Digital Technologies to Demote the Interference of Phonological and Orthographic System of L1 Javanese

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Abstract.

Having understandable pronunciation is the first thing to emphasize communicative competence. Regrettably, the mother tongue of the first language (L1) is one of the prominent factors affecting EFL learners, which will interfere with their pronunciation of English words, phrases, and sentences. On the other hand, research studies to date, indeed, have shown that digital technologies have become must-have tools that educators use to engage their students. The question is to what extent digital technology can help reduce interference, which continues to be a contentious issue. In my presentation, I will argue how to implement digital technologies to demote the interference of phonological and orthographic system of Javanese students. Hence, pronunciation will be seen as an eye-opening and amusing course the students will experience. As a result, the interference will be reduced and EFL learners will become more proficient in using digital technologies to optimize the target language.

Keywords: digital technologies, interference, phonological system, orthographic system, L1 Javanese

Introduction

With skyrocketing development of online learning due to the Covid-19 outbreak, research studies to date have shown that digital technologies have become a standard must-have tool that educators use to engage their students. Kapur (2018) stated that digital technologies are comprehensive and individuals extensively use them in all settings. Digital technologies impact what, why, where and how individuals learn and who they learn from. The widespread use of digital technologies is reflected by the development of computers, laptops, tablets, smartphones, mobile phones and so forth. The primary purpose of digital technologies is to form a connection between individuals rapidly, effortlessly and cost-effectively. Moreover, Pennington & Revell (2019) claimed that pronunciation got benefit from the advanced multimodality of new technologies and the capacity for individualized, customized, and self-paced "anytime-anywhere" study with automated feedback on performance.

Interference happens because the learner uses his previous mother-tongue experience to organize the second language data (Littlewood, 2011). In addition, Hu (2015) said that "among many factors influencing pronunciation, native language interference is considered to

be one of the most influential aspects." The mother tongue or first language (L1) is one of the prominent factors affects learners in foreign language (FL) or second language (L2) acquisition process (Littlewood 1984, Selinker 1972, Ellis 1994, Brown 2000, McCarthy 2001, Chaira 2015). In sum, the interference can be indicated that there is the first language (L1) background that is involved in learning target language (TL).

The cessation of the language acquisition process before the achievement of language mastery is called fossilization. Fossilization, among others, because (a) students feel they do not need to hone the pronunciation skills that he does not need to communicate, (b) students are no longer located or communicate in the social community of the language, (c) student language processors experience changes, for example because of age factors, (d) and students have felt equally proficient with foreign speakers. Fossilization is proven to have a negative impact on student pronunciation where inappropriate pronunciation will lead to a misunderstanding in communicating, for example: the word 'thought' very often to be mispronounced becomes [tɔug]. The error of single vocal pronunciation /ɑː/ becomes diphthong /ɔu/ causes students to be unable to achieve the expected communicative competence.

Celce-Murcia (2007) argued that the main competence in communicative competence is discourse competence. It can be achieved not only by socio-cultural, strategic, formulaic, and interactional competence but also linguistic competence. Linguistic competence refers to understanding and mastery on using language aspects like pronunciation, spelling, and arranging words into phrases, phrases into clause, and clauses into paragraph in the target language. Linguistic competence has great prominence as a factor for speakers to express their ideas, thoughts, and feelings when communicating in English. Moreover, Kelly (2002) argued that learners who always do mispronounce may create a lot of problems for the speakers of other languages to understand what s/he is talking about. For those who have good English elements such as grammar and vocabulary knowledge, this situation can be disappointing. It must be realized that being understood by English speakers is serious problems to understand.

Therefore, this issue needs to be highlighted especially for Indonesian EFL learners. But then, the question is to what extent the implementation of digital technology can help improve students' pronunciation competency continuous to be a contentious issue. In my presentation, I will argue how to implement digital technologies to promote pronunciation learning. Hence, EFL classrooms will perceive pronunciation as an eye-opening and amusing course the students will experience. As a result, they become more proficient in using digital technologies to optimize the target language.

How to Implement Digital Technologies to Demote L1 Javanese Interference

In an attempt to implement digital technologies to promote pronunciation learning in order to reduce L1 Javanese interference issues, I proposed the EASA teaching method which stands for Engage-Activate-Study-Activate. EASA is originally from ESA (Engage-Study-Activate) which was first coined by Jeremy Harmer in his book "How to teach English". I usually implement EASA or boomerang ESA teaching method which has the process of repeating the phase Activate to get deeper experience done by the students. ESA is a method

of structuring lessons consisting of three elements. The different stages of ESA can be flexibly move back and forth, it also used to keep students engaged during the course.

I give you an example of how I implement the boomerang EASA lesson as pictured in Figure 1.

Figure 1. The example of Boomerang EASA lesson

Phase	Procedure	Timing	Interaction
Engage	• Discussion of 8 English diphthongs • **English Pronunciation guide with videos and practices (3' length)** https://youtu.be/XajvB178Hhs	10'	T→S
Activate	• Try some words of diphthongs below using **SIRI or BIXBY** eɪ as in page /peɪdʒ/ əʊ as in home /həʊm/ aɪ as in five /faɪv/ aʊ as in now /naʊ/ ɔɪ as in join /dʒɔɪn/ ɪə as in near /nɪə(r)/ eə as in hair /heə(r)/ ʊə as in pure /pjʊə(r)/ • The target is SIRI or BIXBY can answer what your student is saying. When SIRI or BIXBY got what they say, it means their pronunciation is already correct.	20'	S→DT→S Teacher as facilitator
Study	• Use board work and worksheets to enhance students' pronunciation and understanding of different 8 English diphthongs. https://www.chclc.org/cms/lib/NJ50000493/Centricity/Domain/954/Fundations_Home_Support_Pack_-_Level_2.pdf	20'	T→S
Activate	• Repeat the role-play with SIRI or BIXBY. This time, students will have longer words/ phrases to pronounce and it makes the activity more fun and exciting. e.g. Say to SIRI or BIXBY 'how are you?' or 'what is meant by pure?'	20'	S→DT→S Teacher as facilitator

The aim of boomerang lesson is about the accuracy and consistently of the English language improvement through good practice. In addition, I would like to share examples of digital technologies sources that can help you to conduct an eye-opening and amusing course the students will experience. The teaching method can utilize various digital technologies sources using smartphone. Each of student must have one. I will describe the digital technologies that I usually use in my classrooms.

1. Siri & Bixby

    Siri and Bixby are an artificial intelligence which are the handiest technology, it is provided inside your smartphone. The students can practice anywhere and anytime. Siri is for an iOs user, while Bixby is for an android user. I provided the examples of using Siri on Figure 2.

    Figure 2. Siri's answer when the pronunciation is incorrect
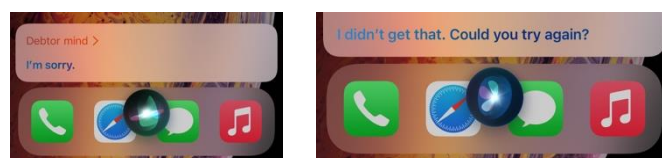
    When I intentionally pronounced the word 'determine' incorrectly, in this case I pronounced it /det3rmain/, Siri will respond 'im sorry' (left image) and then order you to 'try again" (right image). Reversely, when I said 'determine' correctly, that is /dɪˈtɜː.mɪn/, siri will give me this information (See Figure 2)

*Figure 3. Siri's answer when the pronunciation is correct*
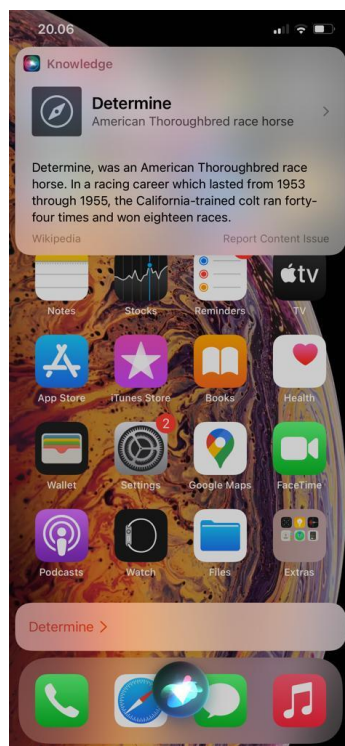
Therefore, in this activity, students will be given the native standard of their own pronunciation. It also can be done using google speech. The technique is the same, you must give instruction using the correct pronunciation, otherwise, s/he will not understand what you meant.

2. Elsa Speak

The second source is Elsa Speak which can detect user pronunciation errors with accuracy level up to 95 %. Users can receive detail feedback to correct the pronunciation error (see Figure 4).

*Figure 4. Elsa Speak Application*

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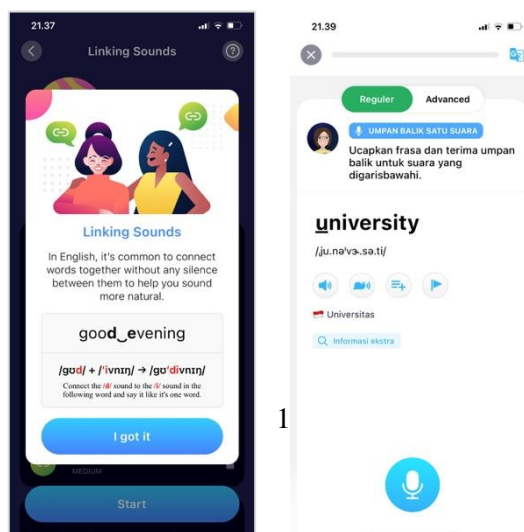
You can acces it at: https://play.google.com/store/apps/details?id=us.nobarriers.elsa. It is a personal pronunciation coach using artificial intelligence, it will help you reducing your L1 Javanese interference for example in joining sounds. When your answer does not satisfy her, she will give you a low percentage of reasons you should concentrate on. Then, you need to repeat it over and over again until you are able to achieve over 70%.

3. English Pronunciation Application (EPA)

The third source is English Pronunciation Application (EPA) which can be downloaded to be used both online and offline (see Figure 5).

Figure 5. English Pronunciation Application

You can download it at:

https://play.google.com/store/apps/details?id=com.study.english.pronunciation
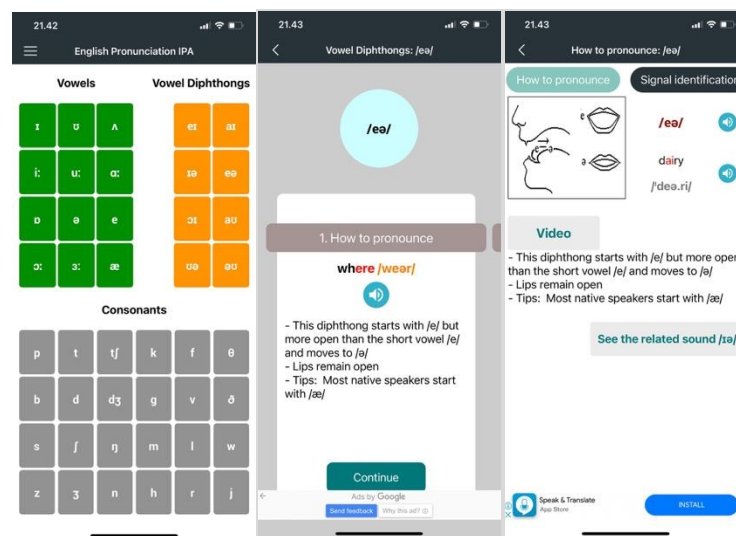
What is interesting from EPA is it provides you 44 (forty-four) English sounds. Therefore, it provides you the opportunity to study those words in detail and focus on the sounds that you lack. When you click one sound, it will give you information about how the shape of your mouth, supported videos to watch, as well as words, phrases, and sentences to practice. The special part from EPA more than others is that this application provides information in detail about the shape of the mouth, where we know that when you want to produce correct sound, your organ speech must be correct as well.

4. mmmenglish.com

The next source is not an application but website. It is mmmenglish.com (see Figure 6).

Figure 6. Website mmmenglish.com
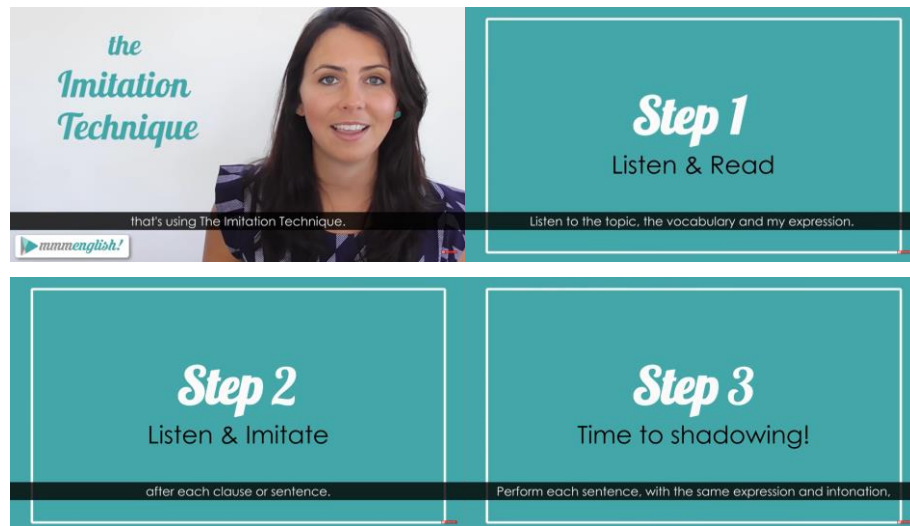
You can access it at: https://youtu.be/dZGf8JY5_ck. Your personal coach's name is Emma. She will help you to achieve fluency faster. In this activity, you need to accomplish 3 (three) steps; 1) listen & read, 2) listen & imitate, and 3) shadowing. The more you move to highest step, the better fluency you can achieve.

5. Reading Aloud

   Reading aloud is good for acknowledging how to pronounce new words (see Figure 7).

Figure 7. Reading Aloud

You can acces it at: https://youtu.be/-oY7_gin4e8. By doing reading aloud activity, your students will be given native model. They will see (read) and listen at the same time. See the word 'around' given on the Figure. It usually pronounce /ou/ rather than /au/. By listening directly from the native, the students will directly imitate the speaker.

6. Vocaroo.com

Vicaroo.com is a useful tool freely on the internet that students can record their voice and then they can copy the link and paste on google form (see Figure 8).

Figure 8. Vocaroo.com

You can access it at: www.vicaroo.com. In my classrooms, applying vicaroo.com is way better than using voice note from WhatsApp. The students' enthusiasm is much higher using vicaroo.com.

7. Tiktok Newscaster

Tiktok Newscaster is one of hype activities in Instagram. It also often occurs as a competition (see Figure 9).

Figure 9. Tiktok Newscaster

You can access at https://youtu.be/t74n_CT4QDY. This activity is good for improving accuracy, fluency, speed, and vocabulary. This is more challenging than reading aloud because you need to maintain your speed as the words going up.

8. Instagram

Nowadays, Instagram becomes rich source in providing various practices dealing with language. I give you 2 (two) examples (see Figure 10).

Figure 10. Practice your English using Instagram
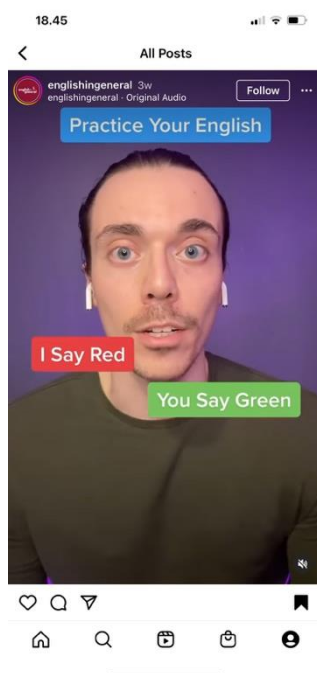
Instead of spending time watching videos or reels that never ends, the students can be encouraged to search some accounts that can make them practice English, especially pronunciation of British and American accent. On the left image, you can see that it gives you chance to take turn directly with native. On the other hand, the right images

show differences between British and American accents in pronouncing the same vocabularies.

In those activities, the students need the teachers not to explain the topic is but to give feedback. As I present you earlier that boomerang EASA teaching method has twice at the phase of Activate. It means you need to let them practice then give feedback and repeat again to give them more chance to revise their mistakes from the first Activate phase in attempt to not doing the same mistakes. It also needs extra reward and one to one conversation, mostly to students that have low achievements during the course.

Those activities can also be efforts to overcome individual circumstances from the students, such as lack of motivation, lack of confidence, lack of training, fear of producing English words incorrectly, and so on. This presentation supports what stated by Gilbert (2008) that there are two main reasons why English pronunciation is ignored in EFL classrooms. The first reason is because of many EFL teachers lack sufficient time dealing with their pronunciation classrooms. If they have enough time, more attention is paid to drills which make both learners and teachers bored to learn and teach English pronunciation. The second reason deals with psychological factors. As it a key role in learning pronunciation because, again, learners are not concern about their English pronunciation as much as they are about their grammar and lexis knowledge. These psychological conditions are unconscious and prohibit learners from improving their understandability. In order to overcome these problems, EFL teachers should convince their learners that the goal of learning pronunciation is not to gain a native accent but to help the learners of having understandable pronunciation to other speakers so the communication can run well and comfortable (Ur, 1984).

Conclusion

We are living in the era where technologies are rapidly changed, hence, the teachers need to realize that the students are digital native who cannot be separated from their mobile phone. They are able to explore and discover valuable sources from their mobile phone. As teachers, we must be creative to combine the era and the needs. Therefore, the students will not avoid us because of the boredom. Make use of their mobile phone and they will surprise you. Hence, pronunciation will be seen as an eye-opening and amusing course the students will experience. As a result, the interference will be reduced and EFL learners will become more proficient in using digital technologies to optimize the target language.

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