

Malay Language Learning Among Korean Learners

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Abstract: The Malay language has been taught at *Hankuk University of Foreign Studies* for the past ten years. In the classroom, the teaching of Malay began from a conventional way of learning to the use of new technology in the digital era. Hence, teaching and learning the Malay language has demonstrated collaboration between teachers and students in order to have a great impact toward the learning outcome. Therefore, the objectives of the study were to identify and discuss different types of learning environments that were favored by students at *Hankuk University of Foreign Studies*. The subjects involved in the study were 74 male and female subjects from six Malay classes. All subjects from the six classes participated in the study. The subjects were given a set of questionnaires, which consisted of their favored type of learning environment for learning Malay. The subjects listed the reasons for choosing the types of learning environments. The results of the study revealed that the majority of the subjects favored a conventional way of learning the Malay language, such as gap fillings, Chinese whisper, bingo, word maze, big dice, truth and dare, etc. The study implicates educators by considering not only using the technology but also the traditional way of teaching in order to teach the Malay language for student enhancement in a better learning environment.

Key words: Malay language, pedagogy, learning environment, conventional.

INTRODUCTION

Malay language has been taught to students at universities all around the world. The Malay language is one of the foreign languages selected by students at universities. The Malay language is taught not only for proficiency but also for Applied Linguistics and Malay literature. Malay language uses the Roman alphabet and thus, it is easier to sound the alphabets to make up words. Therefore, the process of learning will be less stressful compared to other languages which have their own alphabet writing. Hence, a person who learns a new language will have to learn two things; that is, the alphabet writing and the sound of the alphabets. Moreover, the writing process of a new language will be learnt parallel to the sound of the language.

Malay language learning usually complements with activities that were able to attract the attention of the learners. The activities were designed and tried by educators beforehand, hoping that the learners will like the language and therefore, will learn in an appropriate manner. The interesting ways of learning, as in new activities, started long time ago when teachers and educators were taught the pedagogical functions of learning. Teachers and educators were exposed to different types of activities from the conventional ways of learning to the use of technology (Young, 2008). According to Normaliza Abd Rahim & Siti Nur Aliaa Roslan (2012a), the use of technology has been favored by students in primary schools ever since they were given the chance to use technology in the classroom. Normaliza Abd Rahim & Siti Nur Aliaa Roslan (2012a) add that the subjects involved were 20 subjects from schools in rural areas and they were rarely given the chance to use technology in learning. The subjects were given a Malay language program on a computer and they worked in pairs. The results of the study revealed that the subjects involved were happy and content in using the computer. The subjects managed to try out the Malay language program and also provided their comments and opinions about the program. The subjects seemed to be able to answer the questions confidently. However, Faiz Sathi Abdullah & Kobra Hosseini (2012) argued that the conventional way of teaching and learning offered students the chance to express their opinions and thoughts of the ways the teacher was teaching. This way, there will be a status quo in both parties (Cullen, 1998). The research, which involved Iranian students learning the English language, had created a distance between teachers and students. The results revealed that teachers played a disproportionately dominant role to the extent that the students were kept apparently passive and powerless via a range of discursive strategies, including maximizing teacher-controlled talking time, turn-taking, topic control, modes of meaning-construction, and elicitation strategies. Therefore, Faiz Sathi Abdullah & Kobra Hosseini (2012) postulate that although the conventional way of learning via teacher centered was still carried out in Iran, the success in teaching lays in the agreement of satisfaction for both parties. With the results, the teachers teaching the second language will have to change their strategies to lessen their control over the students and allow them to work autonomously.

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However, educational practice, as in Fairclough (1992), Foucault (1980), Freire (1970) and Giroux (2004), has also criticized the conventional way of learning where the teacher controls the classroom as an oppressive according to the critical theories of education. Freire (1970) argues that students are kept as passive recipients of the content narrated by the teacher. Here, the conventional ways of learning has taken place and education was forced to be accepted by the students. Tuder (1996) adds, with criticism, on the conventional way of learning where learners are supposed to be assigned an active role in their learning process and in teaching/learning decision-making in contemporary language teaching approaches. Nevertheless, according to Sinclair & Coulthard (1975), Mehan (1979) and Lemke (1990), the traditional teacher-fronted English as a Foreign Language classes still seem to be dominant in many educational environments around the world. The researches were criticized for its almost forced elicitation of students' limited responses to the teacher's interactional turns of initiation and feedback moves. Research shows that unequal teacher-student power relations in teacher-fronted classes tend to impact the outcomes of language learning in a negative way (Idris Aman & Rosniah Mustafa, 2006; Bailey & Cervero, 1998; Pace & Hemmings, 2007; Walsh, 2008).

The learner-centeredness strategies were introduced to the teaching world in the '90s (Nunan, 1993). Learners will learn well on their own and they will try activities with faults and errors; this way, learners will learn better (Nunan, 1993). Hence, with the booming technology, teachers and educators have been providing ways to students in the handling of the classroom environment (Normaliza Abd Rahim & Siti Nur Aliaa Roslan, 2012b; Normaliza Abd Rahim *et al.*, 2011). Although the problems arose during learning, they will be sorted out by the teacher and educator, who are the facilitators in the classroom. It can be seen that there is a dialogical partnership between the teacher and students and most importantly, teaching and learning takes place positively. Different types of technology learning were introduced and exposed to learners in order to have a productive learning environment. The use of technology in learning has shown that students were proactive in learning (Mohammad Ali Heidari-Shahreza & Ahmad Moinsadeh, 2012, Normaliza Abd Rahim *et al.*, 2012, Normaliza Abd Rahim & Nik Ismail Harun, 2011; Normaliza Abd Rahim *et al.*, 2011). The students involved in learning via technology have shown great interest in learning and furthermore, have high confidence in uttering words in the target language.

Statement of the Problem:

Malay language learners in Korea seemed to be confused from learning Malay as well as other Indonesian languages at the university. Both languages are offered as one language and therefore, by teaching and learning with both Malaysian and Indonesian lecturers, the students tend to get confused with the vocabulary and sentence structures. With the introduction of technology within the learning environment, students seemed to be having a full load of burden from having to learn the Malay language, which is already difficult, and learning the technology at the same time. Walsh (2008), Pace & Hemming (2007), Idris Aman & Rosniah Mustafa (2006), Bailey & Cervero (1998) state that teacher-fronted classes tend to impact the outcomes of language learning in a negative way; hence, this matter has to be solved immediately in the Malay language classroom environment. Both the use of technology learning and conventional ways should cover the matters of learning in a positive way hand in hand.

The objectives of the study were to identify the types of activities favored by the students. It discussed the reasons as to why the Korean students at Hankuk University of Foreign Studies liked the activities.

Methodology:

The participants of the study were 74 male and female subjects from six classes of Malay language at *Hankuk University of Foreign Studies*. The subjects were aged between 20 to 28 years. They were given a set of questionnaires to identify the types of activities preferred in the Malay language class. The questions consisted of 20 questions stating 20 different types of conventional methods and the use of technology in learning the Malay language. The activities were selected based on their experience in using the activities throughout the last semester. The questionnaires were analyzed by using a percentage. The subjects were also interviewed based on their favored activities. This will be discussed in the results and discussion section.

RESULTS AND DISCUSSION

Coventional Learning:

The types of conventional learning were carried out for one semester. The subjects were exposed to the activities listed below. The definitions of the activities were as below:

Gap Filling: Subjects are in pairs. Student A will be given a copy of the story description with blanks in each line. Student B will be given the same story but with different blanks. The students ask questions based on their papers. They take turns asking questions.

Chinese Whisper: A game in which a message is passed on, in a whisper, by each number of people, often becoming distorted in the process.

Bingo: Played with a variety of picture cards. Students listen to the name of the picture being called out and shout bingo if the pictures have all been called.

Word Maze: Students allocate verbs/antonym/synonym/adjectives and end at the final maze.

Big Dice: Students throw a dice and the number on the dice will show the number of times the students have to make sentences.

Truth & Dare: Turn a bottle on the floor. If the bottle is facing the student, he/she will tell a truth/dare pertaining to the statement agreed by all students.

Blind Man: A student will be blindfolded. He / She will listen and follow the instruction given by other students.

Simulation: Students participate in a simulation. They act the simulation in 5 minutes.

Give Me A Call: Students are given a card. He / She will make a phone call to another person according to the cue cards given.

Chain Story: The first student will tell a story (one sentence). The next student will continue the story and so on.

The conventional way of learning involved were *Gap Filling*, *Chinese Whisper*, *Bingo*, *Word Maze*, *Big Dice*, *Truth & Dare*, *Blind Man*, *Simulation*, *Give Me a Call* and *Chain Story* (see Table 1 and Graph 1 above). A majority of the subjects (more than 89%) strongly agreed and agreed with the conventional way as the best way of learning the Malay language. Hence, they selected all of the activities as the best method. For the *Gap Filling* activity, 94.5% (70 subjects) strongly agreed and agreed (only 5.5% (4 subjects) strongly disagreed and disagreed) that the activity had given them the chance to talk and chat with their friends in the classroom. The subjects also stated that the activity was interesting and they had the chance to formulate questions in order to get the answers. The subjects also said they enjoyed the asking question sessions and they were also seen trying to formulate different questions in order to get the answers. The activity had given them the chance to check their own answers with their partner.

As for *Chinese Whisper*, 97.2% (72 subjects) strongly agreed and agreed (while 2.8% (2 subjects) strongly disagreed and disagreed) that this activity should be carried out in the classroom. They stated that the activity was fun and interesting and they managed to be in a different position every time. This would give them the chance to be the first, middle. or last person in the activity. The subjects said that the activity was also a motivation for them since some of the subjects were too shy to speak up; therefore, by whispering the words or sentences, the subjects would feel the increase in confidence. The subjects also strongly agreed and agreed that the *Chinese Whisper* activity should be carried out frequently since this activity had given them the excitement to use the new words or sentences that they learnt in the classroom.

Bingo was also favored by the subjects. 91.9% (68 subjects) strongly agreed and agreed (8.1% (6 subjects) strongly disagreed and disagreed) that *Bingo* was an interesting activity in the classroom. The subjects stated that the excitement during the activity had made them forget that they were shy to say one Malay word in the classroom. However, ever since this activity had been introduced in the classroom, the subjects were excited to stand up and shout the word '*Bingo*'. The subjects also stated that when the words were stated by the lecturer, the suspense had made them want to win the activity. The subjects mentioned that the pictures on the cards were new vocabulary for them and this way, they would learn the new words. Interestingly, the subjects strongly agreed and agreed that the activity had given the chance to pronounce the new words correctly.

Other than that, 95.9% (71 subjects) strongly agreed and agreed (while 4.1% (1 subject) strongly disagreed and disagreed) that *Word Maze* was an interesting activity. The subjects stated that the activity was not only interesting for them but also had given them the opportunity to learn new Malay words. The words in the *Word Maze* can be used in the reading the writing class. The subjects mentioned that the activity was challenging since they had to refer to the dictionary for the words and they had to be fast in order to win. The situation in the classroom seemed to be a bit noisy since most of the subjects were busy uttering the new words and putting up their hands to show that they finished the task. This activity had portrayed that all the subjects involved participated in the activity and had the chance of learning new Malay words.

The *Big Dice* activity was also involved with new Malay words. 90.5% (67 subjects) of the subjects strongly agreed and agreed (9.5% (7 subjects) strongly disagreed and disagreed) that the *Big Dice* activity was a challenging and a very interesting activity. The subjects stated that the activity had given them the chance to speak up although in the beginning, they were shy to do so. The subjects were excited when they rolled big numbers with the dice since they were able to make more sentences by using Malay words. They wanted to show the lecturer as well as their friends in the classroom that they were able to concoct the right sentences. This activity involved participation from the whole class therefore all the subjects seemed to get the chance to throw the dice. They were seen eager to give their sentences.

Moreover, *Truth & Dare* was also an interesting activity. In the beginning, the subjects were shy when they were chosen to speak up. But after watching the other subjects enjoying the activity, the subjects wanted to also try it out. 89.1% (66 subjects) of the subjects strongly agreed and agreed that the *Truth & Dare* activity was

chosen as a favored activity. The subjects stated that the activity had made them look forward to their turn since they could tell the truth about any matter related to them by using the Malay language. The subjects also stated that they would perform the task given to them if they were 'dared' with activities. This way, they would learn instructions in the Malay language and at the same time have fun throughout the activity.

Blind Man and *Chain Story* were two interesting activities in the classroom. 100% (74 subjects) of the subjects stated that these two activities were their favorites. The subjects stated that the *Blind Man* activity had given them the chance to understand instructions in the Malay language. Although in the beginning it was difficult, due to lack of confidence, to give instructions in the Malay language, through this activity, subjects had the chance to practice giving instructions using the Malay language. But after a few students had tried being the *Blind Man*, the other subjects were excited to give instructions to him. The subjects mentioned that the activity was funny when the *Blind Man* followed the wrong instructions and at times, giving the wrong instruction was actually intended in a joking way. They had so much fun in the activity and moreover, most of the subjects wanted to be the *Blind Man*.

Chain Story was also an interesting activity. Although most of the subjects played this activity during their school years, using the Malay language in the activity was a big challenge. All of the subjects favored the activity since they stated that they had the chance to create new ideas in the story. The subjects also made up new characters in the story, making the story even more interesting. The *Chain Story* had also given all the subjects the chance to learn new words in the Malay language since most of the times the subjects were seen referring to the dictionary in search of new words. This way, the subjects would learn the words in the story context, making it more understandable compared to learning only with words. Learning words in the story context had made it more interesting.

Simulation and *Give Me a Call* activities were also favored by the subjects. Both activities had the same percentage of 89.1 (66 subjects) who strongly agreed and agreed (10.9% (8subjects) strongly disagreed and disagreed) that both activities were interesting and challenging. The subjects stated that the *Simulation* activity had given them the chance to speak up and give new ideas in an act. Most of the subjects were eager to act out the simulation for the group. They stated that this would give them the opportunity to understand the simulation given and to act out the simulation with their friends. They were also hoping that other friends and lecturers would comment on their act so that the learning process would take place positively where there will be comments and criticism from their actions. Other than that, *Give Me a Call* was also an interesting and challenging activity. A majority of the subjects mentioned that the activity had made them want to speak to friends without looking at them although they were in the same classroom. Having the phone call made according to the cue cards made it more interesting. Some of the cue cards were funny and interesting, and the subjects would have to follow the instructions given to them. The activity allowed the learning environment vibrant as all the subjects were seen laughing, particularly when the subjects were trying to be funny.

To sum up, the conventional way of learning has shown that the majority of the subjects favored the *Blind Man* and *Chain Story* followed by *Chinese Whisper*, *Word Maze*, *Gap Filling*, *Bingo*, *Big Dice*, *Truth & Dare*, *Simulation*, and *Give Me a Call*. It seemed that most of the subjects preferred activities that involved listening and speaking. Also, the subjects preferred activities that involved whole class participation where they can prove and show off to their friends that they were able to utter Malay words and sentences in the classroom.

Technology Learning:

The types of technology learning were introduced and carried out parallel with conventional learning. The subjects were exposed to the activities below for one semester. The definitions of the activities were as below:

Gap Filling: Students work in pairs. They are given an exercise with gaps in each sentence on the computer. Students asked each other questions based on the gaps.

Music Video: Students listen to a music video. They act out a scene according to the music video.

Bingo: A student will be given 4 sets of bingo cards on the computer. The numbers are shouted by the lecturer. The rest of the students will check their bingo cards on the computer. The winner with the most numbers will shout out 'Bingo'.

Crossword Puzzle: Students work in pairs. They are given a crossword puzzle on the computer to work on.

Language Songs: Students are given a song with gaps. They listen and fill in the gaps with the right words.

Computer Quiz: Students work in pairs. They are given quizzes to solve on the computer.

Language Games: The languages games are based on vocabulary games. The students try to match pictures with the right words from the computer.

E-Short Stories: The students watch and listen to the stories from the computer. The students summarize the stories with their own words.

Blog: Students write about their daily lives on their personal blog.

E-Chatting: Students register in *facebook* and *twitter* to chat with their friends by using the Malay language.

The activities involved by using technology were *Gap Filling*, *Music Video*, *Bingo*, *Crossword Puzzle*, *Language Songs*, *Computer Quiz*, *Language Games*, *E-short Stories*, *Blog*, and *E-Chatting* (see Table 2 and Graph 2 above). Surprisingly, the subjects had commented that the technology has not helped them in uttering the Malay language freely since most of the activities that they knew involved guided and patterned activities. *Gap Filling*, using the computer, has decreased compared to the conventional way of learning due to lack of chances in uttering in the Malay language. 27% (20 subjects) strongly agreed and agreed that the *Gap Filling* activities was interesting for them. 73% (54 subjects) strongly disagreed and disagreed that *Gap Filling* activities were suitable for the subjects in the Malay language classroom. The low numbers of subjects agreed showed that the activity was not favored by most of the subjects. The subjects also stated that the *Gap Filling* exercise in the computer had only made them sleepy and bored since both subjects were not keen in looking at the same task given to them. They stated that it was not challenging and fun with having just the computer as a learning tool.

Additionally, only 33.8% (25 subjects) strongly agreed and agreed that the *Music Video* was an interesting activity in the classroom. The low number of subjects agreed to the task showed that most subjects did not prefer the *Music Video* since they did not find it interesting to learn the Malay language. They stated that the Malay language should be understood first and thus, the *Music Video* was not the best tool in learning. The *Music Video* that they had watched from the computer was too difficult for their level and most of them did not understand the words and the meaning of the story in the music video. The subjects stated that the music video was too abstract such that they had to watch it more than five times. The subjects found that the more they watched the video, the more confused they became. Therefore, the use of *Music Video* has not helped them. Although only a small number of subjects agreed, they stated that they liked the actors and actresses in the *Music Video* and not due to their understanding of the song.

Bingo, *Language Songs*, and *Blogs* had shown the same number of percentages. 40.5% (30 subjects) strongly agreed and agreed that the three activities were their favorites. The number of percentages for strongly disagreed and disagreed was high compared to the strongly agreed and agreed because the subjects were not keen on the three activities. *Bingo* activities with the use of the computer showed that the subjects had to use the computer compared to the *Bingo* cards in the conventional way of learning. Therefore, the subjects were not given the chance to look at the surrounding of the classroom since all the subjects were concentrating on the computer. This way, they would never have the chance to enjoy the glancing and peeping at other subjects during the activity. The subjects who agreed stated that they liked the *Bingo* activity because they had the chance to hide from the lecturer since they were not bothered to be seen by the lecturer. By having the computer in front of them, they would take the opportunity from being seen by the lecturer. This way, they could do whatever they want during the activity. As for *Language Songs*, the subjects (30 subjects) stated that the songs were not suitable for the activity. Since most of the subjects were still struggling with the Malay language, the introduction of Malay songs with difficult words was not appropriate. Hence, the minority of the subjects who strongly agreed and agreed with the *Language Songs* stated that they liked the songs because of the slow rhythm and therefore, it was soothing to the ear and not due to the words and meaning of the words. This was not the purpose of the *Language Songs* since the subjects should understand the words in order to understand the whole song.

As for *Blog* writing, it seemed that a minority of the subjects (30 subjects) strongly agreed and agreed that this was an interesting activity. *Blog* writing had made them learn to write in Malay and also learn the language using the media as a communication tool with their friends. Hence, the majority of the subjects (44 subjects) strongly disagreed and disagreed that *Blog* writing was a good activity because they stated that they had problems in finding the right words or sentences to write in the *Blog*. They mentioned that the difficulty in reading Malay words had been difficult for them and they wanted to have other activities that can help them before they started writing in their blogs. Also, the subjects stated that *Blog* writing was only for individuals and as a result, they would not learn any speaking skills with their friends in the classroom. *Blog* writing had made them sit in a corner quietly; sharing would only take place when their friends read their blog. Otherwise, they would not have any communication.

Crossword Puzzle was also chosen by the subjects as their favored activity. 20.2% (15 subjects) strongly agreed and agreed that the *Crossword Puzzle* was favored by the subjects in the Malay language learning classroom. The higher percentage showed that the subjects strongly disagreed and disagreed that *Crossword Puzzle* activity was not their favorite. The result illustrated that the activity using the technology was neither fun nor interesting. The subjects stated that they were stressed to find out the answers since most of the time, they were trying on their own or with their partners. They were not sharing information with other subjects in the classroom. This discouraged them from wanting to try hard to find the answers. On the other hand, the subjects stated that when dealing with the activity, the classroom was too quiet since most of the subjects were looking at the computer in front of them. This showed that they were too engrossed with the activity without realizing that the classroom environment was important to boost up their confidence and fun. Apparently, 15 subjects strongly agreed and agreed that the *Crossword Puzzle* was their favorite. When asked, the subjects stated that the activity

had given them the challenge to try new Malay vocabulary and they had fun with their partner in trying to find the right answers. They were also seen referring to the dictionaries on their mobile phones in order to find the right spelling and words for the puzzle.

On the other hand, *Computer Quiz* was also chosen by the subjects as one of the activities that involved technology. 33.8% (25 subjects) strongly agreed and agreed that *Computer Quiz* was favored by the subjects. Those who disagreed with this activity (49 subjects) stated that they were not a big fan of quizzes. Also, they were struggling with the Malay language itself and with the quizzes from the computer, they became even more confused. The subjects mentioned that the confusion occurred occasionally since they knew more words in Indonesian compared to Malay. Therefore, the subjects were having trouble trying to find the right answers. However, the 25 subjects strongly agreed and agreed that the *Computer Quiz* was their favorite because they stated that the quizzes have helped them to learn new Malay vocabulary words and further, the quizzes were fun and interesting. They were seen laughing and giggling when working on the quizzes with their friends because they had given the wrong answers; when they referred to the dictionary, the meaning was totally different. The subjects uttered that it was more exciting particularly when they discovered new things while trying. This had given their partner the chance to enjoy the activities, too.

Language games have also been introduced in the Malay language classroom. 36.4% (27 subjects) strongly agreed and agreed that *Language games* were their favorites. The percentage for this activity was really surprising since most students would love games in the classroom. Unfortunately, the subjects involved here seemed to disagree that the activity was their favorite. The subjects uttered that *Language games* were too difficult for them to understand since most of the games involved vocabulary games. The games in the computer seemed to be testing Malay vocabulary; however, most subjects were still confused and were struggling with the right Malay words. This has proved that *Languages games* need to be revised in order to fulfill the needs of the subjects where the level of the games should be lowered down. Hence, the 27 subjects agreed that *Language games* were their favorites since the activity was fun and exciting. Moreover, the subjects also stated that the games were challenging because they had to make sure to win the game in order to get to the next step of the game. The games involved have six levels and the 27 subjects seemed to have gone to level four, implying they had learnt a large number of Malay vocabulary. The comment made by the subjects seemed to be totally different than the suggestions made by the 47 subjects where they felt that the games were too difficult for their level. Hence, they managed to try up to level two.

On the other hand, *E-Chatting* was also one of the activities that involved technology. 47.2% (35 subjects) strongly agreed and agreed while 52.8% (39 subjects) strongly disagreed and disagreed that *E-Chatting* was their favorite activity. The number of percentages for both seemed to be nearly the same amount although it was obvious that the number that strongly disagreed and disagreed was a bit higher. The subjects stated that they were too busy to *E-Chat* with their friends and they would rather chat using the Korean language. Hence, the subjects stated that *E-Chat* was a good activity in practicing the Malay language although they would need more time to write a sentence. However, 35 subjects strongly agreed and agreed that *E-Chatting* was a favored activity because it was fun to share their thoughts with others. The subjects stated that *E-Chatting* would be faster in relaying messages to many friends. *E-Chatting* instruments that they favored were *facebook* and *twitter*. They felt that they would also learn by reading their friends' words and sentences via chatting. Furthermore, they increased their confidence in writing since their friends would leave comments that showed that they understood the messages. The subjects uttered that they gain confidence in writing after sending several messages in Malay to their friends. The feedback and comments that they received gave them the motivation to write more.

E-Short Stories using technology were the most favorites among all the other activities. 91.9% (68 subjects) strongly agreed and agreed while only 8.1% (6 subjects) strongly disagreed and disagreed that *E-Short Stories* was their favorite activity in the Malay language classroom. The subjects who strongly agreed and agreed stated that they loved Malay short stories since it was different in terms of culture. They loved to learn the new culture through stories. The subjects also stated that some of the cultures were nearly the same as their own culture. For example, the way the young people respect adults were nearly the same, either by shaking hands or bowing to the adults. The subjects were amazed when the *E-Short Stories* included the culture that they wanted to learn. Further, the subjects mentioned that the *E-Short Stories* has helped them to learn the aesthetic values in the stories. Although they realized the aesthetic values in their everyday lives in Korea, they were amazed to see the values in the *E-Short Stories*. The subjects also uttered that the actors in the *E-Short Stories* were great and performed well, leaving messages to the viewers. On the other hand, the small number of subjects who strongly disagreed and disagreed on their favorites in *E-Short Stories* stated that they did not understand the story. They stated that the stories were too difficult for them and hence, they were not bothered to watch it any further. When asked about the stories, the subjects stated that they were only looking at the actors and not about the storyline. Fortunately, the subjects revealed that they would try to watch it again in order to learn and understand the story.

To sum up, learning via technology has shown that a majority of the subjects favored E-Stories. The following activities seemed to obtain a low percentage as favorites: *E-Chatting, Bingo, Language Songs, Blog, Language Games, Music Video, Computer Quiz, Gap Filling, and Crossword Puzzle*. It seemed that most of the subjects preferred activities that involved some form of visual. Also, the subjects preferred activities that involved the whole class where they everyone had fun and excitement. Hence, the number of subjects who did not prefer the activities seemed to be high where according to them, although it involved technology, they were not keen in using the technology in learning the Malay language.

Based on the results from the conventional and technology ways of teaching, it can be stated that the conventional way of teaching has played a major role in enhancing the student in learning the Malay language. The results also revealed that the subjects were happy and content with the activities throughout the process of learning the Malay language. The results of the study were parallel to the study carried out by Faiz Sathi Abdullah & Kobra Hosseini (2012) Mohammad Ali Heidari-Shahreza & Ahmad Moinzadeh (2012) and Normaliza Abd Rahim *et al.*, (2012) where both educators or teachers and students play an important role in having a conducive learning environment. The results of the study are also parallel to the study of Ghazali Yusri *et al.* (2012) and Normaliza Abd Rahim & Siti Nur Aliaa Roslan (2012b) that the conventional way of learning has shown high frequency among students learning a second language. Obviously, the conventional way of teaching has not been forgotten and continues to be widely used among educators and teachers.

Conclusion:

To sum up, the results revealed that the majority of the subjects would prefer the conventional way of learning. The subjects stated that the conventional way of learning the Malay language involved whole class participation besides having fun and excitement during the learning process. Also, the subjects were eager to participate in the conventional way of learning. They felt that they were challenged with the activities and they managed to learn more new Malay words. The study implicates Malay language educators teaching second language learners and researchers in teaching and learning. The study hopes to help second language learners to select the best way of learning.

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