

DESIGNING THE ICTs-BASED BLENDED LEARNING OF ENGLISH PHONOLOGY WITH ASSURE MODEL

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Abstract: Phonology is scientific study of language sound providing crucial materials for English study and it needs the depth ability in learning this subject. Its materials include phoneme and phonetics (how to produce English sounds), phonological rules and distinctive features of sound. Therefore, The rapid growth of Information and Communication Technologies (ICTs) providing various features and tools has encouraged teachers and researchers to design an interesting learning environment for the student, such as Bailey, et al., Faryadi, and Sezer, et al. Blended learning is one of e-learning models integrating an online course and face-to-face classroom by optimizing the use of ICTs as instructional media in order to enhance the teaching and learning experience for the students and teachers. This study presents an instructional model of ASSURE used to design the ICTs-blended Learning for English Phonology instruction. ASSURE model is an systematic and complex Instructional Design (ID) process analyzing the learner's needs. This study is a literary work examining the rigor and relevant theories regarding ASSURE model and blended learning. As a result, a model of ICTs-blended learning can be designed by using ASSURE model referred to student's motivation building in order to enhance the student's English phonology achievement.

Keywords: *ASSURE model, blended learning model, English phnology, instructional design, instructional environment, ICTs*

Introduction

Teaching is a systematic, planned sequence of events that facilitates the communication of an idea, concept, or skill to a learner. The act of teaching requires an understanding of learning and an understanding of the individual and environmental factors that affect the learner (Duffy & McDonald, 2011). Therefore, it certainly needs a mature design relating to planning, implementation, and evaluation of instruction. Seels and Richey in Ibrahim and Sidik (2013) defined that design is process of specifying conditions for learning involving (1) instructional systems design, (2) message design, (3) instructional strategies, and (4) learner characteristics. A good planning and design is vital for any course (Bath, Debra & Bourke, John, 2010).

Nowadays, the rapid development of ICT has encouraged several English teachers to manage an interesting learning environment by designing an ICT-based blended learning. Blended learning gives students the opportunity to receive personal attention while retaining the much-needed (for some) control provided by the face-to-face classroom environment. Simultaneously, students are building independence through learning with technology (Temoi, 2010). Besides that, blended learning offers the possibility of changing our attitudes not only as to where and when take place, but in terms of what resources and tools can support learning and the ways in which these might be used (Littlejohn and Pegler, 2007). According to Wyse and Jones (2008), the growth of ICTs is one of the most significant areas of change in modern society so ICT is an important part of the development of learning and teaching. If ICTs as useful tools which, with appropriate pedagogy, can enhance learning and teaching.

Phonology is scientific study providing theoretical material regarding speech sounds and how they are used in language. Roach (2009) stated that an important purpose of the phonology instruction is to explain how English is pronounced in the accent normally chosen as the standard for people learning at the English Spoken. This is a reason how important for anyone who needs to understand the principles regulating the use of sounds in spoken English.

The Nature of Instructional Design

According to Sezer, Yilmaz, and Yilmaz, F.G.K., (2013) defined instructional design as a systematic and complex process that is creative, active, and iterative as well as it is employed to develop education and training program in a consistent and reliable fashion. Paquette (2012) stated instructional design as a method or a process helps produce plans and models describing the organization of learning and teaching activities, resources and actors' involvement that compose an instructional system or a learning environment. Meanwhile, Agostinh et al. (2002) pointed out that learning design refers to a variety of ways of designing student learning experience, that is, the sequence of types of activities and intesections.

A number of instructional system models are available for educators to follow in designing blended learning. The instructional design model should be able to provide conceptual and communication tools for

visualizing directly and managing process for creating high quality in distance learning (Gustafson, Robert, Maribe, & Branch, 2002).

Blended Learning Model For Phonology Instruction

To acquire the native language, a child must do two things: learn the words of the language and extract the relevant phonological characteristics of those words (Storkel & Morrisette, 2002). Phonology is one of the core fields that compose the discipline of linguistics, which is defined as the scientific study of language structure (Odden, 2005). This material is concerned with the regularities that govern the phonetic realizations of sounds in words of a language (Daniel, 2011). Thus, to learn this materials, the student requires an interesting learning environment in order to attain the learning competency of phonology. Bailey, at al (2013) expressed that blended learning promotes competency-based learning, giving students the flexibility to earn credit when they can demonstrate they have mastered the material.

Griffith University has adopted the term “blended learning as the principal means of addressing the use of Information and Communication Technologies (ICTs) to enhance its learning and teaching activities (Krause, 2009; Bourke and Bath, 2010). A study result found out by Precel, Alkalai, and Alberton (2009) indicates the potential of the current model to bridge the gaps between students and instructors and students and their peers, which are typical of online learning, and to create meaningful learning by employing online pedagogical consideration in the course design. Blended learning model is an e-learning model that integrating traditional learning model with online learning model by utilizing technology.

Blended Learning Approach

Driscoll in Jordan (2008) identified four possible approaches to blended learning model, namely:

- a). Self-regulated approach meaning that learners interact autonomously with a range of technologies to achieve a particular learning outcome.
- b). Pedagogical approach defining the teacher selects suitable pedagogical approaches, which may or may not involve instructional technology, in order to achieve a particular learning outcome.
- c). Mixed approach integrating face-to-face delivery with any of instructional technology in a flexible way.

Assure Model For ICT-Based Blended Learning Design

According to Smaldino, et al.(2007), the ASSURE model is an instructional guide for planning and conducting lessons that aim to integrate media and technology while focusing on the learner’s needs. This model focuses on the emphasizing of teaching students with different learning style and constructive learning where students are required to interact with their environment and not passively receive information. ASSURE model is an instructional systems design that analyzes the learners before designing in order to provide effective instruction (Faryadi, 2012). Related to the blended learning model combining an online learning to a traditional classroom (face-to-face meeting), ASSURE model can provides an instructional design that can create an interesting learning environment for the students. The following is Instructional design of Blended Learning with Assure Model.

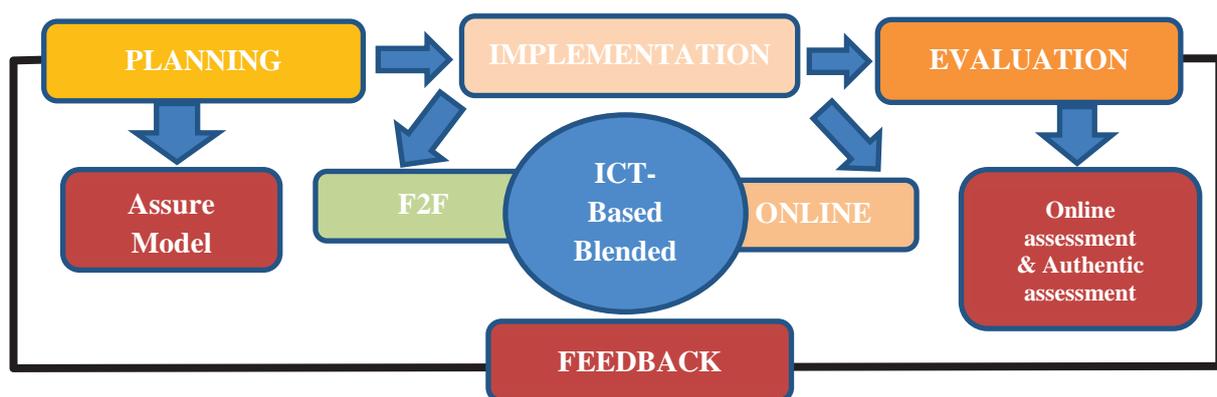


Fig. 1. An ICT-Based Blended Learning with Assure Instructional Model

ASSURE is an acronym for the description of six classroom procedures in designing or planning a blended learning surrounding the actual classroom use of media and technology. It is based on six classroom procedures: *Analyze learners*, *State objective*, *Select methods, media and materials*, *Utilize media and materials*, *Require learner participation*, and *Evaluate and revise*.

Procedure	ICTs-Blended Learning Model for Phonology Instruction	
	Face-to-Face	Online
STEP 1 Analyze learners	Analyze the learner's needs based on: General characteristics: grade, age, ethnic, group, sex, manual, emotional, physical, or social problems, socioeconomic level, etc. Specific competencies: prior knowledge, skills, and attitudes Learning styles: verbal, logical, visual, etc.	
STEP 2 State objectives/learning outcomes	Statements of what will be achieved based on the learner's need or characteristics as a result of the designed instruction. The learning outcome includes: Cognitive: understanding the phonological materials Affective: demonstrate awareness and build motivation for independent learning of the phonological materials Psychomotor: the ability in analyzing the phonological rules.	
Step 3 Select Instructional methods, media and materials	Determining educational technology or media, method, and material based on the achieved objectives for traditional meeting, such as: power point presentation, video-camera-recorder, computer, tanida-builder, software, articulate pro, MP3, mini lyrics, etc.	Edmodo, Moodle, Blog, Wiki, Weebly, Facebook, youtube, etc
Step 4 Utilize media and materials	Presenting the relevant material by using educational technology, such as: Power point, computer, video and audio (offline software), etc.	Presenting material by using Online software, such as: adobe e-learning, blog, edmodo, moodle, facebook and etc.
Step 5 Require learner participation	Divide the students into groups.	
STEP 6 Evaluate and revise	Authentic assessment	Proproof, tanida, edmodo, and etc.

Table.1. An ICT-Based Blended Learning with Assure Model

Conclusion

In conclusion, the rapid development of ICT with various features and tools has encouraged researcher to design a blended learning model with ASSURE instructional model for phonology instruction. This Instruction design model emphasises to analyze student's need and optimize the use of ICT as instructional media in order to create an interesting learning environment and effective teaching for the student. This instructional is called ICT-based blended learning with Assure Model. In designing the ICT-blended learning with Assure model, it needs a mature design relating to the process of planning, implementation and evaluation of instruction. There are a lot of internet programs providing phonological materials and enabling to carry out the ICT- based blended learning of phonology instruction, such as: edmodo, online phonetic transcription, phonetizer, phonetic youtube, and so on. The result of this literary work showed an instructional design model of the ICT- blended learning applied to phonology instruction. Thus, the researchers recommend that this model can be implemented to instructional subjects.

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