

The Role of ILAA Model in the Glocalised EFL Classroom

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Abstract— This study evidenced the importance of the teaching materials in the EFL teaching and learning process. Its findings may be constructive not only for teachers but also for students when selecting and implementing ILAA model as a tool to facilitate the teaching and learning in the glocalised EFL Classroom. With the development of various technologies in the 21st century, smartphones and tablets with android operating system are increasingly becoming an ordinary part of our daily life. In terms of language teaching, the development of ILAA Model has opened new windows of opportunity, innovatively shaping the way of teaching and learning. Interactive learning activity through the vocabulary learning application, or ILAA model which is used to develop the Vocabulary Learning Application, or VLA promotes students' ability in learning English vocabulary with the local contexts through students' interaction on the android operating system. This article attempts to explain the role, and the implementation of ILAA model through the android-based application aimed at enhancing English teaching and learning by localising English to express their cultural conceptualisation in EFL classroom.

Keywords - Glocalisation; Local integration; ILAA Model

I. INTRODUCTION

The role of the English language in globalisation and the impact of globalization on English are complex issues which require close scrutiny (Farzad, 2016). As a result of the very close association between globalisation and the English language, many now refer to English as the language of globalization which was viewed differently in different contexts. One of the impacts of the continued global spread of English is the development of more and more varieties of English by non-native speakers that develop their own varieties by localising English to express their cultural conceptualisations. This parallel process of globalisation and localisation of English are considered as the "glocalisation" of English (Sharifian 2010). However, to enhance the language learners, the glocalised EFL classroom needs the innovative teaching aids, particularly, applications for digital devices.

In Thailand, Thai students' difficulty in understanding English is primarily caused by their lack of sufficient vocabulary. Therefore, we are faced with the problem of how to improve students' ability to memorize English words quickly and retain these words in their long-term memory (Nualsri, 2012). These are some urgent issues that need to be resolved in order to achieve the maximum teaching result. In other words, mastering the right method and technique in vocabulary learning is crucial for successful learning of the English language (Xue Shi, 2017). With the wide-spread usage of technologies in many different fields, emerging technologies have

brought about major changes in the teaching and learning processes (Pavlik, 2015). Mobile phones, one of these technologies, have led to a proliferation of studies that explore their use in education. Language teaching studies and practices have also been affected from this tide of change, as well (Stockwell, 2010). By providing flexible, practical, and personalized opportunities of use in and outside the classroom, mobile learning challenges the conventional ways of teaching remarkably (Kukulska-Hulme & Traxler, 2005). Especially with smartphones that come with both powerful hardware and software, which makes them as capable as a computer, learning on the go becomes more and more convenient. However, the issue of the local culture integration and language teaching couldn't be separated because local culture and communication go along, and communication is not possible without a language. Culture is an inseparable part of language learning, and learning language is essentially a social phenomenon. It has been defended that the students cannot be proficient in the target language unless they know about cultural perspectives (Intakhab, 2016). This article provides examples of this process by focusing on the development of ILAA Model which refers to the Interactive Learning Activity through Vocabulary Learning Application to express learners' cultural conceptualisations. It is the combination between the application in the smartphone, or the tablet with the local culture in learning English vocabulary through the use of the application in the android operating system. With the combination of technology and local cultures, ILAA model is playing an increasing important role in the globalised EFL Classroom.

II. LITERATURE REVIEW

A. *Globalisation, the English Language and Cultural Conceptualisations*

Xu (as cited in Farzad, 2016) reviewed the current literature on the conceptualisation of "globalisation" and noted that globalisation were often based on some local functionality of the variety, for example as a lingua franca used by various ethnic groups in a society or in a particular region. Also, this localisation of English and the resulting growth in the number of varieties of English could also be viewed as relevant to the conceptualisation of "Globalisation as heterogeneity", in the sense that globalisation has brought about heterogeneity to the structure and content of English. The blending of cultural of conceptualisations, on the other hand, aligns closely with the conceptualisation of "Globalisation as cultural blending".

Globalisation has brought many languages and cultures into close contact with each other. Such contacts have often provided a ground for conceptualisations associated with different languages to form blends that rely on elements that did not originally belong to the same language and culture (Farzad, 2016).

B. MOBILE LEARNING (M-LEARNING)

In this technological era, everyone has their own handheld mobile devices. Using these devices, with easy access to internet, they interact with people from anywhere in the world. Irrespective of time and place people chat or exchange information with each other. The very term "mobile" stands for the "mobility" or the ability to move freely and easily from one place to another. Mobile learning refers to the implementation of mobile devices in any branch of study. The features of mobile technology such as the portability and information accessibility plays a major role in the enhancement of English language teaching and learning (ElHussein & Cronje, 2010).

The main characteristic of M-Learning can be the discretion of the learner. It lies in the hands of the learner to decide upon the place and time for language learning (Kukulska-Hulme., 2012). The outbreak in the domain of mobile learning makes it harder for anyone to arrive at a stable concept because of the availability of new mobile devices in the market. Generally, mobile learning can be defined as mobility of the personal, portable and wireless devices such as the smartphone, or tablets used in language study.

Mobile learning can be divided into ;

- "Mobility of technology"
- "Mobility of learner"
- "Mobility of learning"

The Mobility of technology refers to mobile devices with WiFi capacities that deliver information and learning materials through the internet.

According to Hui Guo, with portable and personal mobile devices, learners could be engaged in more flexible, accessible and personalized learning practices without constraint on places. Mobile learning increases the mobility of learners which is considered as a student-centered approach. Some researchers say m-learning refers to learning while moving around or using mobile or tablet devices to learn (Bor-Tyng Wang, 2017).

That is, no matter where the students are, if they have mobile devices, they can study ubiquitously. Hence, we can understand that the classroom is no longer the only learning environment. Instead, the mobility makes students be part of the context and interact with their peers. So, for teachers they need to apply smartphone or tablet devices and design teaching strategies to help the students. Finally, students' individual knowledge can be built, and they can not only develop the critical thinking ability, but also enhance learning motivation and increase learning outcomes (Bor-Tyng Wang, 2017).

C. Mobile -Assisted Language Learning (Mall)

Mobile -assisted language learning is the subdivision of both M-Learning and computer-assisted language learning (CALL). Beatty defines CALL as a term used for the collection of technologies aimed at enhancing creativity and collaboration, particularly through social networking. In recent years the widespread use of mobile devices led to the abbreviation MALL which differs from CALL in its use of personal, portable devices that enable new ways of learning, emphasizing continuity or spontaneity of access across different contexts of use (Kukulka-Hulme, 2012). Few research studies have suggested that CALL has some limitations like lack of in-depth communication, false observation, disturbed learning process, the burden of work, educators' lack of computer knowledge (Ramya & Madhumathi, 2017). Kukulka-Humle (2012) proposed that these shortcomings of CALL can be overcome by MALL. The important characteristics of mobile devices are

- Portability & Mobility
- Social connectivity
- Context sensitivity
- Individuality.

The usage of Mobile phones has undergone a drastic change beginning with downloading a ringtone to many software applications in a single phone. Though mobile learning is not new, latest mobile devices with upgraded features have triggered interest among many instructors for applying this new technology in learning. The iPhones, iPod, iPad, new handheld gadgets are fuelling to the mobile app fever (Godwin-jones, 2011). Apps are the short form of the phrase "application software" generally downloaded from "app stores such as App Store, Google Play, Windows Phone Store, and BlackBerry App World". Mobile apps are a software application which is intended to run on iPhones, tablets and other mobile devices. Some of the apps are free to download and some others are paid. Mobile apps categories include gaming, entertainment, and education (Ramya & Madhumathi, 2017).

III. THE CHARACTERISTICS OF ILAA MODEL

Interactive learning activity through the vocabulary learning application, or ILAA Model was designed from the analysis of the vocabulary teaching framework. This vocabulary learning application or VLA consists of 3 steps in the learning activities which are introduction, integrated contextualization, and identification. Through the application of the VLA in their daily life, students can memorize the vocabulary and can skillfully apply it in order to have the 21st century learning skill as shown in figure 1.

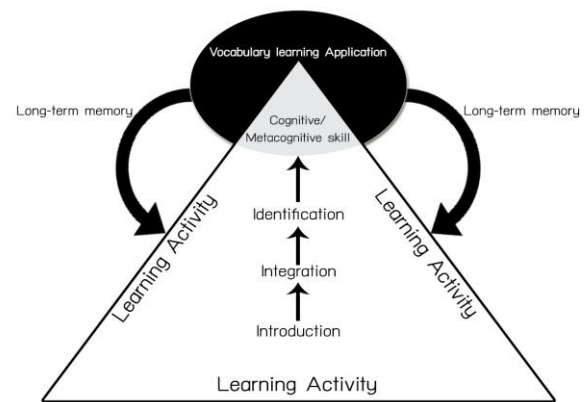


Figure 1. The concept of ILAA Model

IV. THE ROLE OF ILAA MODEL IN GLOCALISED EFL CLASSROOM

Glocalisation of English, and its associated conceptual processes discussed in this article, English language teaching (ELT) curricula now need to provide learners with exposure to the true complexity of the English language in the world, including exposure to the conceptual variation that marks English in today's world. Many learners of English who attend ELT classes are very likely to develop proficiency in their own localised varieties and would often be communicating with speakers of other varieties. Thus, in order to develop the application through the android operating system using ILAA Model in the glocalised EFL classroom, the process of materials design from Graves (2000) was considered. There were four aspects of Graves (2000) needed to be considered for designing the VLA which consisted of learners, learning, language and social context.

• Learners

Developing the application should meet students' experience and background, target needs, and their affective needs (Graves, 2000). As a result of the need analysis, the topics included the local food, local games,

and tourist attractions, etc. in the three southern border provinces because they were the students' most preferable theme from the needs analysis and also relevant to students' experience and background.

• *Learning*

Learning can be perceived as a process of problem solving and discovery by the learners – an inductive process. In this study, students were able to think and solve problems by learning through the VLA using a variety of interactional tasks and activities.

• *Language*

For the language aspect, it consists of creating activities which are relevant to grammar, functions, vocabulary and integrated four skills and using authentic text. In this study, the VLA integrated four skills of English and they were relevant aspects of grammar, function and vocabulary in every unit. Moreover, the authentic texts which had the contents related to the three southern border provinces were used in every unit.

• *Social Context*

In this study their social context focused on the local community in the three southern border provinces of Thailand, including Narathiwat, Pattani and Yala. Cultural awareness and social issues were included in the VLA.

V. DISCUSSION

This article investigated the role of ILAA Model in the globalised EFL classroom. It was believed that the development of ILAA model not only increased the learners' English skill but also motivated students to become more effective and strategic learners. It is noticeable that students can develop their English skill with the integration of the local cultures and situations through the use of the interactive vocabulary learning application with the android devices –smart phone, and tablets. Moreover, as mentioned by Tomlinson (2012), the local context can not only activate students' background knowledge but also improve students' vocabulary (Tomlinson, 2012). Generally, the way teaching materials were implemented throughout the ILAA Model facilitated students' EFL learning process and motivated them to positively embrace the use of the target language, to overcome their difficulties and to master the standard level of English that they sought to achieve. Thus, in the globalised EFL classroom, developing the English learning material for students should focus on the integration of acquiring language, promoting learning and learners, as well as making use of their social or local contexts with the various interactive tasks on the android operating system – tablets, or smart phones.

VI. CONCLUSION

The spread of English and its associated process of the localisation of the language may collectively be termed "the glocalisation of English", a process which has led to the development of ILAA Model which mainly focused on the android application on tablets and mobile phones. The appeal of mobile learning is the fact that one uses a tool which most students are familiar. In this article, thus, the android operating system which is used in the smart phone or tablets proved to be a resource of VLA because it provided flexible and easy offline access to the content when there was no network. Familiarity with technology, students would be able to access the content or participate successfully in the intervention. It is therefore important that the researchers consider developing the ILAA Model as the main role in the glocalised EFL classroom with the context-appropriate integration that serves the needs of students because the interaction between user and device was one of the most useful and helpful features of the VLA.

As the design of the application provided guidance on teaching form, meaning, and use, there was also a need to teach students how to spell the word correctly, define it, and use it appropriately. As to what exactly needed to be taught as part of the vocabulary to motivate students in learning, Praty *et al.* (2016) found that lacking of the local integration and technology, and the process of teaching vocabulary caused the teaching difficulties. English teachers needed to provide the local context, and the guidance on teaching form, meaning, and use, as well as promoting student interaction in playing games or activities towards the new technology (Praty *et al.*, 2016). The exercises provided student interaction through the mobile devices on android operating system- smart phone and tablets. The feedback was received immediately and prompted the users to attempt the question again, or revisit the other sections as they became aware of gaps in understanding.

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