

The Effectiveness of 'Listen and Draw' Technique to Improve Students' Listening Skill at MTsN 3 Madiun

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ARTICLE INFO	ABSTRACT
<p>Article History: Received: December 13, 2023 Revised: January 6, 2024 Accepted: April 19, 2024</p> <p>Keywords: listen and draw; technique; listening skill</p>	<p>Developing learning techniques that can improve students' listening skill is crucial in English educational context. One of the interesting techniques is the 'Listen and Draw' technique which combines auditory and visual elements by inviting students to listen to audio description while drawing a visual representation of what they hear. This research aims to find out whether students who were taught using 'Listen and Draw' technique got better listening achievement than those who were not. It applied a quantitative approach with quasi-experimental design. The result showed that the mean score of the experimental class post-test was 87.14, and the mean post-test in the control class was 72.86. The value Sig (2-tailed) of the equal variant was 0.000. Therefore, it can be concluded that students who were taught by using 'Listen and Draw' technique get better listening achievement than those who were not.</p>

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INTRODUCTION

English language proficiency is a cornerstone of education in today's globalized world, it plays a pivotal role in communication, academic success, and career advancement. The skill to read, listen, write, and speak are interconnected and closely related. However, unfortunately the phenomenon of the level of mastery of listening skill among junior high school students in general is still quite low¹.

The mastery of listening skill plays a crucial role in the English learning process. According to Burley-Allen's theory of Nguyen's study, listening accounted for almost 40% of human communication, compared to speaking (35%), reading (16%), and writing (9%)². According to this theory, among the four fundamental English language skills of writing, speaking, reading, and listening, the capacity for attentive listening was particularly crucial since it could help enhance the other skills. It was also supported by Karimova, who stated that listening skill should be the basic key to learning foreign languages because all language communication input from outside is captured by good listening skill³.

A good mastery of listening skill would help students to understand the English materials better, follow instructions accurately, and actively participate in class activities. Therefore, attention to developing learning techniques that can enhance students' listening skill is crucial in English educational context. Nation and Newton defined techniques as practices that describe how a particular method is applied in the teaching process⁴. In other words, teaching techniques can be seen as the concrete steps taken by someone when implementing a method in a specific manner.

One of the interesting learning techniques to explore in improving students' listening skill is the 'Listen and Draw' technique. The researcher wants to testing the effectiveness this technique because it offers an interesting and innovative learning technique. By combining auditory and visual elements, and inviting students to listen to audio information while drawing a visual representation of what students hear, this technique can stimulate students' senses and reinforce their understanding of the material, it potentially improving the effectiveness of listening-based learning in the classroom⁵.

Previous research has shown that visual-based activities can help strengthen students' understanding of concepts and visual memory⁶. By utilizing the 'Listen and Draw' technique, it had the potential to make the English learning process more effectively. This

¹ Hatice Coşkun and Melek Uzunyol, "An Overview of Listening Skills of Secondary School Students: Barriers and Suggestions," *Educational Policy Analysis and Strategic Research* 16, no. 4, (2021): 58.

² Minh Trang Nguyen, "Understanding Listening Comprehension Processing and Challenges Encountered: Research Perspective," *International Journal of English Language and Literature Studies* 9, no. 2 (2020): 63, <https://doi.org/10.18488/journal.23.2020.92.63.75>

³ Karimova, "Importance of Listening Skill in Learning English," *International Journal on Integrated Education* 3, no. 12 (2020): 401 <https://10.31149/ijie.v3i12.1040>

⁴ I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*, (London: Routledge, 2013), 157.

⁵ Agustinus Gea, "The Effect of Using Listen and Draw and Dictogloss Technique on Students' Ability in Listening Comprehension at the Tenth Grade of SMA Negeri 1 Lahewa," *Budapest International Research and Critics Institute Journal* 5, no. 3 (2022): 25626, <https://doi.org/10.33258/birci.v5i3.6609>

⁶ Jumsriyati, "The Effectiveness of Using Pictures in Improving Students' Listening Comprehension in Learning Narrative of the first year students' of SMAN 1 Polongbangkeng Utara," (*Ungraduate Thesis*, Alauddin State Islamic University of Makassar, 2016), 38.

is relevant considering that each student has different learning styles, and diverse approaches to learning can create an inclusive environment that supports students' diversity.

According to Jill Hadfield and Charles Hadfield, one of the reasons many learners find it difficult to develop the listening skill is that learners cannot able to concentrate to understand the main points. Jill Hadfield stated that 'Listen and Draw' can be one of the techniques that effectively improve students listening skill⁷. It cultivates a deeper understanding of content by encouraging learners to extract main ideas, discern crucial details, and listen for main points. Learners actively engage in processing auditory information and translating it into visual form, it can stimulates cognitive processes.

There are five previous research which related to this study. *First*, the previous study that was conducted by Yudi Budianti and Anjas Sabila in 2019 with the title "The Efforts to Improve Listening skill Through the Listen and Draw in English Subjects for Grade IV Students at SDN Jatimulya 03 Kab. Bekasi". The conclusion of this study is that the listen and draw can improve listening skill⁸. *Second*, the previous study that was conducted by Mariana Sasmita with the title "The Effectiveness of Listen and Draw Towards Student's Motivation in Learning Skill". The results showed that the level of student motivation in the experimental group was 90% which means higher than in the control group which only showed 40%⁹. *Third*, the previous study that was conducted by Farhan Prakoso in 2019 with the title "The Efforts to Improve Mathematics Learning Outcomes of Geometric Shapes Material Using the Listen and Draw ". The results shows that through the listen and draw, it can improve the learning outcomes of mathematics material of Geometric Shapes¹⁰. *Fourth*, the previous study that was conducted by Annisa Refina Puteri with the title "The Effectiveness of "Listen and Draw on Students' Listening Skill at Seventh Grade Students of MTs YASPINA". The results showed that there is an effectiveness in seventh-grade students' listening skill after applying the 'Listen and Draw' activity¹¹. *Fifth*, the previous study that was conducted by Agustinus Gea in 2022 with title "The Effect of Using Listen and Draw and Dictogloss Technique on Students' Ability in Listening Comprehension at the Tenth Grade of SMA Negeri 1 Lahewa". The results showed that there is a significant effect of Using Listen and Draw and Dictogloss Technique on the students' listening skill¹².

⁷ Jill Hadfield and Charles Hadfield, *Simple Listening Activities*, (Oxford: Oxford University Press, 2010), 3.

⁸ Yudi Budianti and Anjas Sabila, "The Efforts to Improve Listening Skills Through the Listen And Draw in English Subjects for Grade IV Students at SDN Jatimulya 03 Kab. Bekasi," *PEDAGOGIK* 2, no. 1 (2019): 8, <https://doi.org/10.33558/pedagogik.v7i1.1784>

⁹ Mariana Sasmita, "The Effectiveness of Listen and Draw Towards Student's Motivation in Learning Skill," *Journal of Languages and Language Teaching* 5, no. 1 (2018): 38, <https://doi.org/10.33394/jollt.v5i1.332>

¹⁰ Farhan Prakoso, "The Efforts to Improve Mathematics Learning Outcomes of Geometric Shapes Material Using the Listen and Draw Model Draw," *HOLISTIKA* 3, 1 (2019): 48.

¹¹ Annisa Refina Puteri, "The Effectiveness of 'Listen and Draw' on Students' Listening Skill," (*Ungraduate Thesis*, Syarif Hidayatullah State Islamic University, 2019), 39.

¹² Agustinus Gea, "The Effect of Using Listen and Draw and Dictogloss Technique on Students' Ability in Listening Comprehension at the Tenth Grade of SMA Negeri 1 Lahewa," *Budapest International Research and Critics Institute Journal* 5, no. 3 (2022): 25634, <https://jurnal.umj.ac.id/index.php/holistika>

However, unfortunately, there hasn't been much specific research exploring the implementation of the 'Listen and Draw' technique in enhancing middle school students' listening skill through digital audio. Most previous studies have used the teacher's voice as instructions in the 'Listen and Draw' activity. Therefore, this study aimed to fill this knowledge gap by testing the effectiveness of the 'Listen and Draw' technique using digital audio implementation.

In this study, the "Listen and Draw" instructions are produced using AI technology to generate voices that closely resemble native speakers. It is to ensure that students receive an authentic and high-quality listening experience, which is essential in the context of foreign language learning. Through conducting the research related to the effectiveness of this technique, it has the potential to contribute information regarding enjoyable learning techniques that can enhance listening mastery skill.

Based on the background of the study that have been described, the statement of the problems in this study is; Do the students who are taught using 'Listen and Draw' technique get better listening achievement than those who are not?. Then, the research objective of this study which came based on the statement of the problem that has been described was to find out whether the students who are taught using 'Listen and Draw' technique get better listening achievement than those who are not.

This research contributes to the education field. The contribution is in the form of information and thoughts related to the use of the 'Listen and Draw' technique in improving students' listening skill. It also helps teachers to get new strategies to improve listening skill in an interesting and easy-to-understand way for students to learn.

RESEARCH METHOD

This section presents information about the design of the approach used in this research and the type of research. This research referred to a quantitative research approach that uses statistical analysis to investigate objective phenomena. This research used a type of experimental research that was intended to determine whether or not there was an effect of the application of a treatment on the subject under investigation¹³.

The researcher used a cluster random sampling technique. The classes chosen were VII F as a control class with 28 students, and VII G as an experimental class with 28 students. The data were collected through test in a form of 20 questions of multiple choices and documentation by recording the data collection methods, instruments used, measurement procedures, and results accurately and thoroughly.

This study used a *quasi experimental design* with the type of *Pre-Test and Post-Test Design*. In this research design, both sample groups were given a pre-test to find out the knowledge of students before treatment. Then, the experimental group was given the 'Listen and Draw' technique treatment in English learning, while the control group was taught the discovery learning model with note-taking as usual technique used in the class. After that, the two sample groups were given a post-test. Then, both empirical data between the experimental group and the control group were analyzed and the results were compared

¹³ John Bacon Shone, *Introduction to Quantitative Research Methods*, (Hong Kong: The University of Hong Kong, 2013), 10.

with statistical tests¹⁴. If the experimental class' post-test results were higher than the control class' post-test results, it could be concluded that the learning technique given was effective, and if the control class' post-test results were higher than the experimental class' post-test results, it could be concluded that the treatment given was ineffective.

The data analysis technique was conducted by testing the assumption tests which were Normality test, and Homogeneity test, also testing the hypothesis by using Independent Sample t-test formula.

RESULT AND DISCUSSION

Result

The study was conducted in Class VII F as the control class and Class VII G as the experimental class. The material studied by the students was descriptive texts about people, animals, objects, and places. Both classes were given a pre-test at the beginning of the class and with a post-test session at the end of the study. However, the experimental class received a treatment in the form of the application of the 'Listen and Draw' technique in listening instruction, while the control class did not. Then, the test results from the experimental and control classes were analyzed to determine if there were significant differences in the listening achievement of students who were taught by using the 'Listen and Draw' technique than those who were not.

Table 1. Normality Testing Result

Tests of Normality				
Class		Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Result	Pretest (Control)	.143	28	.150
	Posttest (Control)	.143	28	.151
	Pretest (Experiment)	.145	28	.136
	Posttest (Experiment)	.140	28	.170

a. Lilliefors Significance Correction

Based on the results of the Kolmogorov-Smirnov normality test by using IBM SPSS Statistics 22, it is indicated that the Sig. (significance) values for the pretest and posttest of the control group are 0.150 and 0.151, which are >0.05 as significance level (α). Therefore, it can be concluded that the data in the control group has a normal distribution.

Furthermore, the table also shows that the Sig. value for the pretest and posttest of the experimental group is 0.136 and 0.170, which are >0.05 as significance level (α). Therefore, it can be concluded that the data in the experimental group also has a normal distribution.

¹⁴ Muhamad Galang Isnawan, *Kuasi Eksperimen*, (Lombok Barat: Nashir Al-Kutub Indonesia, 2020), 12.

Table 2. Homogeneity Testing Result

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.017	1	54	.898
	Based on Median	.000	1	54	1.000
	Based on Median and with adjusted df	.000	1	52.333	1.000
	Based on trimmed mean	.019	1	54	.891

Based on the calculations using IBM SPSS Statistics 22, it was possible to draw the conclusion that the scores from both the experimental group and the control group were analyzed based on the mean values. The research results indicated that the significance value (Sig.) is 0.898. Since the Sig. value was higher than the significance level (α) of 0.05, then it indicates that the data was homogeneous.

Table 3. Hypothesis Testing Result

Group Statistics					
Class		N	Mean	Std. Deviation	Std. Error Mean
Post-Test	Posttest (Control)	28	72.86	7.868	1.487
	Posttest (Experiment)	28	87.14	8.100	1.531

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-Test	Equal variances assumed	.017	.898	-6.694	54	.000	-14.286	2.134	-18.564	-10.007
	Equal variances not assumed			-6.694	53.954	.000	-14.286	2.134	-18.564	-10.007

Based on the statistical calculation by SPSS which served on table above, the data showed that Sig. (2 - tailed) < 0.05, where 0.00 < 0.05. Furthermore, the $t_{test} > t_{table}$ where 6.694 > 2.004. It showed that there was a significant difference between the post-test results of the control and experimental class.

Then, it was possible to draw the conclusion that H_0 was rejected, and H_1 was accepted. Therefore, there was a significant difference between the students' achievement of who were taught using the 'Listen and Draw' technique than those who were not taught using the 'Listen and Draw' technique.

Discussion

The discussion in this research includes an analysis of the results of using the 'Listen and Draw' technique to improve the listening skill of seventh-grade students at MTsN 3 Madiun based on statistical calculations.

In learning English, listening played a role as one of the most important language learning skills for learning a foreign language. According to Burley-Allen's theory of Nguyen's study, listening accounted for almost 40% of human communication, compared to speaking (35%), reading (16%), and writing (9%)¹⁵. According to this theory, among the four fundamental English language skills of writing, speaking, reading, and listening, the capacity for attentive listening was particularly crucial since it could help enhance the other skills. It also supported by Karimova's theory which stated that listening skill was the basic key to learning foreign languages because all language communication input from outside was captured by good listening skill¹⁶. Furthermore, the Jwahir Alzamil's theory also stated that the higher the mastery of listening students, the greater the ability of students to absorb information from the words spoken and used in sentences¹⁷. That's why, mastering listening skill has a strong urgency to study.

In this case, the 'Listen and Draw' technique could be a great way to improve students' listening skill, and this study aimed to test that statement by statistical calculations. The 'Listen and Draw' technique combined auditory and visual elements by inviting students to listen to audio information while drawing a visual representation of what students hear. The concept of this technique was that students interpret information in the form of descriptions of objects/places/people from audio listening into a visual drawing. There were some steps to apply this technique in listening class. *First*, the teacher provided audio containing instructions for a detailed description of objects. *Second*, students should draw a visual image on a paper based on the description they heard on the audio instructions.

In this study, the result showed that by using the IBM SPSS Statistics 22 computer program, the findings presented in Table 3 indicated that the t_{test} value is 6.694. Then the researcher can conclude that this value was higher than the t_{table} value at a 5% significance level ($t_{\text{test}} > t_{\text{table}} = 6.694 > 2.004$). Therefore, it can be inferred that there was a significant difference in students' listening skill between those who were by taught using the 'Listen and Draw' technique and those who were not. Additionally, the Sig. (2-tailed) showed that the test results had a value less than α ($0.00 < 0.05$). Further, the result showed that the mean score of the experimental class post-test was 87.14, and the mean post-test in the control class was 72.86. From this data, the researcher can conclude that students who were taught by using 'Listen and Draw' technique get better listening achievement than those who were not.

¹⁵ Minh Trang Nguyen, "Understanding Listening Comprehension Processing and Challenges Encountered: Research Perspective," *International Journal of English Language and Literature Studies* 9, no. 2 (2020): 63, <https://doi.org/10.18488/journal.23.2020.92.63.75>

¹⁶ Karimova, "Importance of Listening Skill in Learning English," *International Journal on Integrated Education* 3, no. 12 (2020): 401, <https://10.31149/ijie.v3i12.1040>

¹⁷Jwahir Alzamil, "Listening Skills: Important but Difficult to Learn," *Arab World English Journal* 12, no. 3 (2021): 369, <https://doi.org/10.24093/awej/vol12no3.25>

These findings aligned with Jill Hadfield's theory, which stated that 'Listen and Draw' can enhance students' listening skill by encouraging them to extract main ideas, understand important details, and listen for main points¹⁸. Here, students actively engaged in stimulating various cognitive processes simultaneously, also processing auditory information about the crucial details and translating it into visual forms.

The dual-coding theory by Allan Paivio also supported this concept by stating that the additive effect of imagery and verbal codes is better than a verbal code alone¹⁹. By combining verbal and visual as the imagery representations in learning, teachers can help students process information better and strengthen their understanding. Here, 'Listen and Draw' was one technique that transformed information from audio to visual images²⁰. Therefore, the research result showed that the 'Listen and Draw' technique with audio more efficient to practicing listening skill than the use of teachers' voices.

The implementation of the 'Listen and Draw' technique on students had significant implications for improving listening skills, verbal comprehension, and creativity. By combining listening skills with drawing activities, this technique not only facilitated understanding of complex concepts but also encouraged active student participation in the learning process. It could help strengthen the connection between verbal language and visual representation and create a collaborative learning environment.

Furthermore, the researcher found that the classroom atmosphere treated with the 'Listen and Draw' technique was perceived as more enjoyable, with students finding joy and happiness in participating in the teaching and learning process through visual activities such as drawing. This technique also was easy to implement and did not require complicated preparation. Moreover, students could expand their vocabulary by learning prepositions, colors, and numbers through descriptions. Additionally, this technique developed students' skill in interpreting information from audio instructions.

On the contrary, students in the control group, who were taught using the conventional technique of taking notes, as commonly used in previous learning processes, it showed that they appeared less active in the learning activities. It was evident from the students' participation in responding to instructions from the teacher and their limited understanding of the details in the audio descriptions they listened to. As a result, most students had difficulties comprehending the descriptive text material.

Based on the data above, the researcher can conclude that H₁ was accepted, and H₀ was rejected. In other words, the use of the 'Listen and Draw' technique produced a significant difference. Therefore, the application of the 'Listen and Draw' technique could improve the listening skill of seventh-grade students at MTsN 3 Madiun.

¹⁸ Jill Hadfield and Charles Hadfield, *Simple Listening Activities*, (Oxford: Oxford University Press, 2010), 3.

¹⁹ Allan Paivio, *Dual Coding Theory and Education*, (Michigan: The University of Michigan School of Education Press, 1991), 165.

²⁰ Allan Paivio, *Dual Coding Theory and Education*, 165.

CONCLUSION

After following the research procedures and analyzing the data in line with the steps outlined in the research title "*The Effectiveness of the 'Listen and Draw' Technique to Improve Students' Listening skill at MTsN 3 Madiun*", it can be concluded that the calculation results indicated that students who were taught by using 'Listen and Draw' technique get better listening achievement than those who were not.

Data analysis using the IBM SPSS Statistics 22 computer program showed that the t_{test} results value was 26.15, while the t_{table} value for $df = 54$ is 2.004. Therefore, the $t_{\text{test}} > t_{\text{table}}$ value. Then, based on the significance value (Sig. 2-tailed) showed 0.00 which < 0.05 , the researcher drew a conclusion that there was a significant difference between the post-test results of the control and experimental groups.

Furthermore, based on the calculations using the IBM SPSS Statistics 22 statistical program, it can be concluded that the H_0 as rejected, and the H_1 was accepted. Therefore, it can be inferred that there was a significant difference in students' learning achievement between those who were taught by using the 'Listen and Draw' technique and those who were not. Thus, the 'Listen and Draw' technique was effective to improve students' listening skill at MTsN 3 Madiun.

In short, the implementation of the 'Listen and Draw' technique on students had significant implications in improving student's listening skills. By combining listening skill with drawing activities, this technique encouraged active student participation in the learning process. It helped them to memorizing the main points and crucial details. Also, it helped to strengthen the connection between verbal language and visual representation.

The researcher hopes that students will have high antusias and motivation in learning English, realizing the need to improve their language skills, especially in listening. Teachers are recommended to integrate the 'Listen and Draw' technique into their teaching strategies. Experimenting with various active learning techniques can make the learning experience enjoyable and efficient. Further, future researchers are encouraged to explore and expand upon the findings of this study. Furthermore, since the "Listen and Draw" technique originates from the UK, so in its application, it requires specific adjustments to familiarize students with the accent and intonation of native speakers. Therefore, at the beginning of the lessons, students should be habituated to the AI-generated native speaker voices. This habituation aims to help students recognize and understand the nuances of the language as spoken by native speakers, enabling them to follow instructions more effectively and gain the maximum benefit from the "Listen and Draw" technique.

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