C29 Turnitin Kamaludin Yusra

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SELECTED PAPERS

The 15th Asia TEFL
and 64th TEFLIN International Conference

Basikin, et al.

Forewords

Praise and gratitude are to Allah the Almighty, without His guidance this compilation of the 15th Asia TEFL – 64th TEFLIN International Conference 2017 selected papers will never be ready. It is such a hard work for the members of the editorial board to finish this in such a very short time.

Papers selected in this compilation serve a number of criteria from the genuine ideas, the interesting approach to conduct the research, and the appropriateness with the conference theme. Though they are probably not the best in the field, they do give some contribution to the development of English Language Teaching in particular and the teaching of language in general.

Finally, It will not be difficult to find shortcomings from this publication, however, the editors hope that it will contribute to the betterment of the teaching of languages, and English in particular, not only in Indonesia but also worldwide.

Yogyakarta, 13 July 2017

Editorial board
The 15th Asia TEFL – 64th TEFLIN International Conference

Developing Materials and Digital Media for TOEFL-like Gender-based Listening

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Abstract

Based on a multi-year Research and Development (R & D), the study shows that there are five gender-related primary causes of difficultyin understanding pragmatic meanings in TOEFL-like listening, namely, Speech Rate Delivery, Voice, Sentence Complexity, Mishearing and Colloquials. As a follow-up, it is essential that the draft of the gender-based listening materials and supplementary digital media be developed. Two types of digital media are supplemented in the draft: the researcher-made media and the adopted digital audio and video media. The content of the media is based on the characteristics of each cause of the pragmatic difficulty. As a basis for the development (Development phase), the research findings obtained from the research activities (Research phase) and the Rubric of the Digital Media for Gender-based Listening are presented in Results and Discussion section of this paper. This gender-based listening book is prospective to boost the English language proficiency of Indonesian master's degree students, in particular.

Keywords: pragmatic, gender, mishearing, colloquials, digital.

Introduction

Naturally, the majority of utterances produced in daily communications imply pragmatic meanings. Lack of pragmatic competence which leads to pragmatic failure affects English language proficiency (Sirikhan & Prapphal, 2011). In line with it, inferring pragmatic meaning are difficult for the Indonesian learners of English which leads to pragmatic failure and low proficiency (Arifuddin & Susanto, 2012).

There have been a number of studies focusing on the relationship between English language proficiency and pragmatic failure (ETS, 1997;

Sujana, et al., 2003; Arifuddin & Sujana, 2004; ETS Researcher, 2008; Saukah, 2010; ETS, 2012) and the effect of gender on auditory pragmatic understanding(Barati & Biria, 2011; Cocco & Ervas, 2012; Arifuddin, 2013). However, none of those studies focused on the effect of gender on pragmatic understanding of short conversations implied in TOEFL-like and the causes of pragmatic failure faced by the postgraduate students from diverse disciplines in masters degree programs. This is the 'novelty' or 'authenticity' of the present study which contributes the 'new' knowledge in the development of pragmatic competence and English language proficiency.

Based on a multi-year Research and Development, the study shows that there are five gender-related primary causes of difficulty in understanding pragmatic meanings in TOEFL-like listening, namely, Speech Rate Delivery, Voice, Sentence Complexity, Mishearing and Colloquials (Arifuddin, et al., 2015-2016). As a follow-up, it is essential that the draft of the gender-based listening materials and supplementary digital media be developed. Two types of digital media are supplemented in the draft: the researcher-made media and the adopted digital audio and video media. The content of the media is based on the characteristics of each cause of the pragmatic difficulty.

So far, a gender-based listening book focusing on pragmatic understanding has not been developed. This TEFLIN and ASIA TEFL seminar is a definitely appropriate opportunity to disseminate the research finding. Hopefully, the audience will share their practical knowledge and give constructive contributions to the development of the gender-based listening book. Therefore, The Summary of Research Findings conducted last year (Arifuddin, at al., 2015-2016) and the products of the Research and Development (R & D), namely, The Outline of Gender-based Listening Book and the Rubric of Digital Media for Gender-based Listening Book are presented in the Results and Discussion. Having been disseminated in such a moment, optimistically, this gender-based listening book is prospective to boost the English language proficiency of Indonesian master's degree students.

Method

This section presents the methods employed in the Research phase of the multi-year Research and Development (R & D) (Arifuddin, et al., 2015-2016). The multi-year study employed Mixed-methods approach. The present

study employed total sampling drawn from 85 students from the four masters degree programs, English Language Education, Education Administration, Science Education and Management of the University of Mataram who have attended the TOEFL training in the orientation program held for the freshmen.

Instruments

Data were collected with: a) TOEFL-like Listening test, adapted from TOEFL Practice Tests, which assesses pragmatic understanding; b) retrospective questionnaire and c) semi-standard interview guide. The test was employed to determine the students' pragmatic understanding based on gender. Meanwhile, the retrospective questionnaire and interview were used to collect data about the causes of difficulty in pragmatic understanding. Validation was done through expert judgment.

Procedure

The present study was conducted as follows: 1) Conducting a survey in order to identify and select the departments and participants appropriate. Of the seven master's degree programs of the University of Mataram, only four departments introduced TOEFL during the orientation program for the freshmen; 2) Selection of the participants; 3) Preparing and validating the research instruments; 4) Testing the pragmatic competence of the students from the four departments with Listening Part A TOEFL-like; 5) Data collection with the listening test.

Data Analysis

The data were analyzed usingtwo-way Anova. While the data collected through questionnaire and interview were analyzed with 'iterative qualitative analysis'(Yin, 2011). The results of the analyses were displayed, described, explained, discussed and inferred. Based on the research findings, the final phase of the multi-year study is the development of materials and digital media for gender-based listening book (Development phase).

Discussion

Since the main purpose of presenting this this paper is to disseminate the research findings (**Research phase**) and encourage the audience to give constructive contribution to the development of materials and digital media

for gender-based book (**Development phase**), this section presents: a) Summary of the Multi-year Research Findings and b) Rubric of Digital Media for gender-based Listening Book.

Summary of the Multi-year Research Findings (Arifuddin, et al., 2015-2016)

The development of the teaching materials and media is the third phase of the multi-year Research and Development. The presentation of the findings of the study, five primary causes of difficulty, namely, 'Speech Rate Delivery' (SRD), 'Voice' (Voice), 'Sentence Complexity' (SC), 'Mishearing' (MisH) and 'Colloquials' (Col), in this paper aims at providing the basis for the development of the gender-based listening materials and digital media as one of the products of the present study. This display will also help the participants give comments or suggestions to the improvement of the draft of the book.

Below is the summary of the causes of difficulty of pragmatic understanding of the students of the four master's degree programs of the University of Mataram Indonesia. Note that Male-Female difference percentage of each cause of difficulty is notified in brackets as (%-%).

Graph 1. *Causes of Difficulty of Pragmatic Understanding of the Masters Degree Students of Science Education*
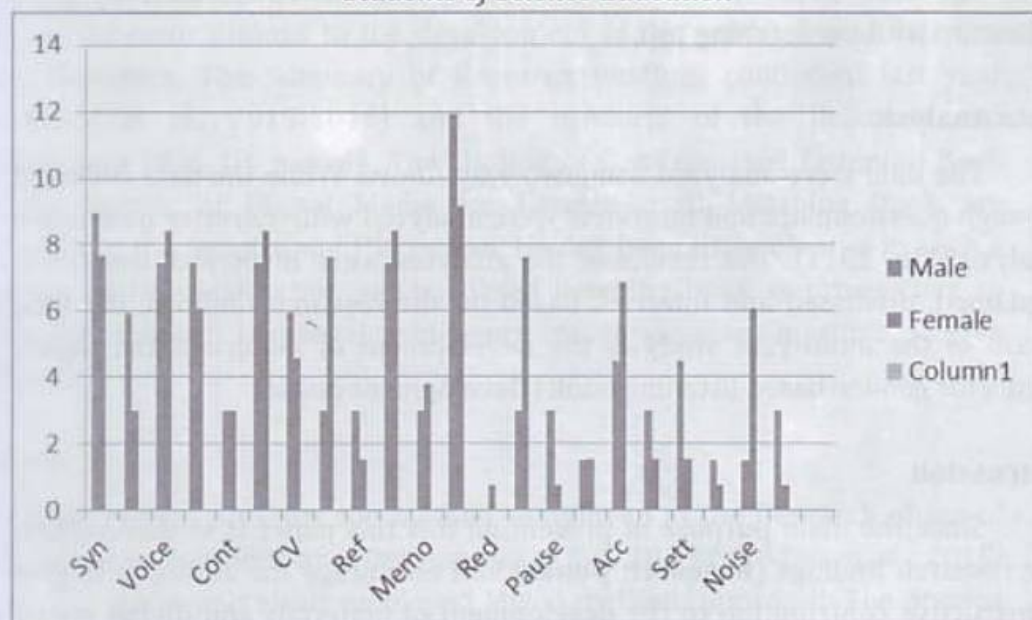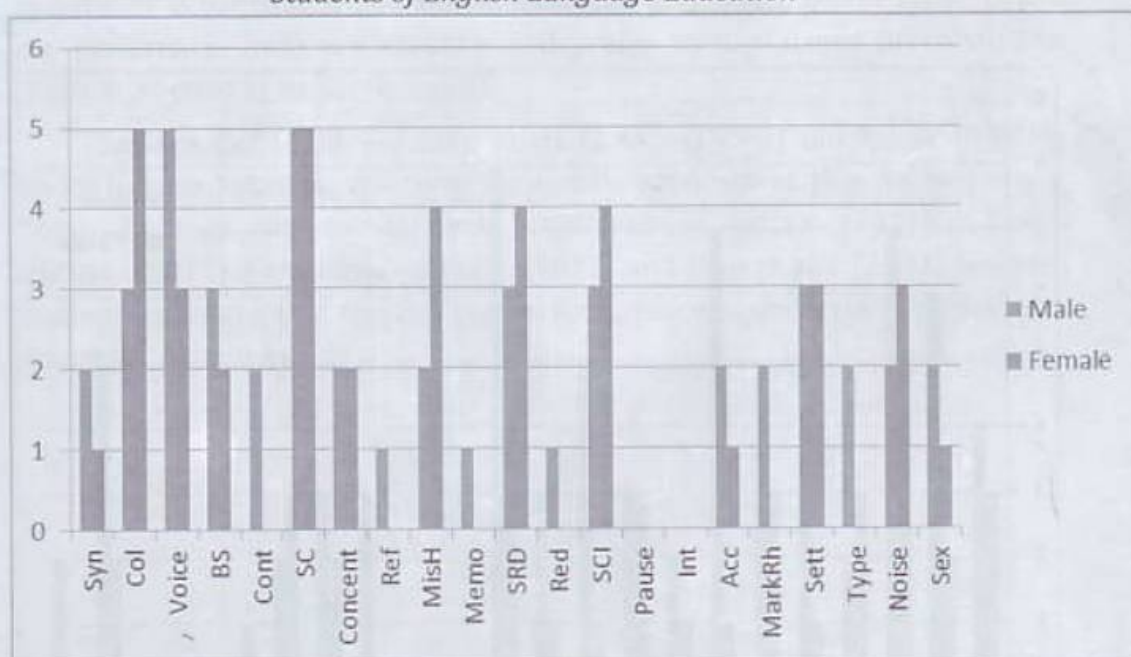
To the masters degree students of Educational Science, the primary causes of difficulty in understanding auditory pragmatic meanings are 'SRD' (11.9%-9.16%), 'Synonyms' (Syn) (8.95%-7.68%), 'Voice' (7.46%-8.4%), 'SC' (7.46%-8.4%), 'MisH' (7.46%-8.4%), 'Sound Clarity' (SCl) (2.98%-7.63%), and 'Noise' (Noise) (1.49%-6.1%). The least cause is 'Redundancy' (Red) (0%-0.76%), even faced by female students only.

Females' difficulty caused by Voice, SC, MisH, SCl and Red is higher than males'. It is surprising because females outperform males in understanding pragmatic meanings of auditory stimuli(Barati & Biria,2011; Cocco &Ervas, 2012; Farashayian &Hua,2012; John *et al.*, 2003). Regarding sentence complexityunderstanding, it is also inconsistent with Xia's (2013) study indicating that women pay more attention to the correctness of syntax.

Graph 2. *Causes of Difficulty of Pragmatic Understanding of the Masters Degree Students of English Language Education*

To masters degree students of English Language Education, the primary causes of difficulty in pragmatic understanding include 'SC' (9.6 %-12.5%), 'Voice' (9.6 %-7.5 %), 'Col' (5.77%-12.5 %), 'MisH' (3.85%-10%), 'SRD' (5.77%-10%), 'SCl' (5.77%-10%), 'Setting' (Sett) (5.77%-7.5%), and 'Noise'(3.85%-7.5%). Two causes of difficulty do not appear, namely, 'Pause' (0%-0%) and 'Intonation' (Int) (0%-0%). Besides, 'Context' (Cont)(3.85%-

0%), 'Reference' (1.92%-0 %), 'Memory' (1.92 %-0%), 'Red' (1.92% -0%), 'Rhetoric Markers' (MarkRh) (3.85%-0%) and 'Type of Questions' (3.85%-0%) were only faced by male students.

One of the obstacles to listening is 'idiomatic expressions' (Goh, 1997), a type of colloquials. Regarding 'colloquials', it's surprising. Generally, women may talk more in informal ocassions than men (Xia, 2013). Ideally, women face lower level listening difficulty in terms of understanding spoken or aural colloquials.

However, based on the creators and the preference, male are creative and prefer to use slangs or colloquials. Flexner(as cited in de Klerk, 1990) claims that most American slangs are created and used by males. Salma (2013) also finds that males prefer to use slangs than females.

Graph 3. *Causes of Difficulty of Pragmatic Understanding of the Masters Degree Students of Educational Administration*
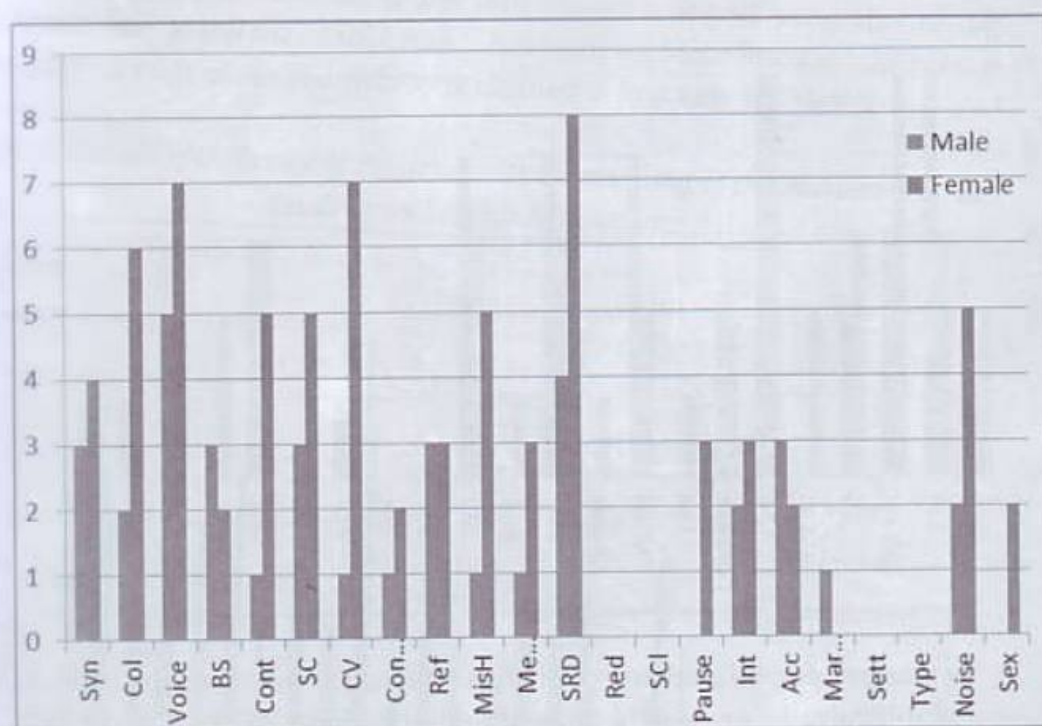
The primary causes of Causes of Difficulty of Pragmatic Understanding the Masters Degree Students of Educational Administration include 'SRD' (9.76%-9.52%), 'Voice' (12.20%-8.3%), 'Cultural Value' (CV) (2.44%-8.3%),

'Col' (4.88 %-7.1%), 'MisH' (2.44%-5.95%), and 'Noise' (4.88 %-5.95%). Surprisingly, four causes of difficulty do not appear, namely, 'Red'(0%-0%), 'SCl'(0%-0%), 'Sett'(0%-0%), and 'Type of Questions'(0%-0%). In addition, 'Pause' (0%-3.57%) and 'Sex' (0%-2.38%) were found to be difficult only for female students, while 'MarkRh' (2.44%-0%) was difficult only for male students.

'Col' (Male 4.88 % and Female 7.1%) is also difficult for female students of this discipline. As mentioned earlier, 'idiomatic expressions' or colloquials cause hinder listening comprehension (Goh, 1997). It is inconsistent with women's habit. Generally, women may talk more in informal ocassions than men (Xia, 2013). It makes them good at listening to spoken or aural colloquials. This is a big question related to the effect of gender on colloquials understanding.

However, males' higher ability in understanding colloquials compared to females' is consistent with the following finding. Based on the creators and the preference, male are creative and prefer to use slangs or colloquials (Flexner,as cited in de Klerk, 1990).

Besides 'Col' (4.88 %-7.1%), 'MisH' (2.44%-5.95%) and 'Noise' (4.88 %-5.95%) cause listening difficulty for female students of this field of study. These findings are inconsistent withBarati & Biria's (2011), Cocco &Ervas's(2012), Farashayian &Hua's (2012) and John et al.'s (2003) research findings indicating that females out perform males in understanding auditory pragmatic meanings.

Graph 4. *Causes of Difficulty of Pragmatic Understanding the Masters Degree Students of Management*
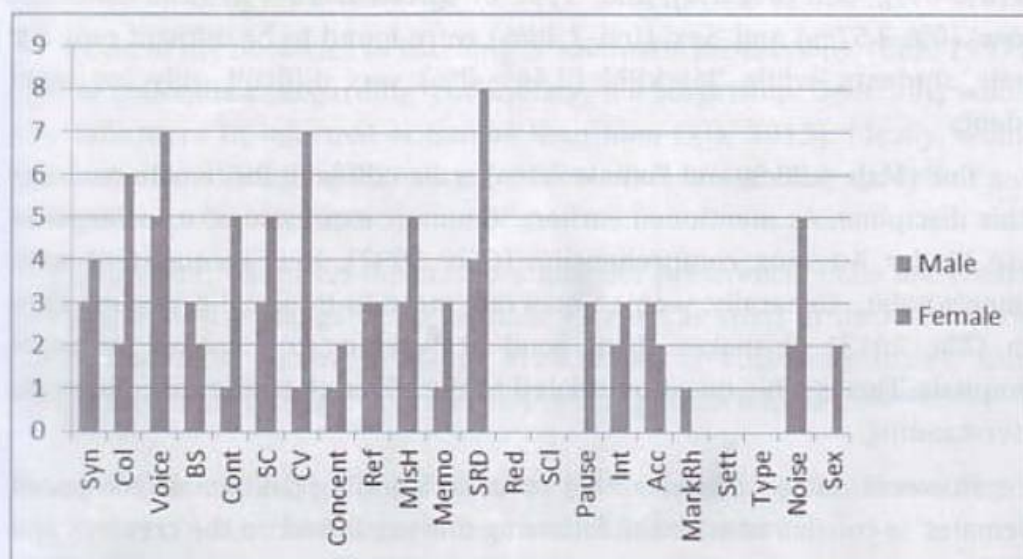
The primary causes of difficulty of pragmatic understanding the Masters Degree Students of Management include 'SRD' (9.76 %-9.52%), 'Voice' (12.19%-8.3%), 'CV' (2.44%-8.3%), 'Col' (4.88%-7.1%), 'Cont' (2.4%-5.95%), 'SC' (3.37%-5.95%), 'MisH' (3.317%-5.95%), and 'Noise' (4.9%-5.95%). Surprisingly, four causes of difficulty do not appear, namely, 'Red' (0%-0%), 'SCl' (0%-0%), 'Sett' (0%-0%), and 'Type of Questions' (0%-0%). In addition, 'MarkRh' (2.44%-0%) was faced only by male students and 'Pause' (0%-3.57%) and 'Sex' (0%-2.38 %) were found to be difficult only for female students, while 'MarkRh' was difficult only for female students.

The top cause of their listening difficulty is 'speech rate delivery'. This is in line with Nemati, et al.'s (2016) research finding indicating that the main listening problems of the students involves difficulty in identifying words when they listened to an audio file due to fast speech and weak at understanding vocabulary and colloquial terms.

Based on the whole causes of difficulty faced by the four master's degree programs, here is the rankings of the primary causes of difficulty in pragmatic understanding based on gender.

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Table 1. *Rankings of Primary Causes of Difficulty in Pragmatic Understanding Based on Gender*

	Male		Female		Male & Female
	Total of Causes	Rank	Total of Causes	Rank	Rank
SRD	40	I	20	II	I
Voice	39	II	18	IV	II
SC	34	III	17	V	III
MisH	25	IV	21	I	IV
Col	23	V	19	III	V

As displayed in Table 1, both for males and females, there are five primary causes of difficulty in understanding pragmatic meaning tested in TOEFL-like based on the fields of the study and gender, namely, 'SRD', 'Voice', 'SC', 'MisH' and 'Col'. Based on the totals of the primary causes of difficulty, male students faced higher level of difficulty in pragmatic understanding than females. Take for example, SC. Males' rank is the 3rd, while female's rank is the 5th. Interestingly, both male's and female's ranks for SC is the 3rd. Based on these ranks, it indicates the listening needs understanding of sentence structure. It is relevant to Nadig's (2013) point of view stating that listening comprehensionof spoken language needs understanding the syntax of sentences.

The same figure also appears in the other causes of pragmatic difficulty. This finding is relevant with the research result conducted by Cocco and Ervas (2012) which indicates that females tend show a higher level of pragmatic undertanding than males. This females' superiority, according to Yate (2010), is due to their tendency to use figurative language which requires pragmatic understanding. In the use of metaphor, Boroujeni, et al. (2013), report that females had a betterperformance in metaphor use than males.

Based on the research findings just discussed, the researchers design the **outline of the materials and digital media for TOEFL-like Gender-based Listening** below.

Materials and Digital Media Development (Product of R & D)

Learners are interested in development listening by audio and video authentic materials (Paul, 1997). Exposure to demands of listening should include aspects of everyday life presented TV programs, radio, and movies (Vogely, as cited in Tsai, 2015).

The development of materials and media for this gender-based listening applies the three dimensions of metacognitive knowledge: a) *Person knowledge*, b) *Task knowledge*, c) *Strategy knowledge* (Flavell, as cited in Goh, 2008).

The outline of the book is as follows.

CHAPTER I
SPEED RATE DELIVERY

Based on the present study, SRD is in the top rank of the whole causes of difficulty in understanding pragmatic meaning implied in the Short Conversations of the TOEFL-like.This is a male-dominated cause of difficulty, so that more attention should be directed to male learners of English.

In listening practice, the speed is arranged into fast, medium (or normal), or low.

A. **Learning Objectives**
   The learners are expected to:
   1. be familiar with the definition of speech rate delivery.
   2. describe the speech rate using words per minute.
   3. write the topic of the talk.
   4. write the key words that theyidentified.
   5. write sentences that they remember.
   6. draw conclusion from the talks.
   7. focus on the information in the talks.
   8. recognise the causes of missing information.

B. **Materials**
   1. Definition of Speed Rate Delivery
   2. Why Speech Rate as the Determinant Factor

a. How fast our brains can process speech
b. How fast our eyes can detect speech movements in order to speechread.
c. How fast we can read the captions.

C. **Listening Practiceand Assessment**

The listening practice uses audio/videos with three levels of speed.
1. Audio/Video 1 (Slow)→ Researchers-made (to be designed)
2. Audio/Video 2 (Normal)→ Researchers-made (to be designed)
3. Audio/Video 3 (Fast) → Researchers-made (to be designed)

CHAPTER II
VOICE

Difficulty in understanding voice or pronunciation results from the lack of familiarity with connected speech, chunking, stress, sound clarity, and accent.

The difficulty could be overcome by listening to the recording or digital audiotools. The listening practice is done through drills and replaying.

A. **Learning Objectives**

The learners are expected to:
1. define connected speech.
2. be familiar with processes which underlie connected speech
3. recognize features of connected speech
4. be familiar with the aspects of connected speech
5. be familiar with the causes difficulty in understanding connected speech
6. be able to 'chunk'
7. **push that consonant sound forward** and connect it to the vowel in the next word for Consonant + vowel pattern.
8. pronounce that sound **once** by *lengthening* or *holding* the sound when a word ends in a consonant sound and the following word begins in the **same or similar** consonant sound.
9. recognize the h-deletion words from connected speech
10. recognise the stress in connected speech.
11. recognise the message from the unclear sounds.

B. Materials
1. Definition of Connected Speech
2. Processes Underlying Connected Speech
3. Aspects of Connected Speech
   a. What Makes English Difficult to Understand
   b. Connected Speech
   c. Chunking
   d. Sound Clarity
   e. Accent

C. Listening Practice and Assessment

The following practices are intended to improve the learners ability in grasping the meanings from auditory utterances by recognising connected speech, chunking, different stresses, unclear sounds and various accents

CHAPTER III
SENTENCE COMPLEXITY

SCrefers to the complexity of sentence structure and components. Generally, long, complex sentences are difficult to be understood.Sentence complexity is male-dominated cause of difficulty in pragmatic understanding.

The learners listen to sentences with different length and complexities.The practice is arranged based on the complexity of the sentences, namely, simple sentence, compound sentences and complex sentences and combination of those types of sentences.

A. Learning Objectives

The learners are expected to:
1. define sentence complexity.
2. distinguish types of sentence.
3. write each type of sentence.
4. comprehend the meaning of each type of sentence.
5. recognise common problems in sentence writing.
6. understanding the meaning of spoken complex sentences.
7. restate given sentences.
8. make inference from complex sentences.

B. Materials
1. The Nature of Sentence Complexity
2. Recognize Common Problems
3. Understanding Sentence Complexity in TOEFL-like.

C. Listening Practice and Assessment
The following listening practice uses four audio tools containing sentences with different length or complexity.

CHAPTER IV
MISHEARING

Although closely related to voice, MisH has special features. Mishearing is the failure to listen correctly. Mishearing is female-dominated cause of difficulty in pragmatic understanding.The audio or recording contains sound recognition, for example, minimals pairs, abbreviation or restatement.

A. Learning Objectives
The learners are expected to:
1. define mishearing
2. understand causes of mishearing
3. improve their pragmatic understanding by concentrating voice.

B. Materials
1. Definition of Mishearing
2. Causes of Mishearing.

C. Listening Practice and Assessment
The following listening practices are expected to improve the learners accuracy in sound recognition and meanings of individual word, minimal pairs or restatement.

CHAPTER V
COLLOQUIALS

Understanding everyday English conversation requires knowledge of colloquial expressions, regional variation in accent and dialect, phrasal verbs,

connected speech, slang and cultural references. Colloquial is female-dominated cause difficulty in pragmaticunderstanding.

A.   *Learning Objectives*

The learners are expected to:

1. definine colloquials
2. be familiar with a variety of colloquials
3. recognise what makes English conversation different.
4. be familiar with popular expressions vs. outdated idioms.

B.   *Materials*

1. Definition of Colloquials
2. Difficulty in Understanding Colloquials in TOEFL-like
3. Colloquials or Expressions in Conversations
4. What Makes Native English Conversation Different?
5. Popular Expressions vs. Outdated Idioms.

C.   *Listening Practice and Assessment*

The listening practices are done using six audio CD focusing on the understanding of expressions, regional variation in accent and dialect, phrasal verbs, connected speech, slang and intercultural understanding.

Part I. Listen to the following recordings!

1. Audio 1 (Expressions)
2. Audio 2 (Accents and dialects)
3. Audio 3 (Phrasal verbs)
4. Audio 4 (Connected speeh)
5. Audio 5 (Slangs)
6. Audio 6 (Intercultural understanding).

Part II.

1. What do you undertand about colloquials?
2. Write and explain five colloquials you are familiar with!
3. What makes English conversation different from other language conversations?

The Rubric of Digital Media of Gender-based Listening Book

Some of the audios or videos mentioned in the rubric are online YouTube and TOEFL Listening Practice Tests. Due to the copy right regulations, the media are not reproduced, but the learners are suggested to practice listening on their own via online YouTube and TOEFL listening practice tests. In addition, this gender-based listening book is written in pdf. format, so that the audios and videos are not directly accessible. The presetation of those learning media in this book is only as a guide. The learners have to access those media from the the internet (YouTube) online when practice listening. That is why, the URLs of all audios and videos are also presented.

CHAPTER I Causes of Difficulty	Learning Objective	Materials	Media	
			Audio	**Video**
Speed Rate Delivery	1. be familiar with the definition of speech rate delivery. 2. describe the speech rate using words per minute. 3. write the topic of the talk. 4. write the identified key words. 5. write sentences. 6. draw conclusion from the talks. 7. focus on the information in the talks. 8. recognise the causes of missing information.	1. Definitions of Speech Rate Delivery 2. Why Speech Rate as the Determinant Factor	1. Normal Delivery. TOEFL Listening Conversation 3 – Free Practice Test MP3.	1. Slow Delivery.Every day Expression with 'No.' Improve you English – English Lessons by Niharika. YouTube – MKV. 2. Fast Delivery. Culture Shock in the US – Finish in America. YouTube_3 GP.

CHAPTER II Voice	Learning Objectives	Materials	Media	
			Audio	**Video**
	1. define connected speech. 2. be familiar with processes which underlie connected speech 3. recognize features of connected speech 4. be familiar with the aspects of connected speech 5. be familiar with the causes difficulty in understanding connected speech 6. be able to 'chunk' 7. push that consonant sound forward and connect it to the vowel in the next word for Consonant + vowel pattern.	1. Definition of Connected Speech 2. Processes Underlying Connected Speech. 3. Aspects of Connected Speech. 4. What Makes English Difficult to Understand. 5. Connected Speech 6. Chunking 7. Sound Clarity 8. Accent	2. Connected Speech Practice. English Pronunciation Lesson. Elemental English. MP3. 3. TOEFL Listening_Conversation 1 _ free practice test.mp3. 4. Connected Speech_Linking_American English Prounciation – Elemental English.m4a.	3. Perfect English! – Speak faster and more naturally with connected speech – YouTube. MKV. 4. Advanced British Pronunciation – Speak like a native in 5 sounds – YouTube. MKV. 3. Perfect English!- Speak faster and more

8. pronounce that sound **once** by *lengt hening* or *holding* t **he sound** when a word ends in a consonant sound and the following word begins in the **same or similar** consonant sound,.

9. recognize the h-deletion words from connected speech

10. recognise the stress in connected speech.

11. recognise the message from the unclear sounds.

naturally with connected speech – YouTube.MK V.

4. Northern vs. Southern accents – British English Pronunciatio n. YouTube.MK V.

5. How to say 100 words in English British English – YouTube.MK V.

6. Perfect English-Speak Faster and more naturally with connected speech – YouTube.MK V.

7. Northern vs. Southern accents – English British Pronunciatio n - YouTube.MK V.

8. Natural British Intonation – Weak Forms – YouTube.MK V.

9. 21 Accents – YouTube.MK V.

10. Asian

				Australians vs. Asian Americans – YouTube.MK V.
				11. British English vs. American English – YouTube.MK V.
				12. Asian Canadians vs. Asian Americans – YouTube.MK V.
				13. Irish People Review – Irish Accents in Hollywood – YouTube.MK V.

CHAPTER III Sentence Complexity	Learning Objectives	Materials	Media	
			Audio	Video
	1. define sentence complexity.	1. The Nature of Sentence Complexity.	5. Listen1sma.mp3.	-
	2. distinguish types of sentence.		6. Simple or short Sentences (Researchers-made)	
	3. write each type of sentence.	2. Recognize Common Problems.	7. Compound Sentences (Researchers-made)	
	4. comprehend the meaning of each type of sentence.	3. Understanding Sentence Complexity in TOEFL-like.	8.Complex Sentences(Researchers-made).	
	5. recognise common problems in sentence writing.		9.Combination/integrated (Researchers-made).	
	6. understanding the meaningof spoken complex sentences.			
	7. restate given sentences.			
	8. make inference from complex sentences.			

CHAPTER IV Mishearing	Learning Objectives	Materials	Media	
			Audio	**Video**
	1. Define mishearing 2. Understand causes of mishearing 3. Improve their pragmatic understanding by concentrating voice.	1. Definition of Mishearing 2. Causes of Mishearing.	10.TOEFL Listening Converstaion 3 – free practice test. Mp3.	14. How to Speak Australian – Abbreviate Everything. YouTube.MPA. 15. Natural English Pronunciation – 8 Spoken Contractions. YouTube.MKV. 16. Learn English Words (Intermediate 125) – YouTube.MKV. 17. Different between 'Seek', 'Search' and 'Find' – Free English Lesson – Improve Your English – YouTube.MKV. 18. Difference between 'lose', 'loose', 'loss' and 'lost' – English Grammar Lesson – YouTube.MKV. 19. How to Speak Australian –

CHAPTER V Colloquials	Learning Objectives	Materials	Media Audio	Media Video
				Abbreaviate Everything – YouTube.MP4.
				20. Natural English Pronunciation – 8 Spoken Contractions – YouTube.MKV.
	1. definine colloquials 2. be familiar with a variety of colloquials 3. recognise what makes English conversation different. 4. be familiar with popular expressions vs. outdated idioms.	1. Definition of Colloquials. 2. Difficulty in Understanding Colloquials in TOEFL-like. 3. Colloquials or Expressions in Conversations 4. What Makes Native English Conversation Different? 5. Popular Expressions vs. Outdated Idioms.	11. British Slang Prodcasts_#187; Learn British English.mp3. 12. HE151 22 dictionary of slang. YouTube.MKV. 13. Audio 1 (Expressions). 14. Suara 010. 15. HE151 22 dictionary of slang. YouTube.MKV. 16. Slang. MP.3. 17. American-Slang-words. MP3. 18. British slang prodcast -#187. Learn British English.mp3.	19. Everyday Expression with 'No.' Improve you English – English Lessons by Niharika. YouTube – MKV. 20. The BEST British Street Slang – YouTube.MP4 21. British Slang vs. Australian Slang – Colloquial English Words and Phrases – YouTube.MKV. mp3. 22. Culture Shock in the US – Finnish in America – YouTube.3GP. 23. Improve your intercultural competence – How to improve intercultural conflict – YouTube. 2.3.GP.

Conclusion

1) Above all, based on the rankings of causes of difficulty in understanding pragmatic meanings, females tend show a higher level of pragmatic understanding than males. Certainly, a few findings of the present study inconsistent with the previous research findings need further studies.

2) Developing teaching materials and digital media for each cause of difficulty in understanding pragmatic meanings from TOEFL-like based on gender is an innovation in teaching (or learning) listening.

3) Two types of digital media are supplemented in the draft: the researcher-made media and the adopted digital audio and video media. The content of the media is based on the characteristics of each cause of the pragmatic difficulty.

4) Prior to the try-out, the draft of the gender-based listening book must be disseminated in a seminar or conference.

5) With reference to the rubric of the digital media designed based on the characteristics of each cause of pragmatic failure, this gender-based listening book is prospective to boost the English language proficiency of Indonesian master's degrees' students.

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