



THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &  
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International  
Conference  
2016

8 - 10  
September 2016

University of PGRI Adi Buana Surabaya  
Indonesia

# PROCEEDINGS

"Creativity and Innovation in  
Language Materials Development and  
Language Teaching Methodology  
in Asia and Beyond"

BOOK 1





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## FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63<sup>rd</sup> TEFLIN Conference brings up a central issue on "*Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond*." Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, f) technology-based language instruction, g) the role of technology in innovation in ELT methodology, h) the role of technology in language materials development, i) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by A Journal of Culture, English Language Teaching and Literature (Celt), Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, September 2016

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## MOBILE-ASSISTED LANGUAGE LEARNING AS A DIGITAL MEDIA IN A FOREIGN LANGUAGE TEACHING: FOSTERING STUDENTS' LISTENING

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### ABSTRACT

*The use of mobile technology has spread more widely in the last few years. More students and teachers have mobile device which actually can be used in the process of teaching and learning a foreign language. The usage of such technology in language learning is called as Mobile-Assisted Language Learning (MALL) which provides fun way for the students to master the target language more easily and in a fun way. It is assisted by the fact that our learners today are digital natives who are used to using technology inside and outside the classroom. Yet, the usage of MALL in the classroom is not popular yet. There is only few teacher applies mobile technology in their classroom. This article tries to discuss the result of applying "listening English" as one of the applications in a mobile device.*

*Key words: MALL, Listening English, listening*

### INTRODUCTION

Before the finding of computers, teachers of English in the previous decades encouraged their students to communicate with pen pals who speak the target language and live in their surrounding or even abroad in order that the students get accustomed to write to the users of the target language. In this case, the students had to send a letter by post and it took them several weeks to wait between the time they sent the letter and the time they got the reply.

Then, the ICT (Information and Communication Technology) comes where e-mail became a more popular way to send news at the end of the 1990s. It made the time needed for doing the communication increased rapidly. The students can send an e mail to their pen pals to get the reply in a shorter time. In short, e-mail which is done by applying ICT has helped them shorten the time to get the necessary news.

In term of education, teachers who used to conduct the teaching and learning process in a traditional way by doing context of learning (Beale, 2007, Klopfer, 2008) where all they had in class are books and board, have managed to renew the way they teach by applying the ICT in order to change the class into a more contemporary one.

In line with that opinion, Demouy et.al (2010) said that having the contemporary class is aimed at exposing the learners to the examples of situations that they should find by themselves because the existence of ICT can help them have the visual and the audio at the same time. These will help the students get the information about the authentic situation because the materials that the students get from the ICT usually contain the examples of the authentic situation (which really happens in daily life), and many other examples of learning materials. Besides, teaching the students by applying ICT will give the teacher occasion to assign the students to do some particular tasks individually so that they become more independent and even more autonomous in their learning.

The development of ICT makes people get introduced to the existence of portable and personal devices such as mobile phones, digital audio players and also PDA (personal digital assistance). In line with this condition, Demouy et.al (2010) state that there are more and more people own personal, portable devices. The similar opinion was also stated in the Sesame Workshop (2007) which mentioned that 50% of the children own a cell phone, 30% has portable game player and 20% of them bring their digital music player with them (<https://www.slideshare.net>). Another opinion is also stated by Garg (2012) who says that there have been more mobile devices in the world compared to that of PC and that by the end of 2015 it is predicted that US workers access Web via their mobile devices.

Demouy et.al (2010) mentions that this phenomena results in a potential new dimension which is called as location-aware support for communication and language learning. It includes location-specific content and interaction in which the learners can have access to vocabulary



which is related to a specific place (location) because the information is provided. It implies that ICT including mobile devices helps learners to get the information needed.

Furthermore, the functions of mobile devices are not as simple as before. They do not primarily function for doing communication (texting, making phone calls or sending an email) or having entertainment from the mobile devices anymore, but it has gone beyond those functions. They can take some photos and edit the results by using their mobile devices, or opening social media they are involved in. Learners can also enlarge their knowledge by applying the applications provided in their cell phone so that they can learn everywhere and anytime. Because of this situation, Sharples (2003) in Demouy et.al (2010) mentions that researchers should consider the possibilities that go far beyond those original functions.

## MOBILE LEARNING

Veerappan et.al (2014) in their paper mention that the difference between conventional learning and Mobile learning is distinct in which M-learning suggests learners to get any information without having any time-constrain because they can get any information at what time they need them. Besides, by applying mobile learning, learners can learn at any place not necessarily to do it in one particular location as it happens in a conventional class.

Another opinion is stated by Sharples et.al (2005) who state that mobile learning gives chance for the learners to go back to the various contexts of information that they learn. Besides, applying mobile learning in a class provides the teachers new strategies to teach because of the availability of multimedia framework that can be used for the teaching and learning process. Furthermore, mobile learning also provides personal learning activities for the students because they can learn something from their mobile devices and adjust their speed of learning with the material. Learners can also find materials that they think are their favorite. Thus, it also increases the learner's autonomy in learning. Finally, because mobile learning can be done by learners at any time or any place, therefore, it is quite possible for them to be on and off engaging with the technology which means that if they have something else to do then they can leave their mobile coverage and go back later when the time has been possible for them to do so.

Another opinion is given by Farooq et.al (2002) who mention that M-learning is using mobile devices in an educational situation which extends the chance of accessing the educational system from desktop to mobile devices such as mobile phone, Ipad or Ipod. Further, it is also mentioned that by doing mobile learning the learners also have the opportunity to have online community which means that they can discuss a particular subject with those who have the same preference. It is quite possible to conduct because online community is able to provide mobile learning materials by having voice communication, learning the subject by sending any text or by retrieving the data from a certain learning portal or website. Finally, Ting (2005) also states that because of the existence of text, audio, image, web and mobile technology makes mobile learning an interactive educational process.

Dealing with learning community conducted by the help of mobile learning, Kukulska-Hulme (2006 and 2009) state that mobile devices have helped the students to become more learner-centered and self-directed learners which means that they can learn autonomously without having any teacher. It may happen if there is a community learning near the students where the members of the community are willing to share resources because of having the same or common needs. Thus, it can be said that mobile devices also provide a chance for the students to do collaboration and share the resources they have.

In term of mobile learning, Kress and Pachler (2007) mention that young learners are keen on operating their mobile phones because of the interactive modes they provide. Besides, mobile devices are cheaper and easy to find and operate than other technological devices so that young learners cannot be separated from their mobile phones. This situation is actually beneficial for the teachers and curriculum developers to include the usage of mobile phones in the teaching and learning process in their classes because the learners have been familiar with how to operate their mobile devices and how to find the links that the teachers can actually assign them to do. Yet, what the learners have applied so far is only using their mobile devices for having the dictionary or playing some games.



Further, Kukulsha-Hulme and Shield (2008) and Traxler (2009) mention that actually the function of having mobile devices in the classroom is not only to transmit and deliver the content provided by using the multimedia, but also to discuss the available discourse materials. It is possible to do because of the availability of the real-time situation, voice, text or the multimedia that both learners and teachers can discuss.

## CHARACTERISTICS OF MOBILE LEARNING

Trifonova (2003) mentions that the main characteristic of a mobile learning is that it is a learning process that can happen because of the availability of a mobile device or because of its ability to be conducted in a mobile environment. Thus, the characteristic does not lie on the technical term but it is more on whether the learning materials are accessible to be given to the users or not. Hill and Roldan (2005) state that the coverage support from the providers of the mobile network has been growing so fast; therefore, the services exist and can be accessed everywhere at the same time. This condition makes the learners feel comfortable because they can get engaged in the mobile learning process whenever it is needed.

In term of the characteristic of mobile learning, Laurillard (2007) mentions that it enables the learners to do collaborative learning which assist other learners either inside the class or outside the class especially in doing the tasks assigned by the teacher. The collaboration can be done by sending short message service (SMS), email, voice or even MMS. Thus, the learners can help each other in finishing the task given by doing discussion using those services provided by the mobile devices.

Meanwhile, Gayeski (2002) proposes that mobile learning is supported by its performance function. The performance here refers to the productivity, creativity and the efficiency of the mobile users. It has the understanding that by having their mobile devices to support their learning, the users may become more productive and creative. Again, it is because of the application provided in their mobile devices.

The next characteristic dealing with mobile learning is that it provides blended approaches in conducting the teaching and learning process. It is because mobile devices equip the learners with pictures, animation, simulation and even video clip that can be accessed and become the topics of the discussion among the learners. In this case, the approaches also function as the learners' performance support (Bonk, Kim and Zeng, 2006: 57)

Jonassen and Murphy (1999) clarify that mobile learning can help the learners to learn by using different strategies suitable for each learner. They further mention that learner's learning environment should consist of authentic materials and that those can make the learners engaged in the materials themselves. If the learners are engaged in the learning process; then all parts of the activity can be involved in the teaching and learning process which will make the process more challenging and finally it will be much more meaningful for the learners. If the process and the materials are meaningful of course the learners will be more motivated in doing the learning. Dealing with these strategies, Rogers et al (2002: 680) mention that the components needed to conduct a mobile learning should consider different learning strategies which are proper for the learners. Because mobile learning can assist the learners to become more learner-centered, then it should apply inquiry based, discovery based or problem based strategies.

## WHY MOBILE-ASSISTED LANGUAGE LEARNING?

The questionnaire distributed by Kukulska-Hulme et al, (2005) to learners and teachers about the reasons why they like using mobile devices in the language learning reveal that: (1) the devices are cheap and that is also the reasons why it is possible for one learners to have more than one device, (2) they are portable and can be used anywhere and anytime so that the learners can go back to the materials being learned anytime needed. Because of being able to be used anywhere, mobile learning allows those who live in the isolated area can still access to learning, (3) they promote information literacy because they make the learners know about the newest information, (4) they support independent learning which is very obvious because by doing mobile learning learners can learn something by themselves without having any teachers with them, (5) motivate the learners because they like dealing with technology. Besides, mobile devices support multimedia at one time so that it becomes challenging for the learners, (6)



becoming the reference tools because the learners can find any reference that they need to know from the mobile device, (7) for assessment, in which the teachers ask the learners to do any particular task from the device, (8) the demand of the educational environment. The government and the authority realize that if they do not insert technology in their curriculum then the school is going to be left behind by the others. Using technology in the classroom is intended to make any changes in the teaching and learning process from the conventional one into the digital one. Other reasons of the importance of using mobile learning are stated by JISC (2015). They are: (1) it embedded the learners in the authentic situation while accessing the mobile device. It happens because mobile device can provide the learners the real situation (2) the educational institutions may provide provisions for the learners.

Thus, it is clear that from the point of view of the educational institutions, mobile learning can become the consideration to redesign the curriculum and to insert the usage of mobile learning in the classroom. It also functions to personalize the learning in which the learners are not the object of learning anymore but they become the subject. Mobile learning also promotes digital literacy by making those who do not understand the technology becomes aware and literate. Furthermore, it can widen the learners' participation and improve students' engagement and retention because they are engaged in using the mobile device and will be more focused on the assigned task.

Another benefit of applying mobile learning is that peer-to-peer networks make learning more student-centered. Mobile learning can create community learning which consists of peers. When they have to deal with an assigned task in doing mobile learning, they will do peer-to-peer networks actively which mean that they become more student-centered.

Finally, mobile learning makes the communication, including speech and sharing the data becomes faster than it used to be. It also makes the learners' "dead time" (when they have to travel or queue) more effective because they can still access the learning while travelling or queuing.

## METHOD

So far, although they have got a smart-phone with them, what the learners have done with the smart-phone is only to send a text, make a phone call, or to download dictionary and the very most common one is to download game. They never realize that actually they still can explore many applications in their smart-phone and apply them to improve their English skills.

This paper is based on the usage of one of the applications of MALL (Mobile-Assisted Language Learning) which can be downloaded by the learners from their smart-phones. This application is "English Listening". Learners often complain that listening is the most difficult subject because they have to listen to the native speaker from the audio and they are not used to listening to English text besides English song. Thus, when they come into the listening class, most of them cannot catch what the speaker is saying. They can only catch some of the words although the audio has been played for more than three times. When some questions were asked, only few learners could answer the questions. However, when the audio was discussed with the class they just found out the words uttered by the speakers. It happened because they did not memorize the pronunciation and the spellings of some words spoken so that when they listened to those words in the audio, they did not catch them.

When they were asked about what made them difficult doing listening, many of them said that it needed a hard effort to find English audio. Yet, actually, the students have them in their smart-phone and could have explored their smart-phone and found the application to drill their listening skill everywhere and any time that they want as it is suggested as the benefits of mobile learning in the previous subchapter of this paper.

This application consists of three biggest levels namely beginner, intermediate and advanced in which each part consists of some different contents. They are taken from BBC learning English.com which is actually a famous website for learning English but still the students never open that website. Yet, if they open the website, they have to open each section one after another which may take time for the students to do so. Instead, by downloading "English Listening" and focusing on one section of a certain level then they can have a pile of audio and just have to listen to the speaker.



This paper was based on "News Report" part exist in "beginner" level. Yet, it does not mean that the audios are easy. They are less than 1 minute but they are read in a normal speed the English people read the news which the students think that they speak too fast. Each topic provides the students with the recording, keywords and the meaning of the audio, and also an exercise for the students to do. Besides listening to the audio, the students can also read the script. It helps them get the words at the same time it is spoken. Thus, they will know about the pronunciation and the spelling of the words while listening to the audio. Thus, in this case, listening skill is combined with reading. It is different from the conventional listening class where the students have to listen to the audio only. They will not get the spelling of the unfamiliar words that they cannot catch. Therefore, it is difficult for the students sometimes to grab what the speaker is saying.

This application was given to the students after they had been in the regular class for about a month but still they had difficulties in listening class because they said that they did not have any audio that they could listen to. Only then was this application given to the students.

Yet, it was not given in the classroom. The students had to listen to the audio outside the classroom when they felt comfortable to do so. Thus, it was such an extensive listening for them. Besides listening to the audio the students had to make a journal about how many audios and what audios they listened to every time they opened the application and how often they opened the application. They were told that they had to tell the truth in the journal because although it was not scored but of course it had some benefit if they did it very often. They were given two weeks to do this program and after that they had to give in the journal and then a test on listening comprehension was given to them.

## FINDING AND INTERPRETATION

There were 30 students who became the participant of this study. They took Extensive Listening and belonged to the second semester students of English department in FKIP Jember University. They had got the subject of intensive listening in which they were trained to focus on the detail of the audio.

After two weeks, the students had to submit their journal. Then, the frequency of how often they listened to the audio was calculated. The result revealed that only few students listened to more than 2 audios each day. In the average, they listened to 2 audios each day. The calculation can be seen in table 1 below.

Table 1 the number of the audio that the students listened to

No	Number of audio	No	Number of audio
1	30	16	14
2	33	17	20
3	25	18	15
4	28	19	23
5	20	20	24
6	25	21	18
7	26	22	18
8	20	23	23
9	30	24	27
10	33	25	28
11	20	26	33
12	18	27	20
13	15	28	25
14	30	29	14
15	18	30	30

The classification to analyze the result found in table 1 was based on the consideration that this study was given in 2 weeks so that if the students read 1 audio each day it meant that they listened to 14 audios. If sometimes they listened to 1 or 2 audios and did it in two weeks



then they listened to 28 audios at the most. Meanwhile, if the students listened to more than 2 audios each day, then the result was more than 29 audios.

Based on those classification, it was clear from table 1 that there were 7 (23,33%) of the students listened to more than 2 audios each day. Then, 21 (70%) of the students read 2 audios in the average, and 2 (6,66%) of the students read 1 audio in the average. Thus, in the average, the 30 students who became the participant of this study listened to 2 audios a day.

The students also reported that at the beginning of doing the program they could not understand what the speaker was saying because again they thought that the speaker spoke too fast for them. They read the script while listening to the audio. Thus, they knew how to pronounce and how to spell the unfamiliar words they found in the recording. Besides, they also said that they could not understand the audio by listening to the audio once only. They had to listen to the audio twice or even more. Yet, the more often they listened to the audio they got used to listening to the speaker's pronunciation and it helped much in understanding the content of the audio.

Then, a test of listening comprehension was given to the students after they had given in their journal. It was intended to know how far their comprehension was after doing the program for two weeks. The test consisted of 25 items of filling in the blank because the exercises in "News Report" are also in the form of filling in the blanks. The total score is 100. The result of the students' listening comprehension can be seen in table 2

Table 2 the result of the students' listening comprehension test

No	Number of audio	No	Number of audio
1	84	16	64
2	84	17	80
3	80	18	60
4	84	19	76
5	72	20	80
6	80	21	72
7	80	22	76
8	76	23	76
9	84	24	80
10	84	25	84
11	68	26	92
12	72	27	60
13	60	28	68
14	88	29	60
15	72	30	92

When the result was analyzed, the average of the students' score was 76,26. It was then classified to the categories as it is suggested by Djwandono (2011:56)

Table 3 the students' score and its category

No	Scores	Frequency	Percentage (%)	Category
1	80 – 100	15	50	Excellent
2	70 – 79	8	26,67	Good
3	60 – 69	7	23,33	Fair
4	40 – 59	0	0	Poor
5	0 – 39	0	0	Very poor
Total		30	100	

Based on the table above, it is clear that the total number of students in the class is 30. Among those 30 students, 50% (15 out of 30 students) got 80 – 100 and was categorized as



excellent. Another 26,67% (8 students) got 70 – 79 and was categorized as “good”. Finally, the rest of the students or 23,33 % (7 students) got 60 – 69 and they belonged to the category of “fair”.

From the calculation, it was clear that most of the students (50%) (15 out of 30) got 80 – 100 and they belonged to “excellent”. Thus, it is clear that doing extensive listening by asking the students to listen to the audio when they feel comfortable to do so is something useful for them.

## CONCLUSIONS AND SUGGESTIONS

From the result and discussion it was clear that 50% of the students belonged to excellent category. It shows us that assigning the students to do extensive listening can actually help them get used to listening to the native speakers and finally it is believed to help them get good score.

Therefore, it is suggested to the students and the teachers to explore their mobile devices more thoroughly to find the applications that can be applied to give benefit to the students. By doing so, it is expected that the students can have more audios as the exercises for listening so that listening is not regarded as the most difficult subject anymore.

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