. Handout used by the students is unable to motivate them to learn because it does not correspond to their characteristics.

### **Literature review**

One step that can be done to solve this learning problem is by providing a textbook that can be used in the lectures. This textbook must be designed according to the characteristics of students in Language Study Program FKIP Unbari. According to Prastowo (2012: 167), textbook is teaching materials made by certain author or team of authors in accordance to a curriculum or an interpretation of a curriculum and use an approach to implement that curriculum. In line with that opinion, Muslich (2010: 50) says that textbook is a book that contains a description of a subject or a field of study, prepared systematically and have been selected based on specific objectives, learning orientation and development of students who are going to be assimilated. Tarin (2009: 13) says that textbook is a textbook of a particular field of study which is the standard book compiled by experts in that particular field for instructional purposes, equipped with well-suited means of teaching which can be easily understood by its users in schools and colleges so that it can support a teaching program.

In connection with this matter, to stimulate the process of engagement and encourage students' proactivity in the learning process, a textbook that can be used independently by students must be made. Textbooks are expected to facilitate students in understanding the lecture material. Therefore, the presentation of a learning textbook should involve examples that are pretty close to daily life in order to stimulate learners' will to try or to apply the knowledge they have gained in their real lives. Through that presentation, it is expected for the learners to form the transfer of learning from everything that is learned from the textbook into their real daily life, this means that the learning textbook should be made based on the specific learning approach.

One form of approach that can help students' understanding is by implementing contextual approach (Contextual Teaching and Learning / CTL) on learning textbook. Johnson (2007: 58) argues that CTL is a teaching system that matches the brain and produces meaning by linking the academic content to the context of the daily life of students. According to Nurhadi (2004: 4), contextual approach is a unit of learning concept, in which the lecturers bring real world situations into the classroom and encourage students to make connections between the knowledge that they possessed and the applications of those knowledge in their lives as a member of a family and society. The learning process takes place naturally in the form of work



and experienced activities, not simply a transfer of knowledge from lecturer to student. Rusman (2012: 103) argues that the Contextual Teaching and Learning (CTL) is a concept of learning that helps lecturers create connection between learning material and the real world situation of students and encourage students to create a synergy between the knowledge they possessed and its applications in daily life. Furthermore, Sanjaya (2008: 253) states that contextual learning is a strategy that emphasizes the full involvement of students to enable them to understand their learning material and link these learning materials to their real life situations. This will encourage students to apply those learning materials in their lives.

Thus, it can be said that the contextual learning is a concept that helps lecturers to associate the content of subjects/courses to real world situations and motivate students to make connections between their knowledge and its application in daily life. In application, this approach involves several components of contextual learning. Trianto (2007: 107) puts forward seven CTL components, namely constructivism (constructivism, building, and shaping), inquiry (investigating, finding), questioning, community learning, modelling, reflection (reflection or feedback), authentic assessment.

To implement these seven components, the class needs to have real life situation. This can be realized in several ways, for example, linking the learning material directly with factual condition; giving illustrations or examples; and using media or learning resources that are related to real life experiences, whether directly or indirectly. By presenting real-world situations in learning, students are expected to actively trying to complete their task rather than just waiting for an explanation from their lecturer. Exercises in the learning textbook are expected to train and improve the skill and knowledge of students in the process of grasping the material of morphological process. The stages of discovering the concept do not require them to memorize all of lecture materials, more emphasis are applied on their understanding and discovery of new concepts in their linguistic studies. Based on those descriptions, it can be said that this study is pretty important to do. This study is aimed to describe the development process of contextual-based learning textbook on the subject of morphological process that are valid, practical, and effective to be used in higher educations, especially for students of Language Study Program FKIP Unbari.

## **Methodology**

The type of this research is the development research (Research and Development / R & D). Research and Development is a research method that is used to produce a specific product and test the effectiveness of that product (Sugiyono, 2012: 407). In this study, the development was conducted using 4-D model of development (four-D models) proposed by Thiagarajan et al. (In Trianto, 2010: 93). 4-D model of development consists of four stages: (1) define, (2) design, (3) develop, and (4) disseminate. In this study, the research is only conducted up to the develop stage. At the define stage, some requirements are defined and selected before the learning textbook are developed. Define phase is conducted through three steps, which are (a) analysis of the curriculum, (b) analysis of the concept, and (c) analysis of learners. The design phase (design) is aimed to create a learning textbook with contextual-based approach. Textbooks are prepared in accordance to core competencies, supporting competencies, and learning indicators. At this design stage, textbook is started to be designed/developed in accordance to the structure of that textbook, from cover to the list of reference. The development phase (develop) is aimed to produce language learning textbooks that can be used in a trial stage. This phase consists of the following. First, the textbook validation test. Validation is intended to examine the feasibility of the content, language, presentation, and graphic of the textbooks. Validation of textbooks are conducted by experts of the field of study that is discussed in that textbook. Suggestions from validators are then used to correct textbooks that are being developed. Second, textbook practicality test. Once the book is validated by the textbook validations and declared valid, the next step is to test the practicality of the textbook. This activity is conducted to determine the ease of use of the textbook and the efficiency of time when the textbook is being used by lecturers along with students. Third, textbook effectiveness test. Learning textbook effectiveness can be seen from the result objective test that is conducted on students. In addition, observation sheets are used to present the data concerning the learning process and students' activities. These observation sheets serve as supporting instrument in the process of gathering data.

The subject of field trials in this study is limited to the third semester students of class C in Language Study Program FKIP Unbari Jambi. There are 21 students in the class, consisting of 7 men and 14 women. The resultant data of this study is a quantitative data. The data is obtained from the result of sheet validation by experts and practicality sheets of contextual-based learning textbook given to practitioners, lecturers and trial students. In addition, quantitative data also comes from the results of objective test that is given to the students on the subject of morphological process and other student observation sheets.

Once the data is collected, the data were analyzed using descriptive statistical analysis to find out more detailed information from a set of data. Group data in this study can be divided into validation data sheets, practicality sheets, result of students learning process, and students activity observation sheet from their use of contextual-based learning textbook. In this study, data analysis is divided into three, namely as follows. First, the analysis of the validity and practicality of the product. The analysis is conducted by analyzing the data from validation sheet questionnaire and practicality sheet. These validation and practicality sheets questionnaire were then analyzed by using Likert scale. The Likert scale requires the respondents to answer a statement with these following answers, Strongly Agree, Agree, Neutral, Disagree, or Strongly Disagree. Each answer is associated with a number or score, ie SS = 5, S = 4, N = 3, TS = 2, and STS = 1. The analysis of validation and practicality sheets questionnaire are conducted using these following steps: (1) collecting the total score from each validator and practitioner for all indicators; (2) calculating validation score using validity formula proposed by Purwanto (2011: 207), by dividing the obtained score with maximum score multiplied by 100%; and (3) qualifying the validity and practicality score that have been obtained in accordance with criteria that are used to determine the validity and practicality of learning textbook. Second, analysis of product effectiveness data. Students' result data that are obtained through objective test are then analyzed using these following steps, (1) examining the results of objective tests on the subject of morphological processes that are obtained by students; (2) giving a score based on the number of correct answers obtained by the students; (3) processing the scores obtained by using a formula that is proposed by Purwanto (2011: 207), by dividing the obtained score with maximum score multiplied by 100%; (4) qualifying the data by classifying the data of students' capabilities using a standard norm Benchmark Reference Rate (PAP) in the form of a scale 5; and (5) calculating the average, this is conducted by using the average formula proposed by Nurgiyantoro (2001: 301), by adding up the scores of all students divided by the total number of students.

In addition, the data obtained by using supporting instrument in form of observation sheets are analyzed with the following steps. First, the calculation of the average frequency of activity observed. This calculation is conducted by dividing the number of activities that were observed with the number of meetings. Second, the calculation of the percentage of students' activity on each of the aspects that were observed using the activity percentage formula stated by Sudijono (2005: 43), by dividing the frequency of activity with the number of students. Third, the calculation of the average. Calculating the average is conducted by adding percentages of all activities from every aspects divided by the number of aspects observed. Third, the

qualification of the average percentage that has been obtained in accordance with the criteria level is used. This is used to determine the success level of students' learning activities.

## **Result and Discussion**

### **1. Define Phase**

The first phase of this research is the defining stage. At the define stage, the analysis of curriculum, analysis of concept, and analysis of learners are conducted. The following will explain the three stages of the analysis.

#### **a. Curriculum Analysis**

In this study, the curriculum that is used as the reference is the curriculum used by Language Study Program Faculty of Teaching and Education Batanghari University Jambi which is Curriculum 2013. Curriculum in Language Study Program FKIP Batanghari University consists of eight semesters, from the first semester to the eighth semester. Subjects contained in this curriculum consist of 59 courses with the total of 150 credits. These courses are divided into two, core courses and institution course. From of those 59 courses, there are 46 core courses and 13 institution courses. Each course in the curriculum also has its own code. The code in question is MKU (general courses), MKDK (basic educational courses), MKBK (expertise courses), MKKPP (learning skill courses), and MKPP (education development courses).

From the analysis has been conducted, it can be seen that the morphology course is located in the third semester with MKBK course code of 11311, with the weight of 3 credits and is a core course in the study program. The purpose of morphology course is to make the students have good understanding of the system and the basic rules of word formation, various classes of words, morphological processes, and problems on the formation of words, as a basis to develop their proficiency. The materials covered in this course include: (a) morpheme definition, morph, allomorph, and morpheme determination procedure; (B) the concepts of basic shapes, basic words, monomorphemic, polymorphemic; (C) categories of words; (D) morphological process; (E) the formation of words outside of morphological process; (F) Morphophonemic; (G) the morphological form and component relationships compounding of nouns and various types of morphological analysis.

#### **b. Concept Analysis**

Analysis of the concept is aimed to identify, specify, and formulate the main concepts that will be presented as the material of morphological processes in the textbook. Based on the indicators

and learning objectives that have been developed, the main concepts of morphological processes can be determined.

### c. Students Analysis

Analysis of learners is aimed to investigate the characteristics of students who are the subject of this study. Analysis of the students also serve as the basis for developing instructional text books in accordance with the conditions and characteristics of the students. Students who become the subjects of this study are students in the thirdsemester of Language Study Program Faculty of Teaching and Education BatanghariUniversity Jambi class C.

Student in the third semester of Language Study Program Faculty of Teaching and Education Batanghari University Jambi class Chave an age range between 19 to 21 years of age. John (2008: 245) argues that adulthood usually begins at the age of 18 years of age to around 40 years of age and is usually marked by the completion of puberty growth and the maturity of the genitals of the children that enable them to reproduce. Based on these opinions, it can be seen that the thir semester students of the Faculty of Education BatanghariUniversity,who have an age range between 19 and 21 years of age, are defined as adults.

Anderson (in Mappiare, 1983: 17), suggests the characteristics of adults as follows. First, adults are task-oriented, not to self or ego. Second, adults have clear objectives with efficient work habits. Third, adults can control personal feelings. Third, adults have an objective nature. Fifth, adults can accept criticism and suggestions. Sixth, adults have the realistic willingness. Seventh, adults will be responsible to their personal tasks. Eighth, adults have a realistic adjustment to new situations.

Furthermore, Pannen and Sadjati (2008: 15) points out the characteristics of adult learning as follows. First, students asan adult can be self-directed in learning. Second, students as an adult have a very rich life experience which is a valuable learning resource. Third, students as an adult tend to be more interested in teaching and learning processes related to the problem-solving and completion of tasks that they faced.

Students of class C, which are the subject of this study, are relatively smart. It can be seen from the average grade obtained by this class. When compared to other classes of the same level, namely class A and B, this class got the highest average score. In addition, the students in this class also have high motivation to learn. Students in this class tend to look happier and more excited when they are givengroup tasks compared to when they are given individual tasks. Houle (in Pennen and Sadjati: 2005 14) suggests that the motivation of adult learners can be

divided into three groups: (a) those who are goal-oriented (goal oriented), they are more concerned with the implementation and utilization of lessons as a mean to achieve certain goals; (B) those who are social activities oriented, they concern more with the interaction among fellow participants and processes as their learning objectives; (C) those who are more oriented on the learning process itself because they enjoy learning.

All the things that have been described are in accordance with the characteristics of a contextual approach that accommodates the duties of students and involve students in group work to achieve a goal. Besides, contextual approach also needs objective attitude, responsibility, high motivation to learn, openness to criticism and suggestions, utilizations of real experience, and the ability to place or direct their own self in a new situation realistically to solve a problem.

## 2. Design Stage

The second phase of this study is the design phase of this contextual-based learning textbook. At this stage, compilation process is conducted from the beginning to the end of the learning textbook. The draft of the contextual-based learning textbook in this study consists of, (a) textbook covers, (b) Preview page, (c) foreword, (d) book chart (e) table of contents, (d) textbook usage instructions , (e) Main Competencies (KU), Supporting Competencies (KP), and indicators, (f) learning materials (including: introductory materials, core materials, summaries, exercises, group assignments and additional informations), (g) evaluation, (h) Exercises answer keys and scoring guidelines, (i) bibliography and (j) glossary.

## 3. Develop Phase

### a. Validation of Learning Textbook

In this study, textbooks have been designed are then validated by three experts, two of them are language education lecturers and one is a lecturer of education technology. In this study, the number of aspects that are validated are 4 pieces of aspects, which are the feasibility of the content, language, presentation, and graphic of the textbook. Each aspect is validated by every validator respectively. From the analysis that has been conducted on the expert validation questionnaire, it can be seen that the textbook validation as a whole got an average score of 91.95 which falls into very valid category. The description of the aspects that are validated can be seen in Table 1 below.

**Table 1. Validation Results of the Expert Validation Questionnaire**

No	Aspects that are observed	Average Percentage	Category
1	Feasibility of content	92,5	Very valid
2	Feasibility of the linguistic	100	Very valid
3	Feasibility of the presentation	93,9	Very valid
4	Feasibility of the publishing quality	81,4	Valid
The overall validity of the textbook		91,95	Very valid

Based on the table 1 above, it can be concluded that this learning textbook that has been developed is categorized as very valid.

#### b. Learning Textbook Practicality

The trial was conducted on the 7<sup>th</sup> to 28<sup>th</sup> of April 2014, with the third semester students of class C from Language Study Program Faculty of Teaching and Education Batanghari University Jambi as the test subjects. Implementation of this trial lasted for three weeks or six sessions. This trial was conducted to determine the practicality and effectiveness of textbooks that has been developed. Practicality test is divided into two, which are practicality for the lecturers and the practicality for the students. The analysis results of the textbook practicality sheets for lecturers can be seen in Table 2 below.

**Table 2. Analysis Result of Textbook Practicality for Lecturers**

No	Aspect that are assessed	Practicality Score	Category
1	Ease of use aspect	100	Very Practical
2	Time suitability aspect	90	Very Practical
Overall score		95	Very Practical

From the table, it can be concluded that the practicality score of this textbook for a lecturer is equal to 95 which falls into very practical category. The analysis results of the textbook practicality sheets for students can be seen in Table 3 below.

**Table 3. Analysis Result of Textbook Practicality for Students**

No	Aspect that are assessed	Practicality Score	Category
1	Ease of use aspect	83, 09	Very Practical
2	Time suitability aspect	77,61	Practical
Overall score		80,35	Very Practical

Based on the table 3 above, it can be said that the practicality score of this textbook for a student is equal to 80.35 which falls into very practical category. Thus, it can be concluded that the textbook that has been developed can be categorized as very practical.

#### c. Effectiveness of Learning Textbook

##### 1) Student Learning Results

Based on the analysis of student results, which is an analysis on the objective test scores on the subject of morphological process, some points can be concluded. First, from 21 of the students that were the subject of this study, 13 students got scores which are qualified as Good (B); and 8 students got scores which are qualified as Sufficient (C). Second, the average score that is obtained by 21 students who are the subject of this study is 75.42 which is qualified as Good (B) and is above the KKM that is set by FKIP Unbari which is equal to 60. Thus, it can be said that the percentage of students who managed to complete the subject is 100%. Third, based on the average score that is obtained using classical method, it can be said that the class that is used as the subject of this study managed to complete the subject both in classical style and individually.

##### 2) Student Activity

Activities of students during the study were observed using the observation sheet. In this part of study, there are two observers. One of them is the researcher themselves who are aided by a professor of Linguistics at the Faculty of Education University of Batanghari, Nurul Fitri, SS, M. Hum. In this study, the technique that is used to monitor students' activity is by dividing the students into two groups. There are 11 students in the first group who were observed by the first observer and the second groups totaling 10 students were observed by the second observer. Observations were conducted at each meeting, starting from the first meeting until the sixth meeting. The observed activity amounted to 12 activities. Based on the analysis of student learning activity observation sheets that last for six sessions, the average value of student activity as a whole is at 98.52 which falls into very active category.



## Conclusions

Based on discussions above, some conclusions can be drawn. First, the learning textbook that has been developed is proven to be valid. The development process of contextual-based learning textbook on the subject of morphological process that is valid to be used by lecturers and students is conducted by analysis of the validity data sheets by experts. Based on the analysis result of the validity sheets by experts, it can be concluded that the validity of the textbook that has been developed is at 91.95, which falls into very valid category.

Secondly, the textbook that has been developed is proven to be practical. The development process of contextual-based learning textbook on the subject of morphological process is practical for use by both lecturers and students. This conclusion is drawn from the result of analysis that is conducted on the data of practicality sheets for lecturers and students. The analysis result shows that the practicality scores for the textbook are 95 and 80.35 for lecturers and students respectively. Both scores fall into very practical category.

Third, the learning textbook that has been developed is proven to be effective. The development process of contextual-based learning textbook on the subject of morphological process that is effective for both lecturers and students to use is by conducting analysis on the learning results and activities data of the students. Based on the analysis on students' learning results in Language Study Program FKIP Batanghari University, which is the result of an objective test on the subject of morphological process, it can be concluded that in the classical style, the average score of students is 75.14 which is qualified as Good (B). Based on the analysis of the student activity observation sheets, the value of the activeness is shown to be 89.52 which falls into very active category. Thus, the textbook has been classified as very effective. This means that the textbook that has been developed can be regarded as a valid textbook which are both practical and effective and can be used in the morphology course, especially on the subject of morphological process.

In this study, there are some suggestions that can be expressed. First, the textbook that has been developed in this study has been proven to be both practical, and effective. Therefore, it is recommended for the lecturers who are going to teach morphological process subject to use this textbook in their lectures. Second, a contextual approach is a timely and appropriate approach to be used in developing textbooks for college learning. It is because this approach is in accordance with the characteristics of college students who are usually already an adult. Students in adulthood usually like to work in a team, responsible, open, objective, and realistic. Therefore, the lecturers who are planning to develop teaching materials, be it textbooks,

modules, worksheet, and others, it is advisable to use contextual approach. Third, to the students, it is advisable to use the textbook that has been developed in the morphology lectures. This textbook can be studied independently by following the steps presented in it.

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## **Developing Teaching Model for Listening Comprehension by using Audio Visual Aids and Metacognitive Strategy**

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## **Abstract**

Metacognitive strategy has been used in teaching learning process lately including in learning a language. In this study, the modification of metacognitive strategy combined with audio-visual aids was applied in empowering the listening comprehension of the Senior High School students in Parepare, South Sulawesi Province, Indonesia. The study focused on developing the model of teaching by expanding the metacognitive strategy with audio-visual aid for listening comprehension. The research method applied was descriptive quantitative design. The population of the research was the tenth-year students of SMAN 2 Parepare consisted of 13 classes and 416 students and only one class take as a sample using cluster sampling technique. The data was collected by using questionnaire and analyzed quantitatively. The data result of the study showed significance change of the students' development in listening comprehension by using audio-visual aids through metacognitive strategy. Besides, the students were interested in learning listening by using this strategy.

**Keywords:** *audio-visual aids, listening comprehension ability, metacognitive strategy, student's response, teaching model*

## **Introduction**

Metacognitive strategy has been applied for teaching in some areas of knowledge including for English language teaching. Some research on the application of this strategy for teaching reading and listening were done as well, such as Holden (2004), Yang (2009), Vandergrift and Tafaghodtari (2010), Coskun (2010). These researchers focused their research interest on the application of metacognitive strategy in listening skill. In this study, the changing modification was taken by using audio visual as the tool for teaching listening combined with metacognitive strategy. The basic consideration on taking metacognitive strategy for listening comprehension using audiovisual aids in this study is based on preliminary data taken from informal interview with the teachers of English in SMA 2 Parepare, South Sulawesi, Indonesia who said that their students face problems in listening and comprehending the text via audio aids with general strategy in teaching that is teacher centered. Here, listening as one of important skills in learning a language cannot be taken aside with other skills as it is mandated to be in for national exam in Indonesia. In listening, students are not only expected to be able to identify main idea, listening for detailed information, predicting and guessing words, but also they are expected to be able to be accustomed to pay attention to the text.

However, the above ideal condition is too far from the reality. There is a gap between what the curriculum expects and the real condition. The listening score of the students is still need to be improved as more than 50% of them got score below the government minimal requirement standard.

Facing this problem, the teacher of English must be able to improve students' motivation to study English better by creating an interesting situation that could make the students actively involved in learning. Several strategies in teaching listening are provided to develop the students' motivation to pay attention to the items being taught and one of them is metacognitive strategy. In this study metacognitive strategy using audio-visual aids were used to improve the listening comprehension of the students.

According to Brown and Palinear quoted in Wenden and Rubin (1990) metacognitive learning strategies involve thinking about the learning process, planning for learning, monitoring of learning while it is taking place, and self-evaluation of learning after the learning activity. In addition, Oxford (1990) says that metacognitive learning strategies used by the learners to control their own cognition, to coordinate the learning process by using functions such as centering, arranging, planning and evaluating.

## **Literature review**

### ***Previous Research on Metacognitive Strategy and Audio Visual Aids***

Several studies have been carried out in terms of the use of audio-visual aids and the use of metacognitive strategy in teaching listening, e.g. Rammal (2005) who did a research on the use of videotaped material in listening for teaching learning process. He concluded that videotaped material can be a very useful source and asset for the language teaching-learning process because it combines both fun and pedagogic instructions in authentic material that reflect real interaction. By employing videotaped material, teachers can always create an indefinite number of language teaching activities.

Other research on using audio visual aids in listening was also conducted by Fitria (2005) who summarized that the teachers can be easily to reach the teaching goal and deliver the material effectively and efficiently in teaching English using video because they can teach writing, listening, and reading at the same time.

Dealing to the study on metacognitive strategy toward English Language Teaching settings, several researchers such as Holden (2004), Yang (2009), Vandergrift and Tafaghodtari (2010), Coskun (2010) focused their research core on this strategy. The study conducted in 2004 by Holden shows ways in which listeners can use cognitive and metacognitive strategies to

facilitate their listening process. In this study, metacognitive awareness was being the basis for a cyclical approach to listening as pre-listening, on-task listening, and post-listening strategies were adopted. The result on the study showed the learners engaged more deeply in the tasks of listening.

Another study conducted by Yang (2009) who found that successful and unsuccessful listeners use different metacognitive strategies. The findings showed successful listeners frequently used direct attention, functional planning, self-management, selective attention, and evaluation. In contrast, unsuccessful listeners regularly applied selective attention and direct attention. The study ended up by recommending the promotion of metacognitive awareness and strategy instruction in the teaching of listening.

Similarly, a study linked to this research was carried out by Vandergrift and Tafaghodtari (2010). This research applied quasi-experimental design with two research groups; an experimental and a control group. The experimental group students listened to texts using a methodology that included metacognitive process such planning, monitoring, evaluating, and problem solving while in the control group, learners were taught the same texts by the same teacher but without any guided attention process. The findings illustrated the significance difference result as the experimental group showed better performance in listening than the control group.

Coskun (2010) did his research on metacognitive strategy application with an experimental and a control group whose participants were beginner level students. After the implementation, the learners took a listening test and revealed that the experimental group did better performance statistically. Therefore, using this strategy should be incorporated into regular listening teaching programs to help learners become more effective listeners.

Based on the previous studies above, it can be concluded that study on audio visual aids for listening and the study on the use of metacognitive strategies have been pioneered by some researchers. In line to my study, the use of metacognitive strategy for listening modified with the use audio visual aids by developing the teaching model. In this study, the basic steps of metacognitive strategy; planning, monitoring, evaluating, and problem solving were modified.

### ***Metacognitive Strategy in Listening***

Metacognitive refers to the knowledge we have in our cognitive process. It involves the awareness of having control toward our cognitive process we have that we can explore to improve our knowledge. Metacognitive strategy focuses on establishing one's metacognition on learning. The definition of metacognition relates to an individual's awareness, knowledge, and use of the monitoring process of cognitive goals for the purpose of increasing

understanding and retention of learning material. In other words, metacognition is the cognition about monitoring and regulating cognitive process.

Metacognition involves “thinking about thinking” such as deciding how to approach a task. Metacognitive strategies engage executive management processes such as planning, monitoring and evaluating. O’Malley and Chamot (1990:137) categorized metacognitive strategy to be: *planning, directed attention, selective attention, self-management, self-monitoring, problem identification, and self-evaluation*. The use of metacognitive strategy in the classroom can change the ways teacher assume and learn that make them become more reflective, independent, practical, and optimistic (Manning, 2008). For general assumption, metacognitive refers to the awareness and control of planning, monitoring, repairing, revising, summarizing, and evaluation.

Even though there is not any specific model of strategy instruction using metacognitive strategy in learning, the model proposed by Vandergrift (2004) and Vandergrift and Tafaghodtari (2010) can be considered to be used. This model has been adopted in this study for teaching listening with little modification. Vandergrift and Tafaghodtari (2010) explain about stages of strategy instruction in this model:

***Prelistening: Planning/predicting stage***

After students have been informed of the topic and text type, they predict the types of information and possible words they may hear materials through the audio-visual aids.

***First listen from audio-visual: First verification stage***

- 1) Students verify their initial hypotheses, correct as required, and note additional information understood.
- 2) Students compare what they have understood/written with peers, modify as required, establish what still needs resolution, and decide on the important details that still require special attention.

***Second listen from audio-visual: Second verification stage***

- 1) Students verify points of earlier disagreement, make corrections, and write down additional details understood.
- 2) Class discussion in which all class members contribute to the reconstruction of the text main points and most pertinent details, interspersed with reflections on how students arrived at the meaning of certain words or parts of the text.

***Third listen from audio-visual: Final verification stage***

6. Students listen specifically for the information revealed in the class discussion which they were not able to decipher earlier.

### ***Reflection stage***

7. Based on the earlier discussion of strategies used to compensate for what was not understood, students write goals for the next listening activity.

The use of metacognitive strategy in listening is beneficial for teachers as well since the strategy allows them to develop their own particular teaching style and may impact their professional development as stated by Haw-Jew (2014:97). In this study, the teaching instruction for listening was adopted from Vandergrift (2004) and Vandergrift and Tafaghodtari (2010) as shown above, but it was modified to make it fit to the study. The design of teaching model development using metacognitive strategy and audiovisuals can be seen below.

### ***Teaching model development design***

STEPS	Time Allocation (minutes)	Vander-Grift Theory	Theory Development
<b>A. Preparation</b>			
1. Teacher searches audio visual material based on curriculum			√
2. The material is selected in accordance with the level of knowledge of students, for example, the material was taken from problems related to everyday life.			√
3. Materials are not long and interesting for students.			√
4. Teachers create lesson plan includes: competency standard/basic competence, indicators, learning objectives, methods, materials, determine the allocation of time at each stage and assessment.			√
<b>5. Pre-listening: Planning/predicting stage (exploration)</b>		√	
1. Teachers mention competency standard, basic competence, and learning objectives.	5'		√
2. Teacher gives apperception by asking questions quiz on the material to be studied. For example, when the theme is about short functional text in the form of	10		√



advertisements, the students were asked to convey their knowledge / experience of the ads and the types. The initial question was to explore the knowledge that they have, then continued with follow-up questions to discuss the material to be studied.			
3. Teacher gives motivation about the importance of knowing the type of functional text	2'		√
4. Learners read and understand written questions about the material to be studied.	5'	√	
5. Learners predict as many vocabulary that is likely to arise associated with the material by writing on a worksheet.	10'	√	
6. Learners predict the information which is likely to arise associated with the material by writing on a worksheet, for example, by writing a sentence or phrase on a worksheet.	5'	√	
<b>7. First listen from audio-visual: First verification stage (elaboration)</b>			
1. Learners listen to audio-visual display	5'	√	
2. Learners check himself vocabulary that has been predicted in accordance with the material. They gave a check mark (V) on the correct vocabulary.	5'	√	
3. Learners fix errors and make notes if necessary	2'	√	
4. Learners compare the answer with a partner.	5'		√
5. Learners revise if necessary	2'		√
6. Learners determine important matters that still need to get attention.	2'		√
<b>8. Second listen from audio-visual: Second verification stage (elaboration)</b>			
1. Learners listen back to the audio-visual display	5'	√	
2. Learners verify the mismatch of information that appears in the text, improve and add if it is necessary	2'	√	

<b>9. Third listen from audio-visual: Final verification stage (confirmation)</b>			
1. Learners listen back a third time audio-visual display	5''	√	
2. Learners listen carefully to the information that appears on the class discussion that they could not understand before.	5'	√	
3. Learners arrive at a final conclusion by making a mutual agreement on the text	2'		√
<b>10. Reflection stage</b>			
1. After listening for the third time, each student writes his experiences about what they have learned in connection with the process of listening	5'		√
2. Learners determine what strategies they might use in the future to improve listening skills	2'		√

### Method of the research

In this study, the method used was descriptive quantitative study. The study was applied to describe the application of audio visual aids through metacognitive strategy for listening comprehension. In conducting the data, the population taken is the tenth year students of SMA Negeri 2 in academic year 2016/2017, thus cluster random sampling technique was applied to take one class to be the sample of the study. The total sample in this study was 34 students.

The research instrument was questionnaire as it is one of the popular instruments for collecting data in education and social research. Questionnaire was applied to see the students' response on the teaching model and to check the effectiveness of the study toward listening comprehension. The questionnaire contained 20 items dealing to the use of metacognitive strategy and audio visual aids with optional answer are: (1) Strongly agree, (2) Agree, (3) Undecided, (4) Disagree, (5) Strongly disagree. The researcher itemized ten positive statements and ten negative statements. The data collected thus analyzed quantitatively.

### Findings and Discussion

The findings were gathered from the questionnaire given at the last meeting of the research. The students were asked to fill the questionnaire based on their experiment during the application of metacognitive strategy with audio visual aids in listening class. The

questionnaire consisted of 20 items with 10 positive items and 10 negative items. The themes for the questionnaire were students' response on the application of metacognitive strategy, the application of audiovisual aids, and the application of metacognitive strategy with audiovisual aids.

The first theme in the questionnaire is about the use of metacognitive strategy for learning listening. The students' response covered positive and negative response on it. Table 1 as seen below showed kinds of students' positive response toward the strategy. The total sample (100%) agreed on the first statement that metacognitive strategy provides them more courage to learn listening. The strategy is also to make the students more knowledgeable as voiced by 34 students (97.05%). The students felt happy in class of learning with the strategy applied as chosen by 33 out of 34 students (97.05%). Another positive response from the students was they get fun in class of listening when metacognitive strategy applied (97.05%).

Table 1. *Students' positive response on the use of metacognitive strategy in listening*

No	Positive response	Number of students	Percentage (%)
1	More courage to learn	34	100
2	More knowledgeable	33	97.05
3	Happy learning	33	97.05
4	More fun	33	97.05

Despite the positive response on the application of metacognitive strategy in listening class showed high percentage, the negative response still occurred with small number as shown in table 2. The variant negative response is lazy, bored, not brave enough, doubt and unfit. The first negative response is the students get lazy to learn listening using metacognitive strategy (8.82%). Getting bored in learning listening using this strategy is stated by only 3 out of 34 students (8.82%). Another negative response is not brave to express their opinion as stated by 19 students (55.88%). Being doubt on their own weakness in listening is other negative response chosen by students (73.52%) and the strategy is not fit to be applied in learning listening is stated by 3 out of 34 students (8.82%).

Table 2. *Students' negative response on the use of metacognitive strategy*

No	Negative response	Number of students	Percentage (%)
1	Getting lazy	3	8.82
2	Get bored	3	8.82
3	Not brave	19	55.88

4	Doubt on own weakness	25	73.52
5	Not fit to listening	3	8.82

The students' response on the audio visual application for listening is also being the part of questionnaire themes. It covers positive and negative statements about its' application in the study. The positive response of it can be seen at table 3 below. As seen at the table, the positive response covers the words *fun*, *diligent to learn* and *be brave*. All respondents, 34 students (100%) totally agree on the statement that using audio visual aids for listening make them really fun in learning. Besides, the students become diligent to learn listening (100%) and be brave or be more confident in listening (100%).

Table 3. *Students' response on audiovisual aids for listening*

No	Positive response	Number of students	Percentage (%)
1	Really fun	34	100
2	Diligent to learn	34	100
3	Be brave (be confident)	34	100

Students' negative responses on the use of audio visual aids can be seen at table 4 with vary responses. The first negative response is the use of audio visual aids makes them less knowledge as stated by 1 out of 34 students (2.94%). In addition, this audiovisual aids for listening is not fun for 4 respondents (11.76%). Learning listening using audio visual aids make 3 students get bored (8.82%). The last negative response about the use of audio visual aids in listening for students was it is not useful for them (20.5 %).

Table 4. *Students' negative response*

No	Negative response	Number of students	Percentage (%)
1	Less knowledge	1	2.94
2	Not fun	4	11.76
3	Boring	3	8.82
4	Not useful for learning listening	7	20.5

The last table is the outline of students' response toward the application of metacognitive strategy using audio visual aids. The students' response covers positive and negative response as seen in table 5. The positive responses about the use of metacognitive strategy with audio

visual aids were *more courage to learn, more confident, more knowledgeable, more fun and more enjoyable*. Even though students gave affirmative reaction in this strategy, the negative side cannot be aside. Small number of students expressed their reaction in several expressions such as *getting lazy to learn, boring, not confident, doubt on their own weakness and the strategy is not fit to be used for listening*.

Table 5. *Students' response toward metacognitive strategy using audio visual aids*

No	<i>Positive response</i>	<i>Negative</i>
1	More courage to learn	Getting lazy
2	More confident	Boring
3	More knowledgeable	Not confident
4	More fun	Doubt on weakness
5	More enjoyable	Unfit to listening

## Discussion

The result of the findings above showed that the tenth year students of SMA Negeri 2 Parepare were mostly interested in learning listening comprehension process by using audio-visual aids through metacognitive strategies. They expressed they interest by giving positive response during the study conducted. There is small number of students who give negative reaction but most disagree with them as seen at the table in findings.

Furthermore, the strategy used affects the teachers in terms of benefit as the strategy allows them to develop their own particular teaching style and may impact their professional development (Haw-Jew, 2014:97). Other support for teachers deals on the use of metacognitive strategy come from Manning (2008) who stresses the use of metacognitive strategy in the classroom can adjust the ways teacher think and learn that make them be more reflective, independent, practical, and optimistic.

In addition, the listening achievement and students' interest in learning listening by using audio-visual aids through metacognitive strategies showed that the teaching listening comprehension using the strategy was more effective and useful to develop the students' achievement as well as the students' interest. It is in line to the statement by Nurhayati (2006) that interest influences the process and the achievement of the students. If somebody does not have any interest to learn something, then it cannot be expected that he/she will be successful

in learning it. On the contrary, if somebody learns something with full interest, then he/she can be expected to get a better result.

## Conclusion

Based on the findings and discussion, the researcher puts forward conclusion as follows:

1. The use of audio-visual aids through metacognitive strategies can improve the students' listening comprehension ability as showed during the study conducted.
2. The use of audio-visual aids through metacognitive strategies in learning English process particularly in listening comprehension was interesting and effective. It was proved by the findings from students answer in questionnaire that the students were categorized as interested.

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## **Extended Metaphors: Educational Hypermedia, Instructional Design and Understanding the Metaphors Learners Use**

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### **Abstract**

The objectives of this research were 1) to identify the metaphors learners independently apply when using educational hypermedia; and 2) identify how consequent expectations affect the learners' use of these materials. The paper gives an example of a learner whose expectations based on a 'test' metaphor appeared to influence their use of specific educational hypermedia. This paper concludes that interface design needs to address metaphors learners employ and associated expectations, so that they exploit such learning resources more fully.

**Keywords:** *metaphors, hypermedia, user-interface design*

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### **Introduction**

Metaphor has long been a part of user-interface design, a well-known example being the 'desktop'. That users independently employ metaphors in order to make sense of unfamiliar computer programs and to grasp the functionality of a program is a phenomenon also long recognised. A disadvantage, though, with this strategy is that such analogies can cause users



to make misleading assumptions about content and functionality. In educational technology design, it seems critical to understand this issue if learners are to fully exploit a program for the specific support and functionality it offers. This research involved identifying the metaphors and consequent expectations that Korean university students employed when accessing a hypermedia resource. Connections were drawn between these expectations, identified in a questionnaire, post-task, and learners' behaviour while using the program. An example of how one learner's expectations, based upon the metaphor of a 'test', seem to have affected their use of the program is given. The paper then offers an example of how interface design may seek to address this issue.

## **Literature Review**

Carroll and Rosson (1987, p. 1) see the use of metaphor as a necessary and unavoidable feature of learning, particularly when making sense of unfamiliar computer environments. This tendency, 'assimilation bias' (Marra, 1996, p. 124), however, brings with it issues deleterious to new learning. Madsen points out (1994, p. 60) that a metaphor hides as well as reveals, arguing that some program functionality may be by-passed by users. Experienced users of computer programs, moreover, are prone to rely on prior learning, so may miss the different functionality of supposedly 'known' features of a new interface (Carroll and Rosson, 1987, p. 10). Moreover, Marra contends (1996, pp. 124-125) that users can adhere to familiar methods, and may be reluctant to integrate new approaches. 'Assimilation bias' can thus have an impact on the effectiveness of educational technology, restricting learner patterns of behaviour and determining awareness of functionality.

## **Methodology**

The hypermedia developed for this research consisted of a set of videos created with 'Klynt' interactive video software. The program interface was new to the learners in this research project, as potentially was its high level of interactivity. The program included video with pop up listening 'tasks' (e.g., cloze activities). The user also had the choice to access advice on listening skills, via 'tip' activities, encouraging learners to develop existing metacognitive strategies.

Next, possible metaphors a learner might employ to make sense of the program were identified. These were: a video; a test; a lesson; a story; a webpage. The metaphorical entailments (Lakoff and Johnson, 2003, Chapter 2) of each metaphor were brainstormed, and these were divided into entailments that were either relevant or not relevant to recognizing the functionality and

content of the program. Entailments were developed into a consequent set of expectations that the learner might have about the program, and sets of predicted behaviour and awareness of program functionality that might follow. Behaviour was categorized as ‘optimal’ or ‘non-optimal’ as it was precipitated by either relevant or non-relevant metaphorical entailments and might negatively or positively affect full exploitation of functionality and content of the hypermedia environment. Finally, the learning implications of each kind of behaviour were predicted. An example of this procedure for the metaphor ‘test’ is given in table 1.

Table 1: *Sample of entailments of ‘Test’ metaphor, including predictions of consequent expectations, function awareness, behaviour and associated learning implications*

<b>Entailment</b>	<b>Consequent User Expectation</b>	<b>Consequent Functionality Awareness</b>	<b>Consequent Behaviour</b>	<b>Learning implications</b>
<b><i>Relevant</i></b>	<b><i>Relevant</i></b>	<b><i>Awareness</i></b>	<b><i>Optimal</i></b>	<b><i>Optimal</i></b>
• Involves tasks.	• Tasks to test listening comprehension.	• ‘Task’ pop ups	• Will complete ‘tasks’.	• Will be motivated if successful in ‘tasks’.
<b><i>Non-relevant</i></b>	<b><i>Non-relevant</i></b>	<b><i>Non-awareness</i></b>	<b><i>Non-optimal</i></b>	<b><i>Non-optimal</i></b>
• Focus on product not process.	• Materials will not include advice.	• ‘Tip’ activities	• Will focus on ‘tasks’ and not ‘tips’.	• Will focus on current ability not improvement.

Following on from this process, the expectations were developed into statements as part of a five point Likert-scale questionnaire (e.g., ‘I expected to get tasks to test my understanding’) for each metaphor. In the research, participants were given ten minutes with the hypermedia (recorded as screen-capture video). Immediately afterwards, they chose the metaphor they mainly associated with the program and were given the relevant questionnaire. Subsequently,

each of the user's expectations which were consistent with the metaphor's possible entailments was isolated. Analysis of the screen capture of learner interaction with the program was then cross-referenced with researcher's predictions about user behaviour and functional awareness based on these expectations.

The research question was: 'Is learner behaviour and use of functionality consistent with his/her expectations of the hypermedia based on the particular metaphor he/she employs?

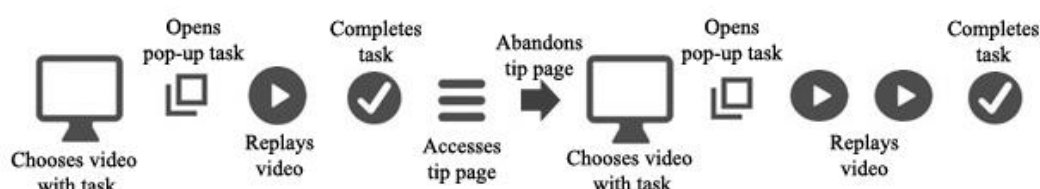
## Participants

Participants were 16 Korean undergraduate students taking a course in English listening and speaking.

## Findings

The following analysis of one learner's interaction begins with a listing of their self-reported expectations consistent with their self-reported metaphor ('Test'), and a visual representation of that interaction.

Self-Reported Expectations: graded tasks to test listening comprehension, only replay a video to improve score on task, main focus to complete tasks, getting good score in tasks gives sense of achievement.



A number of this learner's expectations of this hypermedia are consistent with the metaphor of a 'test' and such expectations appear to influence the learner's behaviour. They prioritise tasks above tip activities, and when a tip page is accessed it is quickly abandoned. Meanwhile, the user makes efforts to complete tasks to improve their grade, involving replaying videos. The prioritisation of task completion also involves them exploiting play button functionality to replay videos.

## Discussion

A metaphor may hide as much as highlight certain program functionality and can encourage the learner/user to persist with routines and be resistant to new methods. As in the example analysed, a learner's apparent focus on 'testing' their current skills potentially has the learning implication that they may not seek methods to improve. Moreover, they may be motivated only by 'test'-like formats, and not by content focussing on study skills.

Carroll and Rosson (1987, pp. 11-14) propose strategies for approaching 'assimilation bias', including 'designing for assimilation'. This involves using interface design to "stimulate direct comparisons between the current situation ... and whatever prior knowledge is engaged by the current situation, thereby highlighting key similarities and differences" (1987, p. 13). Such comparisons may lead to enhanced understanding of the program (Carroll & Rosson, 1987, p. 14). To stimulate this process, modifications were made to the interface. A menu page was added requiring a user who wanted to do a 'task' to choose its form (figure 2). This allowed the learner to still follow their preferred method of task taking, while making them aware of the interactivity and choice made available by the program and implicitly giving them training in planning skills, in terms of setting their own objectives. Another modification was to feedback, suggesting the learner access a 'tip' activity after completing a 'task' activity, and thus making them consider whether they are testing, not improving, current abilities (figure 3).

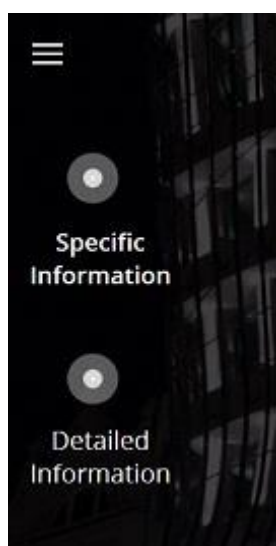


Figure 2: *Task menu*

Well done. Maybe you are testing yourself? Remember to try a 'tip' video next time to learn a new strategy.  
Your score is 90%.

Figure 3: *Modification of feedback to task*

## Conclusions

Educational hypermedia should be designed according to the latest principles of good teaching practice. However, it is likely that the expectations of learners, based on analogies derived from previous experiences and uses of technology, mean that they do not always use educational hypermedia in ways that fully exploit the resource's functionality. Through a process of formative evaluation, the metaphors learners use can be understood, which can then form the basis for redesigning a program interface to start addressing this issue.

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## A Rasch Model Analysis to Measure the Students' Narrative Writing Development

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### **Abstract**

Learning to write in another language such as English is one of the most important aspects in college-level English education. Academic writing is a starting point for the students to succeed in an academic encounter, such as in the college education. Regardless of this, the researcher has witnessed the fact that the development of the students' English narrative writing has been viewed as English material only.

Therefore, this paper presentation primarily studied on the students' ideas development and their interest of English narrative writing through English images using a Rasch Model. To analysis this issues, a Rasch measurement, will size the data of English narrative writing text and the quality of all instruments and respondents *person* and *items* interaction, validity and reliability at the Summary Statistic and Variable Map the *person* and *items* of the college on English images in 20 minutes for 150 words and 40 minutes in 250 words. The Rasch measurement is to show that the use English images in developing the students' English narrative writing activities are reliable and interest model.

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**Keywords:** *A Rasch Model Analysis, English narrative writing, achievement, interest, and English pictures.*

## **Introduction**

The use of images of English is a speculation (giving the opportunity to pour their own ideas about what and where), role play, and dramatization (feel the presence of the actors and present in the image and begin to sort an event in the picture), and discussions (make students busy for discussion to obtain ideas of thought which is more stable). According to Y.

Nirmala (2008, p. 66), believes that learners fail to communicate in writing because they are not helped systematically in their language production, compared to the particular order of instruction spontaneously given to the first language acquiring child.

In addition, L. S. Vygotsky (1978) states that writing is a self-regulatory activity, which has to do primarily with knowing and secondarily with communicating. From this, it can be understood that teaching of writing should be done with a lot of guidance, support and care, in order to help learners become independent or self regulated. Therefore, the teacher has to play a crucial role to help learners write on their own. Then Vygotsky (1962), learning contributes as much to development of thinking as thinking contributes as much to the development of learning. Hence, our thoughts are put down in the form of writing, and it again reflects our mental process. Therefore, thinking and writing are closely related to each other.

Thus, the researcher applies the Rasch Model analysis that is not only to know the students' writing skill development and interest but to analysis the quality of the instruments person and items, and definitely to find out the validity and the reliability of this study.

## **Literature review**

One of the experts of writing pointed out five components in writing. They are content (ideas), organization, vocabulary (word choice), language use (sentence fluency), voice, and mechanics (convention) (Jacob et al. cited in Nurfahmi, 2008:29) (Collaborative in Writing Rubrics). Related on the scope of study, the researcher takes all of components of writing as follows: a). Content (Idea): The content of writing should be clear to the readers. b). Organization: writing focuses in coherence, order of important, general to specific (specific to general), chronological order, and spatial pattern. c). Vocabulary (Word Choice): One of requirements of a good writing always depends on the effective use of words. d). Language use (Sentence Fluency): Language use in writing is vital component to determine whether the writing accurate or not. e). Mechanics (Convention): The use of mechanics is due to capitalization, punctuation, and

spelling appropriately. f). Voice: Inserting a personal story to engage reader empathy. Voice is reader-writer connection –that something that makes a reader feel, respond, and want more.

## **Methodology**

In this research, the researcher applied quantitative methodology by using Rasch Model and the design called true experimental (Gay, 2006:254). The experimental class uses English pictures for private college (STKIP Muhammadiyah Bone). The instrument are writing test and questionnaire.

## **Finding and discussion**

It shows that the students' achievement for private college in 20 minutes for writing on 150 words generally in the use of English pictures (Family Tree and Daily Routine) method in experimental group is categorized (2 or E Score) or Emerging Level. It is same treatment and category of the score in 40 minutes for writing on 250 words. The interest score of respondents generally in the use of English pictures method in experimental group is categorized 25.125 or Strongly Agree (1) category.

Summary statistics gives the information for whole the quality of respondents, instrument quality that is used in interaction of Person and Items (Bamabang Sumintono and Wahyu Widhiarso, 2014, p. 111). The next notifications are starting with:

1. Person Measure = -4.48 logit that show the mean score in Writing Test as the instrument. The mean score more than 0.0 logit definitely show the orientation of the students' answering about their achievement to be positive or agree in each items. Thus, the fact that they have negative score, it means that it hardly to be agree about the Writing Test as an instrument.
2. Cronbach Alpha means measure the reliability of the interaction Person and Items overall. It got 0.97 that means Very Good interaction there. The levels are < 0.5 means Very Bad; 0.5-0.6 means Bad; 0.6-0.7 means Average; 0.7-0.8 means Good; > 0.8 means Very Good.
3. The Person reliability and the items reliability. The levels are < 0.67 means Weak; 0.67-0.80 means Enough; 0.80-0.90 means Good; 0.91-0.94 means Very Good; > 0.94 means Special. The Person reliability is 0.93 and the items reliability is 0.93. It means all the elements are special things.



4. INFIT MNSQ and OUTFIT MNSQ for the table Person with the blank score or 0.0 score that one of indications is high qualified and it same with INFIT ZSTD and OUTFIT ZSTD close with 0.0 score means same high qualified data.
5. The grouping of Person and Items that also can be known from Separation Score. How bigger the separation score means how high qualified instruments are. It shows that the Separation Strata as a grouping to be more detail: 3.62.

$$\text{Therefore, } H = \frac{[(4 \times \text{SEPARATION}) + 1]}{3} = \frac{[(4 \times 3.62) + 1]}{3} = 5.16 = 5$$

It means that there are 5 final limitations in the students' level in narrative writing that has qualified items and at once the persons as the respondents with their capacity to answer the items (the items can differ the respondents' group, categorized Good).

## Conclusion

The use of English pictures method increased the students' writing skill of fourth semester of STKIP Muhammadiyah Bone. It was proved by the result of writing test that showed in the experimental group of STKIP Muhammadiyah Bone in 20 minutes of 150 words and 40 minutes of 250 words are two (1.8 = 2) and two (1.9 = 2) (Emerging Level).

The use of English pictures as visual material is interesting and applicable to the students of STKIP Muhammadiyah Bone. The output of the instrument of English writing test showed that there was significant qualified, valid, and reliable by using Rasch Model. It means that there is the purity of the instrument as the weapon of the research and the results that have been reached. Mastering a language, visuals are very important in gaining language knowledge. Pictures help to make the language useful in the classroom, more realistic and alive; it helps maintain the student's attention and makes the class more interesting.

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## **Online Exams: Benefits and Challenges Faced by Teachers and Learners**

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### **Abstract**

Many educational institutions are currently implementing electronic exam to support students' advancement toward educational areas. Nonetheless, in a computer-based assessment, as with any technological uprising, there are difficulties and challenges to overcome, thus the paper focuses specifically on the advantages and disadvantages of online exams and underscores the challenges tutors and learners may face while using the subjected testing modality. The paper is literature-review based since the data gathering consists of a collection of recent researches done in the field of online exams. Since time pressure demands the use of efficient exam tools such as electronic exams instead of traditional paper and pencil exam, the introduction of e-exam may have some potential challenges. However, such challenges can be avoided or solved if tutors and learners become aware of them.

**Keywords:** 'online exams', 'advantages of e-assessments', 'disadvantages of e-assessments', 'students' and teachers' perspective of e-exams', and 'challenges of online exams faced by teachers and learners'.

## **1. Introduction**

“Today students are digital natives and everything else they do in their day-to-day lives is on-screen, so sitting an exam with pen and paper probably feels abnormal” (Burns, 2013). The attention to online assessments is increasing nowadays among different institutions around the world to assess students’ proficiency in English. Elliott (2009) emphasized on education that it is a transformation heavily affected by information and communication technology (ICT). Testing, these days, is adapting to new needs and requirements of digital native as defined by Prensky (2010). Many schools around the world have cooperated with prestigious language training and testing centers to utilize computer and internet assisted exams for their students (AMC, 2012). Recently, many researches raised concerns of whether online exams are a convenient method to be applied among second or foreign language learners. Since e-learning is up to date at this point of teaching, Elliot (2008) stresses the importance of switching the modality of assessments from offline to online, i.e. from traditional paper and pencil assessments to electronic/online assessments. Online assessments can be carried out via institutional Learning Management System (LMS) such as blackboard, WebCT and Moodle (Schimdt, *ibid*, 2011). The e-assessments can be in the form of quizzes, forums, or digital assignments.

### *1.1 Rationale*

Students at Middle East College undergo reading skill midterm and final exams via Moodle from levels 1-3 of the General Foundation Programme (GFP). The 90 minutes e-exam is a combination of questions including multiple choice, true false, fill in the blank and choosing the most appropriate definition for words. Since the shift to online examination modality is recent, the members of faculty of Centre for Foundation Studies (CFS) have raised some concerns on the use of technology and internet for assessments for the foundation learners. These concerns involve practical problems such as technical problems, cheating etc. However, the benefits of this form of assessment cannot be overlooked.

## **2. Methodology**

The paper is a conceptual literature review that could contribute to the research done in the field of online assessments/exams. The data collection of the existing literature was primarily gathered through secondary sources from electronic databases such as ProQuest, EBSCO, and scholarly and peer reviewed journal articles. The selection of articles mainly consisted of up to date researches done on online assessments, its advantages, disadvantages and the challenges tutors and learners may face through it.

## **Literature Review**

### *2.1 Scope and objectivity of online exams*

In the past few decades, in a traditional class setting, more often teachers assessed and evaluated students' learning progress through paper based exams. It cannot be argued that such traditional evaluation methods seem to be straightforward and easy to implement, however, it may also appear to be time consuming and stressful for learners and teachers (Englander, Fask and Wang, 2014). The incorporation of technology for e-learning and online assessments is a trend that has evolved to replace the traditional methods of teaching, learning and testing. Thus, an adaptation from paper-exam to online-exam has become an inevitable alternative choice of evaluative method for teachers and learners. Recently, literature review has revealed research and studies from several institutions around the world on online assessments, investigating its advantages, disadvantages and whether it is an effective method of evaluation for both instructors and learners.

Research from Alphen-Adria University, Austria, testified the objectivity of online assessments. Online testing increases the objectivity of assessments as it increases the consistency and accuracy of marking, eliminating human error in correction. This is especially effective when assessing larger number of students. Online testing and scoring is also user friendly format for grading analysis. Hewson (2012), found out that online examination modality is advantageous especially in terms of saving money and time, given its automatic delivery, scoring and storage. With immediate scoring upon submission of test, the teacher can gain statistics of students' test scores, the amount of time they took to complete the test and store the scores.

Also Anakwe (2008) determined that the efficiency of online exams lightened the teaching workload and administration. As a matter of fact, the extra time that the lecturers would have devoted to administration and correction can be used for classroom in-depth discussion, or to promote engagement and reflection on course materials/topics (Hewson, 2012). Frankl and Bitter (2012) indicated that students appreciated the modality of e-assessments as it is environmentally friendly nature (saving paper) and also that their hands were less tired compared when sitting a paper and pen exam.

Furthermore, Frankl and Bitter (2012) also examined whether the standardized questions such as multiple choice, True/False, single choice or matching questions, given online, tested only superficial knowledge. The researchers argued that free text questions could also be designed intelligently to avoid examining surface knowledge or just comprehension. Candidates' critical thinking and language analytical ability to show in-depth knowledge can be tested online with

correctly designed standardized questions. Having e-tutors, who are specially trained to set up online tests, can do this. For example, the multiple choice questions can be designed in a way that they test students' high order thinking skills in alignment with Bloom's higher level of learning (Oslo, 2013).

### *3.2 Advantages and disadvantages of online exams*

In addition, online examinations are highly superior in measuring individual functional knowledge and performance. Another advantage of online assessments is that it promotes constructive feedback when learners receive an automated result of their performance. Hence, online exams provide the opportunity for learners to detect their deficiencies to foster learning and improve performance (Marriott, 2009).

Since online assessments provide a fair and valid alternative to pen and paper traditional testing, practitioners should advance in adopting such approach from the various advantages it offers (Hewson, 2012). However, online exams can face challenges and have critical issues in terms of reliability, taking into consideration that this modality is a computer networking technology dependent (2012). Therefore, personalized and technical support should be provided during and throughout the full time of e-examination because problems such as booting procedures and Internet disconnections can occur. Frankl and Bitter (2012) stress the fact that this is necessary since online testing is a new approach for learners to try, and so their anxiety and stress may be high.

Looking beyond the advantages of online exams, Karaman (2011) and Timothy Oslo (2013), both researched on online exams constraints. One example is the potential disadvantages of technical difficulties and instability of low-tech students who have negative attitude towards technology and thus perform less. As such, teachers' inspiration, expertise, supervision and guidance for those learners should play a key role to strengthen the applicability of online English exams. Also, personalized support should be offered. Educators can provide mock exams via online for learners to provide practice for the actual online exam. This will allay students' fears and minimize their negative attitudes relating to online exams.

### *3.3 Reliability and validity of online exams*

Moreover, the principles and quality of e-assessment including reliability, validity, flexibility and fairness should not differ from the traditional assessments. However, this still remains debatable. As one of the chief concerns of online exams, is cheating, especially when learners are taking same online test but at different times and so they supply answers to each other. Nonetheless, there are many suggestions to prevent such acts of cheating. Since online assessments are mostly carried out through 'LMS' such as blackboard, Moodle, WebCT

(Pullen and Cusack, 2007), Oslon (2013) states that applying password to enter the online page of the exam is a secure way to deal with students who are planning to cheat by doing the exam off-campus during the testing period. Log-in password should be given at the commencement of exam. Time limit for completion of exam is an important factor to minimize cheating as well (Biskirk, Ralph and Schimdt, 2011). Other minimal precautions can be applied during the online exam such as configuring the software to allow the student for only one attempt to take the exam. Once the student logs in, the exam cannot be stopped or repeated unless under special cases/exceptions, such as system shutdown, rebooting and failure to save answers upon submission. Also, the software should be created in a way that it will not allow the students to copy the questions, thus preventing them from copying the exam and distributing it (Abiddin, Hassan and Yew, 2014).

Furthermore, a large bank of questions helps in creating different versions of tests. This is by changing questions and/or also scrambling the order of the questions and scrambling the order of answers of each question. So that different questions can appear to different student at a random state. Thus, it will not be possible for the learners to look at their neighbor and try copying the same answer during the test. In addition to that, lockdown browser software is another effective way to prevent the learner from accessing resources available on the internet/computer to cheat during the exam (Oslon, 2013).

It should be noted that the security features of the content management software application cannot deal with all the cheating methods the learners can come up with. Physical precautions should be taken into account. For example, students should hand in their phones before the commencement of online exam. Also, as an important note, the online exams should be proctored i.e. in a restricted environment (inside the class) (Oslon, 2013). Having invigilators monitoring students taking the e-exam during the classroom is highly operative to avoid learners' cheating behavior.

### **3. Conclusion and implications for further research:**

Online testing is a modern technological modality that is environmentally friendly since it reduces paper cost and most importantly, it is used for learners to improve their learning experience (Oslon, 2013). One of the essential factors of online exams is that it reduces unproductive time (grading system) while adding some more valuable time for course instruction and exam preparation. Conducting online exams combined with proctors and tutors present in the classroom increases reliability of the test as it decreases the chances of students

cheating, and thereby, it reduces academic dishonesty (Young, 2012). Although the advantages are substantial, challenges faced by tutors and learners regarding the efficiency of technology might raise an issue. Providing personalized and technical support to use technology for low tech learners is a way to overcome one of the biggest fears they have (Huang and Wang, 2012). The paper only explores the advantages and disadvantages of online testing by examining overall perspectives of tutors and learners regarding online exams. For future implications, perhaps sustainable data can be collected through measuring learners' performance via two exam modalities, online versus the traditional method. A comparison of test scores can be obtained to study the efficacy of online exams in facilitating learning. For Middle East College (MEC), Centre for Foundation (CFS) department, reading skills which is tested online via Moodle can be the core subject to investigate the advantages of online exams over paper-based reading exams. This is while being prepared for the challenges those learners and teachers might face when going through the process of online testing. Since the spread of online exams is vast, educators need to be prepared, because students will shortly be expecting the exams to be delivered exclusively online, as the online examination will be considered an important feature in testing in future academia (Oslo, 2013).

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## **Developing Islamic English Reading Course Syllabus: Preserving Islamic Ideology and Strengthening Students' Language Proficiency**

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### **Abstract**

This study is aimed at (1) analyzing the current situation of English teaching in an Islamic University along with (2) the needs of the lecturer, students, and policy maker related to the expected teaching activity. Furthermore, this study is also aimed at (3) developing a syllabus of English Reading course in an Islamic institution by considering the issue of Islamic culture. By a case study design, needs and situation analyses were enrolled to gather necessary data from the students, lecturer, and policy maker. The findings indicate that (1) the institution has gathered a policy related to the Islamic culture content in teaching activity, yet still not operational for human resource issue. The policy appears to urge the inducement of Islamic culture in teaching activity as in order to have Islamic culture well-informed graduates. The students also stated that (2) they learning progress is slow for the unfamiliar text topic selection in reading course problem. The end product of this study is (3) a syllabus of an English reading course which has an adequate portion of Western and Islamic culture topic selection. By this, the students are expected to have a strong Islamic ideology basis and a good English language proficiency.

**Keywords:** *culture and language, reading skill, needs and situational analyses, syllabus*

## **Introduction**

This study is a response to the teaching policy miss-conduct in an Islamic university. It aims to examine the currently used reading course syllabus, students' opinion about the syllabus related to the culture augmentation in the teaching, and also the lecturer's belief and opinion in relation to the syllabus development. This study also aims to analyze the needs of the students, lecturer, and the policy makers related to culture-based language teaching. The analysis result then is used to develop a syllabus which considers the usage of culture in teaching reading.

A number of research suggest the application of language teaching materials nativization. It is reported as having numbers of positive effects. Some studies reported that providing a culture friendly materials can raise students' comprehension (Ibrahim, 2013; Tavakoli, Shirinbakhsh, & Rezazadeh, 2013). Meanwhile, others reported it as raising students' motivation (Liton, 2012; Nemati, Marzban, & Maleki, 2014). The application of culture-based language teaching in the concept of intercultural is also reported as enabling students to understand target language culture by using their culture as the filter which makes them more tolerance (Turvey, Yandell, & Ali, 2012). However, a misconduct of this culture-based language teaching might lead to demotivation of the students (Tavakoli et al., 2013).

## **Literature review**

Needs analysis is the center of this research. The application is closely related to ESP. The results of the analysis are used to customize the teaching materials and or classroom activities. However, the issue in this study seems to have its own position between EGP and ESP. It makes the needs analysis procedures can be focused on a discrete aspect (see McGrath, 2002 for the analysis aspects). It is in line with Barnard and Zemach (2003) who pointed out that ESP should not be treated as a discrete division in ELT.

This research position as between ESP and EGP also affects the way the syllabus is developed. As in language courses, the content of a syllabus can be divided into linguistic and subject matters (Krahnke, 1987). Linguistic matter covers the skill focuses and the language features which is also known as linguistic schema (Ketchum, 2006). This aspect, however, can be assigned to the lecturers' decision. The subject matters, on the other hand, covers the topics in which the teaching of the skill and the language features are mediated. The realization can be

done by reflecting to the needs and situational analyses results of the students which include the information about the prior knowledge, culture, and education (Bock, 2006; Chang, 2006; Jalilifar & Assi, 2008).

The decision of the content selection above is based on an assumption that someone would talk more about things he knows and interests with. The usage of the students' culture in teaching reading might give them a more meaningful learning (Liddicoat, 2011). While the students are eased in comprehending the texts, it is expected that the skills and language features are well-internalized in the process. However, the foreign culture cannot be simply detached and replaced with the native culture of the students (Alptekin, 2002). The best possible ways is that through intercultural concept where the teaching of English is contextualized to local culture while still preserving some of the target language culture (Turvey et al., 2012).

## **Methodology**

This study is qualitative in nature by employing case study research design. However, some data were also analyzed quantitatively. The data were collected by document analysis, questionnaires, and interviews. The participants include a reading course lecturer, students of the reading course, and a policy maker. In addition, two syllabi and a policy document of the institution were also analyzed as data sources.

## **Findings and discussion**

The findings can be divided in three main discussions i.e. (1) the current culture-based language teaching application, (2) the needs of students, lecturer, and institution in relation to culture augmentation in teaching activity, and (3) syllabus that can be provided by considering the needs and situational analyses results. The results indicate that the current teaching activity did not induce any Islamic culture materials. It is reflected in the syllabus which is supported by the students' opinion of the current teaching activity, and the lecturer belief about culture-based language teaching.

The results of the needs analysis, in the other hand, indicate that the students demand the usage of Islamic culture in the teaching of reading for a number of reasons. Those reasons are (1) to ease their understanding, (2) maintain their reading interest, and (3) fulfill their expectation of enlisting in Islamic institution. The policy actually has already mandated such culture-based language teaching. It requires any teaching in the institution to always induce Islamic culture. It is necessary as supporting the institution to create Islamic future scientist. The application,

however, is obstructed by the lecturer who are not into culture-based language teaching. The lecturer believes that the teaching of reading should only focus on the skill.

The end product of this study is a syllabus of an English reading course which has an adequate portion of Western and Islamic culture topic selection. The core materials which cover the skill focuses and the linguistic matters are adapted from the lecturer's current syllabus. Meanwhile, the topics are selected according to the needs analysis result which are supplemented by texts with intercultural consideration. It is expected that the students will have a strong Islamic ideology basis and a good English language proficiency.

## **Conclusion**

This study concludes that the institution needs to adopt culture-based language teaching. The policy has already demand the augmentation of Islamic culture in every teaching activity. It is also supported by the students who expect to learn English while talk about Islamic culture. The human (lecturer) issue in the application can be managed by giving a clear definition of culture-based language teaching along with developing a good supervising system which can be started by formulating a well-stated learning outcome in department level.

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## Multimodal Text for Engineering Student

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### Abstract

One of the challenges in the digital era is the rapid evolution of reading material from printed text to multimodal text which are highly visual because they integrate diverse modes of representation. Unfortunately, this challenge has not got significant attention during English teaching in Engineering classroom. The learning and teaching process in the classroom is still focusing the use of English text book which does not involve a range of modes. Therefore, this paper tries to justify the need to use multimodal text in English teaching for Engineering students. By integrating different learning modalities into classroom, English teachers may accommodate students differences in learning style specially those who have visual intelligence. Moreover, this study advocates the importance to re-conceptualizes the English teaching in Engineering classroom through multimodal practices that involves the opportunity to use the technology in language learning. Advancement in multimedia technology have created possibilities for integrating different modes into a textbook. Therefore, the aim of this paper is also to explore the practical applications used in implementing multimodal text in Engineering English classroom.

**Key Words:** *Multimodal Text, multimedia technology, reading comprehension*

### Introduction

In the digital era, technology plays an important role in our daily life including in our language teaching. As the consequence, every modern language teacher will face new challenges in implementing technology throughout the learning process. One of the challenges is the rapid evolution of reading material from printed text to visual, electronic, or digital text. Thus, English teachers should be aware that the fast changing of information technology has already shifted the use of traditional or printed text to multimodal text. By technology, students can

access any information not only in the form of printed text, but also in the form of multimodal text.

Much research has been performed in investigating the use of linear text (monomode printed text) as opposed to multimodal text in extensive reading or intensive reading program. Mostly the result of those research are showing positive effect to the students' English proficiency (e.g., Day & Bamford, 2002; Rodrigo et al., 2007; Meng, 2009; Alzubi', 2014; Peel, 2015). However, little has been investigated concerning the effect of interacting with English multimodal text on English learners' development of English proficiency. Therefore this study try to justify the need of multimodal text for Engineering students.

### **Why Using Multimodal Text?**

There are some reasons why the writer believes that multimodal should be used as the source of extensive reading program in increasing students' reading skills. First, every student has different learning style. As suggested by Gardner (1991) about multiple intelligences that students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways. Therefore, English teachers should accommodate students differences by integrating different learning modalities into classroom.

Second, teaching English for higher education especially for engineering students can not be separated from the fast advancement of multimedia technology. This condition has created the possibilities for the English teachers to integrate different modes such as images, words, colors and audio into textbook. They can select reading materials by using the available technology such as internet, smartphone, computer or other technology commonly used by the students. Third, the advantage of using multimodal text from internet in learning English is proven significant. A study on extensive reading through the Internet done by Pinto-Silva (2006) found that students could gain access to hundreds of newer and interesting articles.

Multimodal texts are those texts that have more than one 'mode' so that meaning is communicated through a synchronisation of modes (Walsh, 2006). It means that multimodal texts may combine spoken or written language, still or moving images. Furthermore, multimodal texts may also be produced on paper or electronic screen and may incorporate sound. Bearne (2007) describes any multimodal text might combine elements of: gesture, movement, posture, facial expression images, sound, writing. Thus, based on those definition of multimodal text, it can be concluded that there are two types of multimodal text; the printed text and non-printed text.



The printed multimodal text means the text which not only present letters but also pictures for example *picture books, information books, newspapers and magazines*. Non-printed multimodal text, off course, will automatically involve the use of multimedia technology such as internet and computer. The text will appear on screen rather than printed. Good examples of digital media are CD ROOMs or DVDs and texts through electronic screen such as e-mails and internet.

### **Implementing Multimodal Text**

To activate the students' schemata, Extensive reading (ER) program has been advocated by many researchers (Wallace, 1992; McCarthy & Carter, 1994, Bamford & Day, 2002). It means that students' prior knowledge (schemata) can be boosted by a lot of reading in Extensive Reading program. Therefore, this study tries to bring the multimodal text in Engineering classroom by ER program. By this program students will receive extensive input to develop their language proficiency.

The attempts to implement multimodal text in the ER program for English for Specific Purposes (ESP) students should consider the reading materials suitable with students' background knowledge. The reasons of this study in using multimodal text from authentic materials during ER program are supported by many researches. Gilmore (2007) states that authentic materials are believed to generate greater interest among teachers, students and even publishers than do traditionally structured materials. Floris (2008) points out the necessity for incorporating authentic materials in the course design because they are more motivating, and engaging, and relevant to students' lives.

However, the quality of reading input influences reading development in a foreign language. Since there are so many authentic materials available on the internet, teacher should be careful in selecting the appropriate input for ESP students. Krashen (1982) and other reading specialists have drawn attention to the disadvantages of "broad" input for second language and foreign language teaching. It means that teachers should select readings with closely related topics. In theory, readings with such features are termed narrow reading.

This study would focus on the use of narrow reading as an intervention to help ESP students acquire meaningful input of reading materials suitable with their needs. Narrow reading describes a series of readings arranged around a related topic. Krashen (1985) argues that reading in a single topic, or a particular informational area has the advantage of a familiar context, that is, familiar background knowledge that helps make texts more comprehensible. This study would like to select some specific topics of multimodal texts which are suitable with

students' background knowledge as an engineer. It is assumed that each topic has its own vocabulary, and narrow reading on those specific topics can provide ESP learners many exposures to language items in meaningful contexts.

## **Conclusion**

English teachers should be aware that the fast changing of information technology has already shifted the use of traditional or printed text to multimodal text. Therefore, multimodal text should be used as the source of extensive reading program in increasing students' reading skills. Selecting materials in extensive reading program is very crucial since the quality of reading input influences reading development in a foreign language. In this study, authentic materials are chosen as the effective materials because it is believed to generate greater interest among teachers and students. However, narrow reading on those specific topics can provide ESP learners many exposures to language items in meaningful contexts

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## **The Halo Effect of Native-Accented English Speakers among Tausug Children and Young Adult**

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### **Abstract**

Based on accent among Tausug speakers when Tausug was contrasted with English, the two experiments here denied the previous findings of L1 valorization in the literature. In experiment 1, the one hundred participants, particularly the young adults were able to identify who are Tausug from not better than children did based solely on ones' accent, yet they opted not to select these foreign accented English speakers ( the native Tausug speakers in this case) instead they chose the native accented speakers of English across blocks. Therefore, participants acknowledge the superiority of English to Tausug, their native language. While Tausug is the marker of their ethnic identity, they believe in the role of English as an instrument of modernity. In experiment two, still adults had consistent preference for mean native-accented English speakers; they chose these mean native-accented English speakers across blocks over their nice foreign-accented counterpart. They take accent more than any cue and factor. Language status and prestige are important to them. They evade accent that is not pleasing, proving a "halo effect" across trials and blocks.

**Keywords:** Tausug, Accent, Halo-effect, Zamboanga City

### **Introduction**

The domination of English (an Indo-European language) around the world is of no question. There is approximately 300 million people who speak English as a second language, 100 million people who use it as a foreign language. An estimated 1000 million or one billion people in the entire globe have some awareness of this language either as a native language, as a second language, or as a foreign language (Thirumalai, 2002). Tollefson (1991) and Rappa

and Wee (2006) discuss the role of English as an instrument for modernity and supporting economic advancement.

Thirumalai as well further added that English is learned and known universally because people concede in the fact that proficiency in English is a passport for greener pasture, advanced knowledge, and for communication globally.

In the Philippines, English is taught as a Second Language. Martin (2008) stated that while the Philippines acknowledges the need to ascertain the national language, Filipino, English has continued to be a precisely popular language. Cruz (2004) wrote in a newspaper column that even today, most of the official notices, laws, court decisions, bar and board examinations and even the Constitution, are mostly in English. At some point, English seems to be more official than Filipino, as the former is more established than the latter. One thing is certain; English is a language that incessantly enjoys a more honored status in the Philippines. As an observation, Filipinos do not just learn English to be understood by the world but see the language as an “elite” one. The language of the intelligent, the rich, and the powerful. Hence, the norms of the “west” or the “core” English speaking countries are seen as the bases of correct and standard variety in written and in oral communication to include ones pronunciation and accent. Filipinos have ears for this elite language as they are able to identify instantly the local varieties of the speakers’ accent. Normally, the regional accents are laughed at and the American accent is praised. Studies reveal that native-accented speakers are always judged positively by both children and adult Kinzler et al.,2007; Shutts, Kinzler, McKee, & Spelke, 2009; Kinzler Corriveau, & Harris, 2011; Kinzler & De Jesus 2013).

Bresnahan et al. (2002) also illustrates that the more evident the foreign accent is the more negative the attitude of Native Speaker will be. Gluszek and Dovidio (2010) explained that Foreign accented speakers are seen as less pleasing to listen to, less sociable, less knowledgeable, less cultured, and even less truthful. Soll (1999), Yaniv (2004) in Lev-ari and Keysar (2010) articulate that people acquire new information from another people and that whatever is learned or acquired is subject to reservation and constant verification. (Ferguson and Zayas, 2009). How truthful and credible the information depends on who is giving it. More often than not, people’s opinion of others can be inclined to a “halo effect” whereby familiar folks are undoubtedly judged across a multiplicity of areas (Brosseau-Liard & Birch, 2010). These are just some concepts that this study tried to confront.

These sociolinguistic evaluation are all evident in the Research locale, Zamboanga City, a city of multitude of languages, one of which is Bahasa Sug, which is strongly associated to the Surigaonon language of the provinces Surigao del Norte, Surigao del Sur and Agusan del Sur

in the Philippines, and to the Butuanon language of northeastern Mindanao (Sundita, 2002). Students here, whether English major or not tend to react to Professors' manner of pronunciation, stressing, and intonation. They see teachers with good command of English Language as a credible source of information, and as a conversant individual. Native-accented Tausug speakers are no exemptions to the bias and prejudice that the Non-native English speakers experience daily. They too are judged based on their accent, among others. People will always relate their suprasegmental impairment, lack of language proficiency, and even behavior to them being Tausug speakers. Thus, this study gave chance to this stereotyped minority to divulge their own sociolinguistic evaluation towards other speakers of their own language.

## **Method**

This study replicated the method of Kinzler and De Jesus (2013) where Children and Adults viewed series of individuals paired with a native or foreign-accented English that was neutral in content (Experiment one) and anti-social behavior of native-accented English speakers (Experiment two). The material was a face stimuli consisted of 16 edited and enhanced faces of adults (Eight Female and Eight Male) which were presented in a matched-guise technique in a 32 inch LED television. 3 second- voice clips in English were recorded by Multilingual Tausug living in Zamboanga City in either native or foreign accent to go with the face stimuli.

## **Results and Discussion**

### **1. Experiment 1 Neutral Trials (native and foreign accented English speakers)**

#### **1.1 Friendship**

The friendship conditions in native accented and foreign accented English speakers are presented in Table 1.1 and Table 1.1.1. Apparently, children chose faces paired with native accented voices as friends,  $M_{\text{native}} = 66.00\%$ ,  $SD = 18.56$ ,  $F(1, 98) = 127.95$ ,  $p < .000$ . Similarly, young adults preferred faces paired with native accented voices as friends  $M_{\text{native}} = 76.50\%$ ,  $SD = 19.00$ ,  $F(1, 98) = 127.95$ ,  $p < .000$ . There was age effect on the participants' choice to be friends with native English speakers  $F(1, 98) = 7.81$ ,  $MSE = 705.87$ ,  $p < .006$ .

Table 1.1 Children and Young Adults' Preferred Native Accented vs. Foreign Accented English Speakers based on Friendship Trials

Age	Friendship	Mean	Std. Deviation
Children	Native	66.00	18.56
	Foreign	34.00	18.56
Young Adult	Native	76.50	19.00
	Foreign	23.50	19.01

Table 1.1.1 Children and Young Adults' Preference on Native Accented vs. Foreign Accented English Speakers based on Friendship Trials

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Friendship	90312.500	1	90312.50	127.95	.000
Friendship * Age	5512.500	1	5512.50	7.81	.006
Error (Friendship)	69175.000	98	705.87		

\*Significant at alpha .05

## 1.2. Sociolinguistic evaluation: Who is nicer?

The conditions Who is nicer in native accented and foreign accented English speakers are presented in Table 1.2.1 and Table 1.2.1.1. Apparently, children chose faces paired with native accented voices as nicer,  $M_{\text{native}} = 60.00\%$ ,  $SD = 26.24$ ,  $F(1, 98) = 19.11$ ,  $p < .000$ . Similarly, young adults preferred faces paired with native accented voices as nicer,  $M_{\text{native}} = 66.50\%$ ,  $SD = 34.48$ ,  $F(1, 98) = 19.11$ ,  $p < .000$ . There was no age effect on the participants' choice to be nicer between native and foreign accented English speakers  $F(1, 98) = .88$ ,  $MSE = 1872.51$ ,  $p = .350$ , n.s..

Table 1.2.1 Children and Young Adults' Preference on Native Accented vs. Foreign Accented English Speakers based on Nice Trials

Age	Nicer	Mean	Std. Deviation
Children	Native	60.00	26.24
	Foreign	39.00	26.80
Young Adult	Native	66.50	34.48
	Foreign	34.00	34.17

Table 1.2.1.1 Mixed ANOVA Design: Difference in Children and Young Adults' Preference on Native Accented vs. Foreign Accented English Speakers based on Nice Trials.

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Nicer	35778.125	1	35778.13	19.11	.000
Nicer * Age	1653.125	1	1653.13	.88	.350
Error(Nicer)	183506.250	98	1872.51		

\*Significant at alpha .05

### 1.2.2 Sociolinguistic evaluation: Who is smarter?

The conditions Who is smarter in native accented and foreign accented English speakers are presented in Table 1.2.2 and Table 1.2.2.1. Apparently, children chose faces paired with native accented voices as smarter,  $M_{\text{native}} = 58.50\%$ ,  $SD = 25.56$ ,  $F(1, 98) = 32.59$ ,  $p < .000$ . Similarly, young adults preferred faces paired with native accented voices as smarter,  $M_{\text{native}} = 74.50\%$ ,  $SD = 332.53$ ,  $F(1, 98) = 32.59$ ,  $p < .000$ . There was age effect on the participants' choice to be smarter with native and foreign accented English speakers  $F(1, 98) = 6.98$ ,  $MSE = 1721.94$ ,  $p < .010$ .



Table 3.1.2.2 Children and Young Adults' Preference on Native Accented vs. Foreign Accented English Speakers based on Smart Trials

Age	Smarter	Mean	Std. Deviation
Children	Native	58.50	25.56
	Foreign	40.50	26.19
Young Adult	Native	74.50	32.53
	Foreign	25.50	32.53

Table 1.2.2.1 Mixed ANOVA Design: Difference in Children and Young Adults' Preference on Native Accented vs. Foreign Accented English Speakers based on Smart Trials

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Smarter	56112.500	1	56112.50	32.59	.000
Smarter * Age	12012.500	1	12012.50	6.98	.010
Error(Smarter)	168750.000	98	1721.94		

\*Significant at alpha .05

### 1.2.3 Sociolinguistic evaluation: Who is in-charge?

The conditions Who is in-charge in native accented and foreign accented English speakers are presented in Table 1.2.3 and Table 1.2.3.1. Apparently, children chose faces paired with native accented voices as in charge,  $M_{\text{native}} = 58.50\%$ ,  $SD = 26.05$ ,  $F(1, 98) = 20.11$ ,  $p < .000$ . Similarly, young adults preferred faces paired with native accented voices as in charge,  $M_{\text{native}} = 70.00\%$ ,  $SD = 37.12$ ,  $F(1, 98) = 20.11$ ,  $p < .000$ . There was age effect on the participants' choice to be friends with native and foreign accented English speakers  $F(1, 98) = 3.08$ ,  $MSE = 2055.17$ ,  $p = .082$ , n.s..

Table 1.2.3 Children and Young Adults' Preferred Native Accented vs. Foreign Accented English Speakers based on In charge Trials

Age	In-charge	Mean	Std. Deviation
Children	Native	58.50	26.05
	Foreign	41.00	26.12
Young Adult	Native	70.00	37.12
	Foreign	30.00	37.12

Table 1.2.3.1 Mixed ANOVA Design: Difference in Children and Young Adults' Preference on Native Accented vs. Foreign Accented English Speakers based on In Charge Trials

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
In-charge	41328.125	1	41328.13	20.11	.000
In-charge * Age	6328.125	1	6328.13	3.08	.082
Error (In-charge)	201406.250	98	2055.17		

\*Significant at alpha .05

### 1.3.1 Geography: Who lives around here?

The conditions geography: Who lives around here in native accented and foreign accented English speakers are presented in Table 1.3.1 and Table 1.3.1.1. Apparently, children chose faces paired with native accented voices as living around here,  $M_{\text{native}} = 51.00\%$ ,  $SD = 33.59$ ,  $F(1, 98) = 20.11$ ,  $p < .000$ . Similarly, young adults preferred faces paired with native accented voices as around here,  $M_{\text{native}} = 74.50\%$ ,  $SD = 29.67$ ,  $F(1, 98) = 20.11$ ,  $p < .000$ . There was no age effect on the participants' choice to be friends with native and foreign accented English speakers  $F(1, 98) = 3.08$ ,  $MSE = 2005.23$ ,  $p = .082$ , n.s.

Table 1.3.1 Children and Young Adults' Preference on Native Accented vs. Foreign Accented English Speakers based on Geography Trials

Age	Geography 1	Mean	Std. Deviation
Children	Native	47.50	34.35
	Foreign	51.00	33.49
Young Adult	Native	74.50	29.67
	Foreign	26.00	29.43

Table 1.3.1.1 Children and Young Adults' Preference Native Accented vs. Foreign Accented English Speakers based on Geography Trials

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Geography1	25312.500	1	25312.50	12.62	.001
Geography1 * Age	33800.000	1	33800.00	16.86	.000
Error(Geography 1)	196512.500	98	2005.23		

\*Significant at alpha .05



Figure 1 Age Effect on the Participants' Preference on Native Accented English Speakers based on Geography Trials

### 1.3.2 Geography: Who is Tausug

The conditions geography: Who is Tausug in native accented and foreign accented English speakers are presented in Table 1.3.2 and Table 1.3.2.1 and Figure 2. Apparently, children chose faces paired with foreign- accented voices as Tausug,  $M_{\text{foreign}} = 55.50\%$ ,  $SD = 32.46$ ,  $F(1, 98) = 20.11$ ,  $p < .000$ . Similarly, young adults preferred faces paired with native accented voices as Tausug,  $M_{\text{foreign}} = 70.50$ ,  $SD = 34.14$ ,  $F(1, 98) = 2.75$ ,  $p < .100$ . There was no age effect on the participants' choice of who they prefer to be with native and native accented English speakers  $F(1, 98) = 2.988$ ,  $MSE = 1104.86$ ,  $p = .087$ , n.s.

Table 1.3.2. Children and Young Adults' Preference on Native Accented vs. Foreign Accented English Speakers based on Geography Trials

Age	Geography 2	Mean	Std. Deviation
Children	Native	42.50	33.21
	Foreign	55.50	32.46
Young Adult	Native	29.50	34.14
	Foreign	70.50	34.14

Table 1.3.2.1 Mixed ANOVA Design: Difference in Children and Young Adults' Preference on Native Accented vs. Foreign Accented English Speakers based on Geography Trials

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Geography 2	3003.125	1	3003.13	2.75	.000
Geography 2 * Age	378.125	1	378.13	.35	.557
Error (Geography 2)	106931.250	98	1091.14		

\*Significant at alpha .05

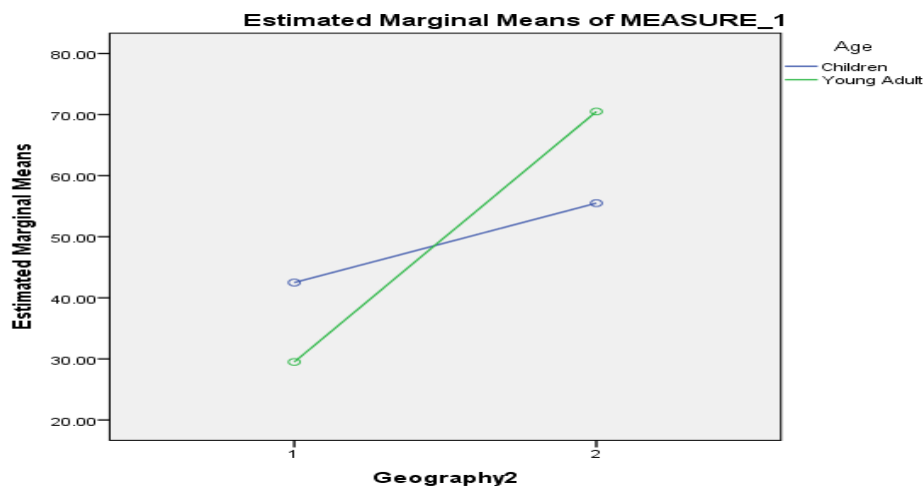


Figure 3. Age Effect on the Participants' Preference on Native Accented English Speakers based on Geography Trials

## Discussion

In experiment 1, generally there was no age effect marked on the participants' judgments. For friendship and sociolinguistic blocks, both groups preferred the native-accented ones. In the geography block, who lives around here, children chose the foreign-accented speakers. While when asked "who is Tausug?" young adults knew that the foreign-accented ones were like them. The findings tell us that children seemed to be more honest than the young adults in acknowledging that these foreign accented speakers of English are the locals here. Perhaps, the Young adults here in particular conceded in the globalization of English. While they were consistent in accent as a group marker, they know for a fact that English domination is uncontrollable.

The results here can be supported by various studies on positive evaluation of people towards native-accented speakers of English ( Ko, 2013; Liu & Zhao , 2011; Gonzales & Villacorta, 2001; Amamio, 2000; Thirumalai, 2002; Rubin, 1990; Brennan and Brennan, 1981).

The participants were one with Tollefson (1991) and Rappa and Wee (2006) that English is a language of modernity and an instrument for economic advancement. Correspondingly, Cruz (2004) wrote in a newspaper column that in the Philippines, most of the official notices, laws, court decisions, bar and board examinations and even the Constitution, are mostly in English. At some point, English seems to be more official than Filipino, as the former is more established than the latter. An idea supported by Amamio (2000) students and teachers prefer the use of English as the medium of instruction, with the teachers finding English a more comfortable language for explaining ideas and concepts. Pierson, Fu, and Lee (1980) on other hand reiterated that English is a risk to their identity.

## 2. Experiment 2 (Mean native and nice foreign accented English speakers)

### 2.1 Friendship

The friendship conditions in mean native accented and nice foreign accented English speakers are presented in Table 2.1 and Table 2.1.1. Apparently, children chose faces paired with foreign- accented voices as friends,  $M_{\text{foreign}} = 70.00\%$ ,  $SD = 22.73$ ,  $F(1, 98) = 108.10$ ,  $p < .000$ . Similarly, young adults preferred faces paired with foreign- accented voices as friends,  $M_{\text{foreign}} = 78.50$ ,  $SD = 25.01$ ,  $F(1, 98) = 108.10$ ,  $p < .100$ . There was no age effect on the participants' choice to be friends with foreign English speakers  $F(1, 98) = 2.99$ ,  $MSE = 1104.86$ ,  $p = .087$ , n.s..

Table 2.1 The Children and Young Adults' Preferred Mean Native Accented vs. Nice Foreign Accented English Speakers based on Friendship Trials

Age	Friendship	Mean	Std. Deviation
Children	Native	29.25	21.37
	Foreign	70.00	22.73
Young Adult	Native	21.50	25.00
	Foreign	78.50	25.01

Table 2.1.1 Mixed ANOVA Design: Difference in Children and Young Adults' Preference on Mean Native Accented vs. Nice Foreign Accented English Speakers based on Friendship Trials

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Friendship	119438.281	1	119438.28	108.10	.000
Friendship * Age	3300.781	1	3300.78	2.99	.087
Error(Friendship)	108276.562	98	1104.86		

\*Significant at alpha .05

### 2.2.1 Sociolinguistic evaluation: Who is nicer?

The conditions who is nicer in mean native accented and nice foreign accented English speakers are presented in Table 2.2 and Table 2.2.1. Apparently, children differ with young adult on their preference of faces paired with native accented or foreign accented voices. Children chose nice foreign accented speakers as nicer,  $M_{\text{foreign}} = 53.00$ ,  $SD = 16.48$ ,  $F(1, 98) = .005$ ,  $p < .944$ . While, the young adults preferred native as nicer,  $M_{\text{foreign}} = 53.50$ ,  $SD = 18.90$ ,  $F(1, 98) = .005$ ,  $p < .944$ . There was also no age effect on the participants' choice to be nicer between native and foreign English speakers  $F(1, 98) = 3.16$ ,  $MSE = 630.42$ ,  $p = .087$ , n.s..

Table 2.2.1 Children and Young Adults' Preference on Mean Native Accented vs. Nice Foreign Accented English Speakers based on Nice Trials

Age	Nicer	Mean	Std. Deviation
Children	Native	46.50	16.76
	Foreign	53.00	16.48
Young Adult	Native	53.50	18.90
	Foreign	46.50	18.90

Table 2.2.1.1 Mixed ANOVA Design: Difference in Children and Young Adults' Preference on Mean Native Accented vs. Nice Foreign Accented English Speakers based on Friendship Trials

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Nicer	3.125	1	3.13	.005	.944
Nicer * Age	2278.125	1	2278.13	3.61	.060
Error(Nicer)	61781.250	98	630.42		

\*Significant at alpha .05

### 2.2.2 Who is smarter?

The conditions Who is smarter in mean native- accented and nice foreign- accented English speakers are presented in Table 2.2 and Table 2.2.1. Apparently, children chose nice foreign- accented speaker as smarter,  $M_{\text{foreign}} = 51.50$ ,  $SD = 17.06$ ,  $F(1, 98) = .37$ ,  $p < .545$

while young adults chose mean native accented speakers as smarter,  $M_{\text{native}} = 54.00$ ,  $SD = 19.79$ ,  $F(1, 98) = .37$ ,  $p < .545$ . There was also no age effect on the participants' choice of Who is smarter between native and foreign English speakers  $F(1, 98) = 2.412$ ,  $MSE = 685.27$ ,  $p = .087$ , n.s..

Table 2.2.2 Children and Young Adults' Preference on Mean Native Accented vs. Nice Foreign Accented English Speakers based on Smart Trials

Age	Smarter	Mean	Std. Error
Children	Native	48.00	17.38
	Foreign	51.50	17.06
Young Adult	Native	54.00	19.79
	Foreign	46.00	19.79

Table 2.2.2.1 Children and Young Adults' Preference on Mean Native- accented vs. Nice Foreign-accented English Speakers based on Smart Trials

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Smarter	253.125	1	253.13	.37	.545
Smarter * Age	1653.125	1	1653.13	2.41	.124
Error (Smarter)	67156.250	98	685.27		

\*Significant at alpha .05

### 2.2.3 Who is in-charge?

The conditions Who is in-charge in mean native- accented and nice foreign- accented English speakers are presented in Table 2.2.3 and Table 2.3.1. Apparently, children do differ with young adults on their preference of faces in "in charge" block, children in favor of the nice- foreign accented speakers while young adults in favor of the mean native accented



speakers,  $F(1, 98) = .070$ ,  $p < .792$ . There was no age effect on the participants' choice of Who is in-charge between native and foreign English speakers  $F(1, 98) = 1.75$ ,  $MSE = 713.78$ ,  $p = .189$ , n.s..

Table 2.2.3 Children and Young Adults' Preference on Mean Native- accented vs. Nice Foreign-accented English Speakers based on Trials Who Is In-Charge

Age	In-charge	Mean	Std. Deviation
Children	Native	47.00	17.23
	Foreign	51.00	17.47
Young Adult	Native	53.00	20.60
	Foreign	47.00	20.60

Table 2.2.3 Mixed ANOVA Design: Difference in Children and Young Adults' Preference Mean Native-accented vs. Nice Foreign-accented English Speakers based on Trials Who Is In-Charge

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
In-charge	50.000	1	50.00	.070	.792
In-charge * Age	1250.000	1	1250.00	1.75	.189
Error (In-charge)	69950.000	98	713.77		

\*Significant at alpha .05

### 2.3.1 Geography: Who lives around here?

The conditions "Who lives" around here in mean native- accented and nice foreign- accented English speakers are presented in Table 2.3.1 and Table 2.3.1.1. Apparently, children chose faces paired with native accented voices as friends,  $M_{\text{native}} = 60.00\%$ ,  $SD = 22.73$ ,  $F(1, 98) = 8.07$ ,  $p < .005$ . Similarly, young adults preferred faces paired with native accented voices as

friends  $M_{\text{native}} = 78.50$ ,  $SD = 25.01$ ,  $F(1, 98) = 8.07$ ,  $p < .100$ . There was no age effect on the participants' choice  $F(1, 98) = 2.99$ ,  $MSE = 1104.86$ ,  $p = .087$ , n.s..

Table 2.3.1 Children and Young Adults' Preference on Mean Native-accented vs. Nice Foreign-accented English Speakers based on Geography Trials

Age	Geography 1	Mean	Std. Deviation
Children	Native	60.00	22.02
	Foreign	40.50	21.95
Young Adult	Native	53.00	22.95
	Foreign	47.00	22.95

Table 2.3.1.1 Mixed ANOVA Design: Difference in Children and Young Adults' Preference on Mean Native-accented vs. Nice Foreign-accented English Speakers based on Geography Trials

Source	Type III	Sum of Squares	Df	Mean Square	F	Sig.
Geography1		8128.125	1	8128.13	8.07	.005
Geography1 * Age		2278.125	1	2278.13	2.26	.136
Error(Geography1)		98656.250	98	1006.70		

\*Significant at alpha .05

## 2.2.2 Geography: Who is Tausug

The conditions "Who is Tausug" in mean native-accented and nice foreign-accented English speakers are presented in Table 2.3.1 and Table 2.3.1.1. Apparently, children do not differ with young adult on their preference of faces paired with native accented or foreign accented voices as Tausug,  $F(1, 98) = .35$ ,  $p < .100$ . Both children and young adults chose the mean native-accented speakers as Tausug ( $M_{\text{native}} = 55.02$ ,  $SD = 22.02$ ;  $M_{\text{native}} = 52.40$ ,  $SD = 24.87$ , respectively). There was no age effect on the participants' choice  $F(1, 98) = .35$ ,  $MSE = 1091.14$ ,  $p = .557$ , n.s..

Table 2.2.2 Children and Young Adults' Preference on Mean Native-accented vs. Nice Foreign-accented English Speakers based on Geography Trials

Age	Geography 2	Mean	Std. Deviation
Children	Native	55.00	22.02
	Foreign	44.50	21.60
Young Adult	Native	52.50	24.87
	Foreign	47.50	24.87

Table 2.2.2 Children and Young Adults' Preference on Mean Native-accented vs. Nice Foreign-accented English Speakers based on Geography Trials

Source	Type III	Sum of Squares	df	Mean Square	F	Sig.
Geography2		3003.125	1	3003.13	2.75	.100
Geography2 * Age		378.125	1	378.13	.35	.557
Error (Geography2)		106931.250	98	1091.14		

\*Significant at alpha .05

## Discussion

Experiment 2 for English, the results indicated heterogeneity in the preference of the participants across trials. For friendship, both groups preferred the nice foreign-accented individuals. In the sociolinguistic block, it is interesting to note that children across block chose the nice foreign-accented speakers while the young adults consistently chose the mean native accented speakers. In the geography block, both groups chose the mean native accented speakers. Finally, generally speaking, no age effect was seen in this experiment.

These imply that while both groups still evade frightening individuals (Baltazar, Shutts, & Kinzler, 2012; Baumeister, Bratslavsky, Finkenauer, & Vohs, 2001; Kinzler & Shutts, 2008; LoBue, 2009; Rozin & Royzman, 2001; Vaish, Grossman, & Woodward, 2008) as friends. Young adults were consistent in choosing the mean native English speakers as nicer, smarter,

and in charge. They also chose them in the geography block. This means that they based their judgment on the native English accent of the speakers making them better across areas. A “halo effect” was evident here (Brosseau-Liard & Birch, 2010).

## **Conclusion**

The results of this study deny the Theory on L1 valorization of previous research findings especially for adults because of their consistent preference for mean native- accented English speakers since they take accent more than any cue and factor. The young adults, particularly, were able to identify who were Tausug (foreign accented English speakers) from not better than children did, yet they opted not to select them instead they chose the native-accented speakers of English even if they were being mean. These, therefore, tell us that adult participants acknowledge the superiority of English to their native language. They take into account language status and prestige. Children participants were consistent in their choice for nice individuals regardless of accent while Adults evade accent that is not pleasing and unacceptable in a societal level proving a “halo effect” across trials and blocks.

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