



<http://e-conf.usd.ac.id/index.php/lltc/lltc>
Sanata Dharma University, Yogyakarta

BRINGING CONTEXT TO THE CLASSROOM: SOCIO-PRAGMATIC AWARENESS THROUGH AVIOKE

Fitri Wijayanti and Alfi Hidayatu Miqawati

Politeknik Negeri Jember

fitri@polije.ac.id and alfi_hidayatu@polije.ac.id

DOI: <http://doi.org/24071/lltc.2019.07>

received 7 January 2020; accepted 5 February 2020

Abstract

The role of English as a lingua franca really challenges English teachers to facilitate students with socio-pragmatics awareness. Specifically, at university level, the teachers seldom provide them with language exposures which elaborate them on socio pragmatics awareness. To fill this void, providing learning activities in which the students get social practices are urgent to be applied. Therefore, we implemented *Audio-Visual Karaoke (AVIOKE)* to bring the real context into our learning platform and foster their active participation in the classroom. This article specifically describes our experience of deploying AVIOKE at university level. In this AVIOKE project, the students had freedom to express ideas and collaboratively created a multimodal text based on the audio-visual media provided. These activities assisted them in vocalizing their real-life experiences. The practical implementation of the project is that the teachers of English are able to apply AVIOKE to engage the students in meaningful activities, therefore they are able to communicate using English with others in myriad situations appropriately.

Keywords: AVIOKE, socio-pragmatic awareness, communication

Introduction

Sociopragmatics focuses on the relationship between linguistic action and social structure in an interaction (Leech 1983). Many attempts have been set up to increase attention of sociopragmatics competence in L2 context, but still few textbooks or classroom activities concentrate on it (Alcon, 2008, Elsenchlas, 2005; Ellis, 199a; Ohta, 2005; Rose & Kasper, 2001, in Abrams, 2013). Language teachers rarely create awareness raising activities or tasks in which it should cover six areas of teaching sociopragmatics in the foreign language classroom: speech act, conversational structure, conversational implicature, conversational management, discourse organization, and sociolinguistics aspect of language use as proposed by Bardovi - Harlig & Mahan-Taylor (2003). Based on the six areas mentioned above, this implies that English teachers should equip students with activities to increase their sociopragmatics awareness. With this mind, sociopragmatics knowledge from L1 can be deployed in teaching EFL classroom. The English teachers play a crucial role to start setting explicit tasks or practices in which it can flourish and arouse the students' sociopragmatics knowledge and competence. Undergoing these sociopragmatics activities or tasks, the students are expected to interact successfully in myriad contexts in which they speak naturally in appropriate situations.

Arousing the students' sociopragmatics knowledge and awareness can be embedded in teaching activities or tasks. It is a part of learning outcomes so as to provide students' ability to use available linguistics resources and engage them in contextually appropriate fashion. This project was carried out in one of state Polytechnics in East Java, Indonesia in 2019. It was implemented in Basic English class of the first semester and categorized as a required course. Only one lecturer who taught this class and was assisted by a teaching assistant.

Bringing the context to be closer and reachable for the learners has been a real obstacle for EFL educators and learners in non-English-speaking country. Innovation in teaching and learning to bring the context closer to the students will be the path to get the solution. Technology involvement is the possible positive aspects which is very potential to provide learners with context for the language learning. The use of video as the product of technology as a teaching and learning media can imitate and create an image, sound, environment, etc. Witte, Harden, and Ramos de Oliveira Harden (2009) point out that new technology with its flexibility and innovative teaching methodologies and didactics, offer very motivating ways of learning. Through video the learners get the context of the language itself.

In this research before I discuss and explore the AVIOKE, I will start with overview on the pedagogical consideration about the use of AVIOKE to bring socio pragmatics awareness. Then describe the AVIOKE undertaken by students. I will explain how learners approach the AVIOKE short movie clip, followed by qualitative assessment of outcomes students' progress, increased self-motivation and the task-based learning in the class.

Pedagogical Consideration

The Rational to Use AVIOKE

Questioning about the reasons on the use of AVIOKE in enhancing the students' socio pragmatics awareness in oral communication is essential to address. Particularly, the question about the accomplishment of using this video manipulation compares to the traditional role play to gain the goal. The significant different among them is about the nature of the audiences and the effect of audiences on the students' performance. When the traditional role play is done in the class, the possible audience will be only the teacher itself because other students are busy in rehearsing to prepare their performances. This problem takes a consequence on the students' performance. The student performers will lose the sense of role playing since the class is too noisy. In this situation they tend to get lack of language context in their language practice. On the other hand, AVIOKE will bring context to be closer, more interesting and more authentic to the students so this served them sociopragmatics materials. The video they watch give a vivid image about the real situation and condition where and when the utterances should be done. This condition will create oral communicative language practice be more contextual and make them aware of the sociopragmatics. Brooke (2003) said educator who has engaged the students in video production concur in its high motivational value and positive effects on language output. In line with it, in practicing this lively video project student can redo their oral practice. This process fosters more native-like delivery. To the extent of the video images, the images in

the video will help the students to put themselves easily to the context of the language due to the expression, gesture, colour, voice etc, which they find in the video. Furthermore, Heiss (2000) argued that video dubbing is a particularly powerful didactic tool because it involves not only the construction of more or less parallel texts, but also a process of reception and production of linguistically and culturally complex objects, enriched with extra elements.

Video Dubbing Options

Burston (2005) explained that there are two basic types of video dubbing. At the simplest one, it needs only to supersede the original sound track of the video (L2 or FL) with the dubbed version (usually L1). This type of dubbing not only urges the learners to have a substantial listening and reading comprehension but also to practice a lot in pronunciation. Beyond the linguistics achievement this dubbing task will engage the students in finishing the job collaboratively in a relax and interesting group activity.

Another type of dubbing is a dubbing activity which only needs a muted video then the learners compose their own creative story line and video script. Transcribing is essential to ensure correctness and to provide script in pronunciation practice. Kumai (1996) argued that in re-voicing video project students must attempt to use the proper pronunciation, intonation, and rhyme to produce dramatic and emotional content of a scene. Matching the script with the actual condition and situation on the video scene needs critical and creative language process. In other words, this dubbing activity type fosters the learners' creativity, self-confidence, and the language mastery. This is the actual task-based discovery learning which bring the learners into written and oral practices.

Goal of the AVIOKE

The AVIOKE project use in this article is a dubbing activity which only needs a muted vocal video then the learners compose their own creative story line and video script then they fill the video voice with their own voice. This activity involved university students studying English as Foreign Language (EFL). One reason introducing this AVIOKE group project to these students was to facilitate them in low anxiety, interesting and motivational learning situation which lead them to be confidence in expressing their idea in oral communication. It was also hoped that this video dubbing project set the students into collaboration which lead to students' engagement and interaction in language learning. Since the result of AVIOKE group need to be present in front of the class, teacher or another group, the performance element leads the learners to have experience in their public performance in which it gives them positive confident.

Other reasons were the integrative language skill and contextual communication skill practice were found in the lively dubbing project as the learners challenged to write video dubbing scribe and oral productions to deliver the scribed information. The dubbing process needs the students to be critical and aware of the situation and condition to compose the transcript which represent authentic condition on the video as the authentic context. Then the learners tried out the script they had lively to dub the video. On this stage, learners need to

synchronize their utterance speed and pronunciation to the video image. Further, this time, the students need to incorporate between the utterance speed, pronunciation, intonation and the emotional expression.

The Use of the Available Technology

The use of technology that gave an ease to the access of video as the main media in this discussion is another reason. Mostly university students have and literate with the use of smart phone as we call them a “digital natives”. Smart phone as a product of technology can substitute the use of lap top or PCs. With the use of smart phone, students can access, chose, watch, and edit abundant of videos which are appropriate with their level of study together with their friends from Internet. The process of choosing the video pulls them to the negotiations and discussion with their peers.

Besides that, the use of technology helped the students to access and to watch the video they have chosen. They can drag the video forward or back ward as they like to get the clear image of the video to be dubbed. The use of smart phone as the main technology to run the AVIOKE is more effective, simpler and free them from technical aspect. The more modest activity of video dubbing which simply substituting or filling the soundtrack of an existing or silent video, offers essentially the same pedagogical benefit of full video production with less investment of time and effort. (Burston, 2005).

Designing of Class Teaching

Class Design

The context of this study is English foreign language students at one of State Polytechnics in East Java. They took *Basic English* class at the first semester. The syllabus focuses on the use of text genders as the main materials for the students to learn and practice English. So, at the end of the lesson students will be able to produce written and oral language. A total of 70 students ranging in age from 17 to 19 participated in this research. The lesson took task-based discovery learning and was organized around participation in AVIOKE. In this project students collaborated in a group of three to search, choose and collect video to be dubbed or narrated in the AVIOKE. The project got the students to work collaboratively with their group member over five weeks of the class to decide the video topic, to collect the appropriate video, to write the dubbing script, to review and edit the script, to rehearse the script with the video, then to perform it to the class in the form of AVIOKE.

The students were encouraged to decide the topic of the short video by their own. The topic of the video aimed to report certain place or things around them. In this process the video used were collected from YouTube or other sources. The video selection was done by the students with some considerations such as: the time spent, kind of topic, and the complexity level. While they were selecting the video with their friends, they discussed the complexity level of the video. They also tried to design the general map of the script which basically fell in to general identification and detail description of the chosen topic.

The design of this project actually has represented a students' self socio pragmatic awareness and enhancing students' engagement in learning environment. First, the task assigned to students enables them to interact with authentic and meaningful learning sources. They got authentic video about certain tourism object, as an example, and then they played it several times. At this point the students got a wide expose to the language as socio pragmatics materials. When they tried to compose the video script the video played gave them meanings, as the result they deployed that meaningful language into their script. The second, the students were directly encouraged to be creative and confidence. Composing the video script was crafting the language to be authentic and meaningful. To produce it, students need to use their creative and critical thinking to capture any material from the video then expressed it confidently on their script. Besides that, rehearsals they did before the performance gave them positive feeling which increased their confidence to perform it.

The AVIOKE

To manage the class with task-based discovery learning especially trough AVIOKE, teachers need to plan it clearly and well. This is because the dubbing class was newly introduced to the students. So to avoid students' misperception and inappropriate step of doing the project, Stages of doing it should be clear. The stages include:

1. Stage One: Planning

In this planning stage teacher taught the students about descriptive text whether about the function of the text, the generic structure, language used and presentation style. Next, the teachers asked the students to set groups consist of tree students. Then students needed to work cooperatively with their group to decide the topic of their video. After that, they surfed on YouTube to get the preferable video clip as the topic chosen. While they were doing on it, students negotiated any idea they had about the movie. Meanwhile they kept scanning any interesting video they assumed appropriate for their topic, played or closed and surfed again to another potential video clip until they found the one which was appropriate to their project. As it has been explained before, the video clip should meet with the criteria of the video suggested. First, the video length should not be more than five minutes. If it was too long, they would cut and drop it with the application on their smart phone. Second, the video should represent the topic targeted. The third, the video should meet with the students' language and thinking level.

2. Stage Two: Scenario Creation

Voiceless video or muted video was used in this scenario. It demanded scenario or the script creation stage in this study fostered students to be creative and imaginative. Here, the students' task was to use the visual stimulus from video to hatch their own story line. In doing this, the students needed brain storming process to surf any possible idea across their mind. They also needed to rewind or forward the video to catch and to get the authentic information they would like to draft for their video script. Bouncing idea and negotiating idea among the group members at this stage sharpen their analysis and producing better final result. In processing that

the teacher let the students use their native language in order to not stifle their original creativity in pouring their idea in to the script. The teacher also let the students consult to the teacher, dictionary, or friends if they found any difficulty with the language.

The opportunity to require students to express their idea using the targeted language was at the time when they have done their first discussion for script to be presented in front of the class as Idea confirmation particularly for the teacher. As the follow up, after the idea was great and the language used was correct the students then wrote up the detail video script and then submitted it to the teacher and prepared for the next group presentation. After that, the last phase of the script writing was dividing the part of the script to each member of group. At this stage the members recheck their script part whether the it was linguistically correct and recheck the synchronizing of the script with the video context. Ongoing consultation to draft and to redraft with the teacher led to success performance.

3. *Presentation Rehearsal*

This was the most important part of AVIOKE to get the best performance result. The existence of the smart phone among students is really helpful. Each student kept the video file in their smart phone memory so they can practice it anytime and anywhere the like. The AVIOKE omitted the students' difficulty in terms of editing video. This is because this AVIOKE needed only voiceless video or may be back sounded video to be dubbed lively by the dubbers' voice without any obligation to put the voice in the video track. So, it seemed that the dubbers sing along the video to give the voice. Since the rehearsal session could be done as often as possible, the goal should be set as high as possible in the level of high proficiency English speaker. Pronunciation, stress placemen, intonation, rhythm, timing as well as paralinguistic voice need to be practiced seriously. There were two kinds of rehearsal format that students can choose. First is individual rehearsal. In this type each student stored the video clip in their own smart phone. They used it to practice it inside or outside the class individually. To have a pronunciation practice and correction; students were allowed to consult to the on line or digital dictionary. To check it, they needed to record their voice with the recorder on their smart phone then compared the doubt pronunciation with the dictionary. After they felt they got their standard performance, then they sit together to have rehearsal together. This time they gave ideas exchange. They gave each other technical suggestion, pronunciation correction, and synchronized timing in relation with the video they were watching. The second is group practice. This time they would set certain schedule to sit together then have rehearsal together from the beginning to the end. This rehearsal was not flexible because they need to arrange the time together. The rehearsal processes here lead to the students' self-confidence. This is because they felt; they were well prepared to perform. The teacher presence is essential to help the students with the pronunciation, stress placemen, intonation, rhythm, timing as well as paralinguistic voice.

4. AVIOKE

This phase is the show time session. Students had collected their video to the teacher before the show time. The teacher then stored the students' files in the computer laboratory. The files were named by the students' name to make it easier to be found. The teacher prepared the lottery to call the turn. When the students' name called and the video prepared to be shown on the projector, they came with their group, took the microphone then they were ready to perform. Without script on their hand, the students dubbed the movie as if they were singing along music. Most students (80% students) said that at the first time they were afraid to perform but after they watched their friend fluently did it that feeling turned to be positive self-confidences. The students found it challenging when they synchronized their utterances speed with the video. They felt that this phase got them to practice emotion self-control to make their dubbing synchronic. Other students as the audiences; they enjoyed their friends dubbed movies. They watched and listen to the movie. Sometimes the teacher needed to exploit the movie and trigger a discussion to check the students understanding to keep them stayed at the language input source.

Method

The study here especially monitored and evaluated the procedure and outcome of the AVIOKE. In order to capture many aspects of the students learning experiences, a qualitative interpretative approach (Richards,2003) to investigate was adopted. This approach used multiple data sources in order to build a rich, a vivid picture of the students' activities, digging these activities from the students' point of view. The following sources of data were collected:

- Researchers' field notes (based on the classroom interaction);
- Students comments in semi- structured focus group interview;
- Students' video (the one they used for AVIOKE)
- Classrooms activities video (video which recorded the classroom activities)

The data above were collected and analysed. This analysis involved reading, analysing and coding arrange of themes (including the theme of self-confidence) on the data which emerged on the sources of data. At first, data were collected and 'triangulated,' looking counter evidence. Second, the researcher compared emerging perspective in data analysis to articulate assumptions, question interpretations, and enhance trust worthiness (Guba and Lincoln,2005). Third, validation of the analysis was sought from members of relevant academic community.

Findings and Discussion

Based on in-depth data analysis informed by the *qualitative interpretative approach*, we drew some emergent finding themes. These themes were frequently identified from all the recorded class video, AVIOKE performance and interview data. These finding themes include: (1) building an engaging community through AVIOKE; (2) growing language in AVIOKE; (3) AVIOKE as site for fostering

self- motivation. These finding themes are relevant to a theoretical framework of video dubbing. For this reason, the data that represent these emergent themes are worthy of presentation and discussion.

Building a Socio Pragmatics Awareness

The use of AVIOKE in the class got positive responses from the students. Most of them agreed that this AVIOKE project engaged them to the class and facilitated them to work collaboratively with their group members. From the classroom activity recorded video confirmed that the students were engaged in discussion with their group members about any language context relating to the video in any stage of the AVIOKE (planning, scenario creation, rehearsal, and presentation) and this triggered their socio pragmatics awareness. In addition, the interview data reported that they did and discussed the project beyond the school time. They said that they use online platform such as WhatsApp to keep communication and discussion ran among the group members to discuss the scenario writing. The last fact told us that this AVIOKE sets them actively engaged in the group discussion with their friend to clarify and to negotiate their idea even they were outside the class to deepen their pragmatics awareness.

In terms of the AVIOKE presentation, the presenters and listeners engagement were clearly seen. When the presenters dubbed their video, the audiences or the listeners listened and watched the presentation. Then after the presentations were done, the teacher, presenter or the listener then had question and answer session. This situation set the community actively and positively engaged in the listening and discussing the video dubbed to get the language exposure. From the fact mentioned above, the important thing that the students could take was seeing it as a new nuance of learning. They changed and renewed their old perception that studying was only with teacher but they could also learn with their peer.

Growing Language in AVIOKE

Regarding the language benefits according to the post-project interview, over 90% of the students felt that the script writing and the rehearsal process in correlation with watching the video was helpful in terms of vocabulary enrichment, sentence structure mastery and socio pragmatics awareness. The dubbing rehearsals process also facilitated the students had a better vocabulary internalization as the effect of multiple rehearsals they did. The rehearsals which involved the video reinforced its meaning so the students find it easier and stronger to be memorized. This condition could be found from the student comment bellow:

Comment 1: *I like studying like this [AVIOKE] because I can memorize it easily.*

Comment 2: *I need to practice many times to synchronize with situation in the video.*

The second comment showed empirical data that was synchronization problem increased the students' linguistic awareness through the paraphrasing and it was necessary to attain greater concision. Another empirical data could be seen from the following student's comment in interview.

Comment 3: One success that I got from this [AVIOKE] was I can speak in English to describe the video as the picture shown.

This empirical data confirmed that this project pushed the students to quickly upgrade their speaking skill. The students were able to use the language contextually as it was on the movie.

Almost 80% students mentioned that their spoken language had improved in term of fluency, delivery and pronunciation. It could be reported that the repeated rehearsal they did was a good fluency and pronunciation booster.

AVIOKE as Site for Fostering Self-Motivation

AVIOKE brought motivational benefits. The field note taken by the teacher and the interview result empirically said that even the AVIOKE was administered for the first time and as a mandatory assignment, most students felt that this project made them feel joy and free from boredom. They expressed that was interesting and new learning atmosphere for them without any fear of quiz. The interview data also revealed that the AVIOKE also increased the students' self-confidence. They felt experienced to speak in front of many people. They said that at first time they were nervous but as the time went by they felt it was just fine to have a public speaking. Positive responses could also be found from the interview comment below:

Comment 4: I didn't feel frustrated even I don't understand each word the dubbers said, the video helped me!

This comment expressed that even the audience didn't understand some words, the audience still optimistic and believed that he got the idea. Besides that, the audiences also felt that they were in a good community whenever they found difficulty there will be somebody help them. This condition set perspective that learning in this atmosphere would not make them frustrated and get bored.

Conclusion

This study reported an engaging and motivation-enhancing learning environment for foreign language learners. The finding suggests that the AVIOKE provides the students with challenging and interesting activity in learning in which it triggered them to engage and boost their motivation in learning, while at the same time providing them for development of arrangement of language components, and language skills. The AVIOKE served video as the audio-visual aids for the learners in learning and in repeated rehearsal session. This video and repeated rehearsal helped the learners internalized the language. As the result students are able to pronounce the English well. As the effect of repeated rehearsal in doing AVIOKE, the students got their pronunciation better and they can speak fluently. The students'

learning style has also experienced great change. Starting from teacher's directed instructions then quickly transformed to task-based instruction and finally changed to be autonomous learning by many students with limited teacher input. Although autonomous learning has been done by the students, teacher guidance and assistance to the use of technology and to better language productions are really needed. Further research in the form of quantitative research hopefully be done to get accountable result to weight the benefit and the weaknesses of this project since this project was time consuming.

References

- Abrams, Z. (2013). Say what?! L2 sociopragmatic competence in CMC: Skill transfer. *Calcio Journal*, 423-445.
- Bardovi-Harlig, K. (1991). Developing pragmatic awareness: Closing the conversation. *ELT Journal*, 4-15.
- Brooke, S. (2003). Video production in the foreign language classroom: Some practical ideas. *The Internet TESL Journal IX*.
- Burston, J. (2005). Video dubbing project in the foreign language curriculum. *CALICO Journal*, 79-92.
- Heissa, C. (2000). La traduzione filmica come pratica didattica. In R.M. Bollettieri Bosinelli, C. Heiss, M. Soffritti, & S. Bernardini (Eds.), *La traduzione multimediale. Quale traduzione per quale testo?* Bologna: CLUEB.
- Krashen, S. (1985). *The input hypothesis: Issues and implications*. London and New York: Longman.
- Kumai, W. (1996). *Karaoke movies: Dubbing movies for pronunciation*. Retrieved from <http://www.jalt-publication>: <http://www.jalt-publication>
- Leech, G. (1983). *Principles of pragmatics*. London: Longman.
- Lincoln, Y. G. F. (2005). Paradigmatic controversie, contradictions, and emerging confluences. In N.K. Denzin and Y.S. Lincoln (Eds.), *Handbook of qualitative research*. Thousand Oak: CA-Sage.
- P, L. X. (2015). A research on using English movies to improve Chinese college students' oral English. *Theory and Practice in Language Studies*, 1096-1100.
- Richards, K. (2003). *Qualitative inquiry in TESOL*. Basingstoke: Palgrave Macmillan.
- Witte, A. D. (2009). Introduction. In A. D. Witte, *Introduction. In Translation in second language learning and teaching* (pp. 1-14). Bern: Peter Lang AG.