A CASE OF MANIPULATING EFL LEARNERS' CROSS-CULTURAL UNDERSTANDING THROUGH VIDEOTAPED CONVERSATIONS AND ITS IMPACT TO SELF-REGULATED LEARNING

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Abstract

In the new global evolution of education, the importance of using digital media has become central issue for boosting learning effectiveness; however, less attention was weighted on its impact towards EFL learners' learning in diversity context. This study seeks for describing learners' cross-cultural understanding that rapidly evolves impact to learning through videotaped conversations. Sample of consisted of 13 students, taken using purposive sampling technique. The current study utilized the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich et al., (1991) to point out learners' self-regulated learning, and Mackin's (2006) five culture dimensions to determine their cross-cultural understanding. Having projected the learners to videotape their English conversations the results show that, the process the learners jointly take out of class accounts much for extending their engagement with the content beyond class projects, enhancing their mutual integration into new groups. The projects manipulated them to construct ideas, and more surprisingly challenged them to compete for best performances in every single English conversation. Overall, the results proved that boosting the foreign learners' learning styles to get themselves away from selfishness, shyness intensively turn into a growth beyond mutual and meaningful interactions, where there is respect for diversity on the plane of cross-cultural understanding.

Keywords: *Videotaped-Conversation, Cross-Cultural Understanding, Self-Regulated Learning*

Recent developments in the field of information, technology and innovation have led to a renewed interest in developing creative products for supporting educational practices. More practically, target learners of English "have at their disposal access to many sources for exposure to learning and interacting with other speakers in English, which has significant implication for their development of fluency and competency in English" (Sharifian, 2013). Cultural awareness in foreign language teaching has become an imperative (Shemshadsara, 2012). Charles (2014), "it is imperative to design lessons that cater to raising cultural awareness, promoting cross-cultural learning, evaluating cross-cultural competency levels, and analyzing student attitudes toward cross-culturalism".

Authors have penned a number of clue and steps to shape EFL/L2 learners' cross-cultural paradigm; however, the increasing concern that some digital media could bring impact towards EFL learners' learning has not once inspired non-native teachers to seek for an advantage from the basis of learners' background culture. Rapid innovations changes and products are on the ground of the multimedia managements of the educational units and departments; yet, debates have not continued to concern in best strategies for the management of the English teaching to learners with different background of language, ethnic group and culture.

In line with the establishment of the ministry of higher education, the upcoming issue has grown in importance in light of recent development of higher education curriculum demand in

Indonesia, where university learners of English programs must have a wide range of the allocated teaching time to experiencing learning from their own projection. In so far projects of the English staffs to design syllabi and the semester programs; however, there has been little discussion about the planning of teaching speaking project to create cross-cultural relationship among foreign learners in Indonesia.

Most studies in the use of video have only been carried out in a small number of teaching speaking areas, such as the recordings speaking class to monitor students improvements in the target language (English) use (Sayin, 2012), simply for interactions specifically with native speakers (Kato, Spring, & Mori, 2016), exposing learners to do video based on situation comedy (sitcom) speaking (Ulusoy et al, 2013). This paper will give an account of the usefulness of planning of a speaking project to foreign language learners by using digital media as the tool to document their oral speaking of English outside the classroom. The paper begins by explaining the procedures the teacher plan for the target learners to do the speaking project of videotaping conversations. It will then go on to seek for individuals' cross-cultural understanding, and to give a description on the impact of the project to their self-regulated learning.

Given this teaching speaking instruction and learning project, our theoretical assumption rests heavily on the motion that "helping the language learners get to know the other culture, they develop a more aware and value-balanced conception of the local culture and the target culture" (Arcila, 2007). The speaking project of videotaping conversation stemmed from the predetermined goal that is to improve lifestyles of the individuals (the freshmen) from early study period of their academic lives; in that, their experiences would allow them to choose strategies during the learning process (Tezci, et al, 2016). Correspondingly, L2 learners negotiate their own personal meanings at both continuum of the the native speakers' meanings at one top and their own everyday life on the other one (Kramsch (1993) cited in Shemshadsara, 2012). With regard to the negotiation, students would do self-reflection and evaluation of their attitudes toward cross-culturalism (Charles, 2014; Kratzke & Bertolo, 2013).

What we shed light L2 learners' cross-cultural understanding into the importance derived from Vygotsky and his colleagues' two fundamental tenets of sociocultural theory that connects between learning and teaching (Johnson, 2004). The two tenets are, firstly, learning is a social (mediated) activity; secondly, ZPD (Zone of Proximal Development). While there have been many interpretations of the conceptualizations of the ZPD, we focus on the postulate that the English speaking experience the learners have with the assistance from more capable others can help them to bring about the next (or proximal) phase of self-regulated learning development. These two tenets rooted the term cross-cultural understanding of the present study to refer to learners' mutual understanding beyond conversational interactions of the speaking project while considering the influencing factors, such as the physical setting; the purpose; and the media of communication they utilized (Garner, 2007).

Correspondingly, difficulties arise, however, when there is an attempt to connect between learners' cross - cultural understanding and their self-regulated learning in English. A question was proposed by Mackin (2006) on whether or not there is a way to understand and respect our differences and use them to build something that is stronger and more flexible than before. The result proves that those with effort making to share with others from different culture are the ones to be always success of having cross-cultural understanding.

On the other hand, Tezci, Sezer, Aktan & Gurgan (2016) seek to determine whether a correlation exists between the lifestyles adopted by individuals in their social lives and the self-regulated learning skills they use during the learning process. Surprisingly, the results show that a positive correlation lies between learners' self-regulated learning strategies and their self-respect-oriented lifestyles.

METHOD

A group of freshmen consisted of 13 learners of English of Artha Wacana Chrsitian University, Kupang, East Nusa Tenggara, participated in the study. As far as their speaking performance is about lose from those above the average level lower; then, the present study purposively took them as of target subjects to intensively doing the speaking project as well as respondents. What these learners do was working in groups of four, videotaping their conversations, having peer assessment in the classroom, do improvement due comments for both individual and group further performance.

Having done all these phases, the study attempts to scale the learners' self-regulated learning. In line with the selection of the instrument, the present study employed the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich et al., (1991). The MSLQ with a seven-scale compiles both learning strategies and motivation (Boekaerts, 1999). Besides, the present study adopts Mackin's (2006) five culture dimensions as another instrument to seek for learners' cross-cultural understanding. The five dimensions ranked on a ten-point scale, ranging a pair of five top continuums, namely Equality vs Hierarchy; Direct vs Indirect; Individual vs Group; Task vs Relationship; Risk vs Caution. It was decided that adapting these five dimensions aims to highlight learners' cross-cultural paradigm soon after taking the speaking project.

RESULTS AND DISCUSSION

The paper begins with an explanation of the procedures the speaking lecturer planned for the target learners to do the speaking project of videotaping conversations. Teaching speaking instruction for FL learners to videotape their conversation as of the speaking project was set up whilst the teaching speaking program would lead the nearly midterm of the odd semester of academic year 2016-2017. Prior to act upon the lesson plan, the teacher designed this speaking project by adapting genre-based approach by Feez and Joyce (2002). Having adapted the approach, learners worked in a group of four to projecting two videotaped conversations. At the initial group, learners were collaborated with their partners, competing with other groups to best performing creative videotaped conversation.

Come to the beginning of new class meeting, each of the groups audio-visualized their project, followed by evaluation. Regarding evaluation remarks, then, there was new setting of group members. Those of learners with less of speaking performance in every group must stand for new group, and so, they had to show good performance. This applies the ZPD frame by Vigotksy (cited in Johnson, 2004) to enable them with those of more capable ones.

Turning now to the evidence of learners' cross-cultural understanding grounded on Mackin's (2006) five culture dimensions, it is found that learners' cross cultural understanding is about to evolve from their nature, Asian paradigm. More, the results, relatively, show that learners' cross - cultural understanding lies on the new home base cultural paradigm, beginning from the Eastern European, passing through Western Europe and South America, reaching the top level at England and New Zealand, then, slightly flowing down into the American paradigm (USA and Canada). It is apparent from this table that very few of those whose choice represent Asian paradigm. The most striking result to emerge from the data is that learning experience begins with awareness for building good relationship among class members to get out of the box of learners' cultural understanding, which characterizes Asian paradigm.

In the following, the current study describes about the impact of the speaking project to their self-regulated learning. The results, as shown in Chart 1, indicate that the response rate was 66.08 %. This high number represents learners' response that out of the forty-four of the statements (Pintrich et al., 1991) is very true of their self-regulated learning (Boekaerts, 1999).
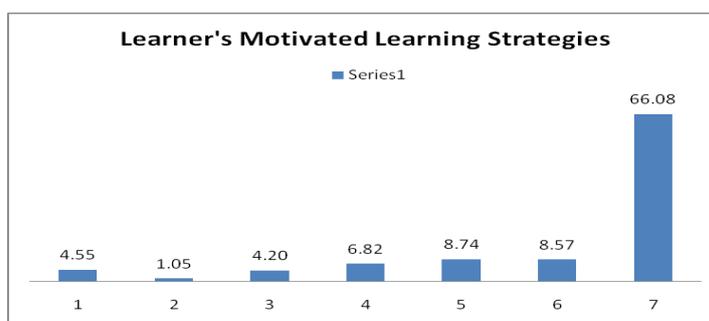
Chart 1: Dimension of learners' self-regulated learning

Together the results show that learners' self-regulated learning arises as realized by the nature of their learning motivation strategies. Rooted from these facts, the present study also found that the individual learners' learning styles with personally having emotions, being more private in consulting what they plan to boost their speaking performance has proved Nye' (2006) assumption that these typical features must characterizes the the western model.

CONCLUSION

Overall, there seems to be some evidence to indicate that these group of L2 learners under lower level of speaking performance have shown their new paradigm of cross-cultural understanding; in that, it is believed that planning speaking project for these group to vide-taping their conversations, followed by peer assessment and comments accounts much on their self-regulated learning whilst taking this productive course.

The study outlines a number of important changes to make. First, the speaking classroom management to enhance all populations might involve that boost target learners to take the speaking project as of such a common needs whilst transferring inputs in an academic context with more socio-cultural nuances.

Second, a key policy priority should therefore be to plan for the long-term teaching speaking orientation of big-sized classroom. What is importance in this concern is to develop target learners interventions to have an experience of socio-constructivism-based learning, which aimed at carrying out concrete implications for future teaching and learning practices.

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