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Prominent Language Features and Semiotic, Social & Cultural Features of Selected Best-seller English Fragrance Advertisements in 2016

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The study aimed to analyze the most prominent language features of 120 best-seller English fragrance advertisements from the top twenty of 6 online retailer websites accredited by the Better Business Bureau (BBB). The data sources for language, social, and cultural feature analyses were taken from the advertising slogans. The language analysis was based on the theories of Quirk and Greenbuam (1990), McQuarrie and Mick (1996) and Dyer (1992) while social and cultural analysis was based on the theories of Berelson (1952). Semiotic features were also drawn from the analysis of the images of the chosen advertisements based on the theories of Saussure (1913). The findings of both language and content analyses indicated that *declarative sentence* (57%) was the most prominent syntactic feature, *alliteration* (47%) as the most frequent phonological feature and *metaphor* (67%) as the most significant semantic feature. The most significant features of the semiotic features *were seductive images*; while the most outstanding theme of the social & cultural features was *passion and affection*. The prominent features of the fragrance advertising greatly contributed to the field of English for Specific Purposes especially on the study of English for advertisement.

Keywords: Language features, Social and Cultural Features, Semiotic features

Introduction

At present, advanced information and technology keep growing without any limitation through the help of the English language. One of its great effects is the emergence of global product advertisements. Importing and exporting products are needed across the nations; thus, international business transaction through a lingua franca like English is the key to succeed in international business if it is used effectively and skillfully. Good communication facilitates people to express their ideas to others in a clear and mutual understanding. Thus, it is essential to use English effectively in the business transaction as English is extensively accepted among this circle.

Along with the rapid growth of the social economy, advertising is being more prevalent since people are being influenced regularly by a large number of advertisements, presented on television, in

newspapers, on the buildings, on the internets; they are a constant occurrence in their lives (Cook, 2006). The obvious goal of advertisements is to persuade consumers to do or think in a determined way in order to enhance sales of particular products and services as well as attract attention, convey the message and persuade the consumers which the copywriters spread the information of their products by using appropriate, persuasive, and interesting language (Dahlen, 2001). Two main objectives of advertising especially for the well-known brands in the modern advertising market, are "to remind loyal consumers to buy goods" focusing on the brand's values to convince them to continue buying them and also "to gain coverage to generate awareness in order to stimulate and motivate people to find out more about a product or service." (Brierley, 2002: 47). This clearly demonstrated how international advertisements mainly in English directly and strongly influence people lives in this modern world by using several techniques to transmit intended advertising messages or slogans with attention-grabbing words in posters or provocative pictures. This advertising language is used to make an attractive and remarkable advertisement of a product for conveying the details of their products. It may come in forms of opposite and effective text to promote products in order to impress customers with the proposition to make a decision to buy them (Goddard, 1988). The use of language in advertisement has shown the development of an extraordinary language phenomenon in a fascinating and convincing way as the medium of communicative advertisements as an advertisement is a prominent discourse type in virtually all current societies (Cook, 2006). The advertising discourse with distinguishing features is to persuade people to buy a particular product through its elaborately created language to attract customers.

As a result, this current study aimed to analyze a certain product advertisement, fragrance or perfume as it is one of the largest universal products in every culture. Rhind (2014) stated that fragrance has been increasingly evolving into an important daily product of personal grooming with increasing attention from consumers around the world. With this high competition, fragrance manufacturers seek for a wide range of fragrance efficient advertisements to promote their sales. This results in using an elaborated language to effectively persuade potential customers to buy a particular product (Brennan, 2008).

How the advertising language, with a few memorable and creative words, successfully inform, attract, and persuade audiences to buy what is being advertised has caught the interest of many language researchers. Among the number of studies include: Leech's (1966) who studied on English-language advertising in 1960s; Cook (1992) who investigated parallelism, metaphor, metonymy, homophones, puns, parody and rhyme; and Suyaraj (2011) who analyzed advertising slogans with writing styles, types of phrases, and features of beer slogan, and so on. Each of these research analyzed only one component of the advertisement elements such language features or images or cultures only. Thus, this current study aimed to analyze this special kind of language advertisement in details with other essential features i.e. semiotic, social and cultural features used in English fragrance advertisements.

Objectives

The main research purpose of the present study is to analyze the language features i.e. syntactic features, phonological features, and semantic features; and the social and cultural features and content of the fragrance advertisements.

In order to find out the prominent language features, semiotic, social, and cultural features in selected fragrance advertisements, the present study was designed based on this conceptual framework.

Conceptual Framework

As a form of communication, an advertisement has its particular features in forms both verbal and non-verbal especially designed and created to convey specific information for special purposes (Xu &

Zhou, 2013). Thus, this current study was focused on analyzing the language, the social and cultural features of the fragrance advertisements.

In terms of language analysis, this study emphasized the analysis of the language used in advertising slogan or the advertising text within the three main language features i.e. syntactic, semantic and phonological features. Syntactic feature or a sentence type is one of the rhetorical features frequently used to convey an intended message with specific purposes in product advertisements. It is the basic component needed to decide what kind of pattern to be used in an advertisement (Sari, 2000). The analysis of syntactic features in this study is based on the one proposed by Quirk and Greenbuam (1990) covering four major syntactic features with their certain discourse functions i.e. declarative, imperative, interrogative, and exclamatory sentences.

Declarative sentences normally end with a period or a full stop uttered in a falling tone for expressing affirmative or negative statements. Also, interrogative sentences or questions are used to express the lack of information on a specific point and to request a listener to supply missing information. Interrogative sentences are usually subdivided into general questions (yes/ no questions), special questions (Wh-questions), alternative questions (one or two alternatives offered in the question), and disjunctive questions (tag questions). While imperative sentences or commands are specialized for requesting action under the form of orders or invitations, imperative sentences include commands either with or without a subject, exclamatory sentences are primarily used to express subjective reactions and feelings through proper modalities. The exclamatory sentences are very emotive making information become more important.

Secondly, phonological features or sound techniques refer to the way the word is pronounced, not spelled to make advertising words and sentences memorable such as alliteration, repetition, rhyme and so on as "phonological feature combines multiple instances of some elements of the expressions without changing the meanings of that element" which covers three aspects: sounds, words and phrase structures" (McQuarrie & Mick, 1996: 429). "Alliteration" is a repetition of an initial sound, usually a consonant in two or more words that occur close together (Richard and Platt, 1993), so its special feature is frequently used in advertisements to build powerful emotion, memory, sense of beauty and better persuasion (Yuan, 2006). Also, rhyme refers to the way how the word is pronounced or "the formalized consonance of syllables" (Cuddon, 1999). It is used to attract readers' minds especially for enhancing the sense of fun (Kessler & Treiman, 2001). In addition, repetition is the use of the same sound, same word or same group of words more than once to enhance readers' remember and understanding of complex messages (Toffler & Imber, 1994). It comes both in forms of a verbal and a visual repetition (Dyer, 1992).

Thirdly, semantic features refer to the meanings of particular rhetorical features such as alliteration, rhyme, repetition, pun, metaphor, simile, personification to uniquely convey a specific meaning; and with a specific purpose depending on a different interpretation of a certain reader or viewer influenced by the intention in promoting each product. Four main semantic features frequently used in product advertisements are the simile, metaphor personification, and pun (Dyer, 1992). They were assumed to be found in the analysis of fragrance advertisements of this study to some extent.

In forms of the nonverbal communication, this study focuses on content analysis consisting of semiotic and social and cultures features. The one main characteristic of advertisements needed to be taken into consideration is its social and cultural implications. "Advertising is not just about the commercial promotional of branded products, but it also encompasses the idea of texts whose intention is to enhance the image of an individual, group or organization" (Goddard, 2002: 8). It "uses images, notions, concepts, myths, etc. already available in the culture" (Dyer, 1992: 129). Thus, an efficient advertisement has to effectively connect to the reader on an individual level or it has to be coherent to the

reader's social and culture in order to successfully motivate any potential customer to purchase its product or service.

The current study is focused on social and culture analysis as part of a content analyses with an objective, systematic, and quantitative description of the manifest content of communication (Berelson, 1952). It aimed at analyzing the communication content, the patterns of persuasion, and the style of the body of fragrance advertisement in relation to social and cultural aspects.

The other part of content analysis is an analysis of semiotic or visual component. Semiotic analysis is the study of signs and their meanings (Saussure, 1913). In order to fully understand the advertisement, it is necessary to be able to "identify the elements of a picture in relation to the themes and concepts and their wider cultural meanings" (Dyer 1992: 94). Sometimes, fragrance advertising does not use any verbal language. Some advertisements used only pictures to reinforce the meaning. Not everything can be realized in the language, others can also be realized by means of images" (Kress and van Leeuwen, 2006: 19). In studying signs and their semantic meanings, Saussure (1913) stated that the relationship between signifier and signified is arbitrary and is based on cultural agreement rather than on any natural order. To understand semiotics, one has to understand how language works as semiotics is often employed in the analysis of texts in either verbal or non-verbal, or both forms of mediums. As a text is an assemblage of signs such as words, images, sounds and/ or gestures constructed and interpreted with reference to the conventions associated with a genre and in a particular medium of communication. As a result, to fully and effectively analyze the fragrance advertisements, the focus is not the only language feature but also on semiotic, social and cultural features need to be included. All of these aspects have been taken into consideration in forming this present study.

Research Methodology

1) Research design

The research employs both quantitative and qualitative design in analyzing the language features, semiotic, and social and cultural features used in 120 selected English best-seller fragrance advertisements. The three main language features covered in this study are syntactic, phonological, and semantic. Semiotic and social & cultural features are also included. The methods of data analysis are based the theoretical frame work of Dyer (1992) for the analysis of writing styles. Quirk and Greenbaum (1990) for the analysis of sentence types. McQuarrie & Mick (1996) for the analysis of sound techniques; and Berelson (1952) and Saussure (1913) for the content analysis covering social & cultural and semiotic analyses, respectively.

2) Research population and samples

120 samples out of 753 populations of fragrance advertisements were purposively selected from the top twenty best-seller fragrances advertisements of best seller fragrances accredited by the Better Business Bureau (BBB). BBB is a nonprofit organization founded in 1992, focusing on advancing marketplace trust through collecting and providing free business reviews on more than 4 million businesses to over 123 million requested from consumers.

3) The process of accessing the source of data

At the starting point, the best-seller fragrance advertisements were collected as many as possible from 6 online retailer websites because the number are not found in each website. For example, the Fragrancenet.com has 87 best-seller fragrances, while Sephora.com has top 120 best-seller products. Then, the duplicated ones were deselected before the rest were analyzed and categorized according to the features identified.

4) Data collection

Four (4) steps in collecting data are as follows:

Step 1. After deselecting the duplicated best-seller fragrance advertisements, the 120 purposively selected samples of the first top 20 best-seller fragrance advertisements were finalized ready to be analyzed and then classified into three main language features i.e. syntactic, phonological, semantic features as well as semiotic and social & cultural features. Although, it might be possible to find other features depending on the actual findings, each aspect was analyzed based on these theoretical frameworks. 1) An analysis of syntactic features is based on the study of Quirk and Greenbuam (1990) covering declarative sentence, interrogative sentence, imperative sentence, and exclamatory type of sentence and others depending on the actual findings, 2) An analysis of phonological features is based on McQuarrie and Mick (1996) including alliteration, rhyme, and repetition, 3) An analysis of semantic features is based on Dyer (1992) consisting of simile, metaphor, personification, and pun and 4) an analysis of semiotic features is based on Saussure (1913) and that of social and cultural features are based on Berelson (1952) through the content analysis.

Step 2. Three samples of each feature in terms of language and content analyses such as syntactic, phonological, semantic features and semiotic and social & cultural features were approved by three language experts who are university lecturers for validity and reliability.

Step 3. All of the target advertisements were analyzed after the samples were approved by the language experts.

Step 4. All the findings were presented in terms of frequencies and percentages shown through a table and graph.

5) Data analysis

After the purposively selected samples of fragrance advertising slogans had been completely analyzed, all of them were presented in forms of number of frequencies and percentages. The table below is the sample showing how the findings with each feature were analyzed.

Table 1 A sample table for presenting the findings

No	Advertising texts/ Slogans	Brands	Pictures	Language analysis Verbal texts			Content analysis Verbal texts	Visual texts
				Syntactic features	Phonological features	Semantic features	Social & cultural features	Semiotic Features

The language analysis covers three aspects of language features. For example, the syntactic features were classified into a declarative sentence type; while phonological features were categorized into alliteration. Semantic features were identified as personification. All of these were shown in terms of frequency and percentage.

The next two columns were the content analysis covering social & cultural features and semiotic features. The social & cultural features were analyzed through interpreting the theme of the slogan or the

advertising text; while the semiotic features were also analyzed through interpreting the visual text of the advertisement. Although the researcher is aware of the intention to show the interaction between verbal (advertising text) and visual (picture) components in each advertisement in order to create functional purposes and interactional meanings, this study separately analyzed the verbal and visual parts of the target advertisements as it is beyond the scope of this present study. The results of both analyses were presented in forms of narrative descriptions.

Results

To easily understand the whole concept of the analysis of the fragrance advertisements with images, all of the features identified as a result of both language and content analyses were presented in a table alphabetically as shown in the table 2.

Table 2 A sample of the findings of the research

No.	Advertising texts/ Slogans	Brand	Picture	Language Analysis			Content Analysis	
				Syntactic Feature	Phonological Feature	Semantic Feature	Social & Cultural Features	Semiotic Features
1	The greatest freedom is to believe in yourself	Britney Spear Believe		Declarative	Alliteration (is-in)	Metaphor	A slogan, The greatest freedom is to believe in yourself Britney Spear Believe focuses on 'believe' for young and romantic girls about "The greatest freedom is to believe in yourself ".	Britney Spear in a tube top holding a little bird next to a bird cage with three captive birds inside signifying a freedom is the most needed thing for all.

All the findings are presented in sequence from the language analysis to the content analysis.

The findings of the language analysis

The findings of the language analysis shown that a declarative sentence is the most prominent syntactic feature; while alliteration is the most frequently used phonological feature. Metaphor is the most significantly employed semantic feature as shown in the following tables.

Table 3 The findings of syntactic features

Syntactic features (Types of sentence)	Numbers of frequency	Percentage
Declarative	68	57%
Imperative	45	37%
Interrogative	6	5%
Exclamative	1	1%
Total	120	100%

Table 4 The findings of phonological features

Phonological features	Numbers of frequency	Percentage
Alliteration	56	47%
Repetition	17	14%
Rhyme	13	11%
No-classification	*34*	*28%*
Total	120	100%

Table 5 The findings of semantic features

Semantic features	Numbers of frequency	Percentage
Metaphor	81	67%
Personification	20	17%
Pun	15	13%
Simile	4	3%
Total	120	100%

The findings of the content analysis

Content analysis i.e. social & cultural feature and semiotic feature is presented next to the language analysis as shown in table 6.

Table 6 A sample of content analysis findings

No.	Advertising Words/ Slogans	Brand	Pictures	Content analysis	
				Verbal texts	*Visual texts*
				Content analysis (theme of slogans)	Semiotic features
	It's good to be bad	Christian Audigier: Ed Hardy Villain		The advertising text, It's good to be bad Christian Audigier: Ed Hardy: Villain, represents a woman like a sexy villain mermaid with overpowering yet astoundingly feminine beauty who is playfully splashing in the sea waters with tempting vibrant color sometimes disappears in her world of the deep blue sea.	A picture of sexy woman posts like a villain mermaid alluring a man in bed gives the mood of a mystical spell of romance that softly express passionate emotions and love.
	It's your chance. Embrace it.	Chanel Chance Pink Eau Tendre		An advertising text, It's your chance. Embrace it. Chanel Chance Pink Eau Tendre symbolizes "a young woman with a talent of happiness embraces life with optimism." She knows how to recognize, take an embrace her chance. Like a wave of tenderness aroused by the scent of the fragrance to make her feel that happiness is all around, and her chance will never fly away.	A picture of a woman embraces the pink bottle of perfume tightly representing grasping a good chance to enjoy her life.

The findings revealed that the most prominent social and cultural feature is passion and affection; while freedom of life and journey, self-confidence, role model and inspiration, and Western's cultural beliefs were also present.

In addition, the semiotic feature analysis of the visual texts of the fragrance advertisements revealed that *a seductive image is the most prominent;* followed by the images representing gracefulness, freedom, masculinity, inspiration, happiness, feminism, jewelry, fantasy, controversy, eternity images and harmony. The seductive image is found to be the most prominent image among other visual texts.
Figure 1 A sample of seductive image

Conclusion and Discussion

After 120 selected best seller English fragrance advertisements were analyzed, the findings showed that *declarative sentences, alliterations and metaphors* were the most *prominent language feature*s of syntactic, phonological, and semantic features respectively. The reason might be that a *declarative sentence* is easy to understand as a simple sentence. It also helps the readers realize the purpose of advertisements and provoke the readers' desires as well-composed statements will give the readers a very deep impression. Also, *alliteration* which uses the words that begin with the same sound can cause a special communicative effect like aesthetic and pleasing feelings. Furthermore, a metaphor is used to replace an implied or hidden idea of advertising texts in order to give readers a picture in their minds of what is being discussed. This is to help them understand a concept better or simply make the advertising more interesting than a literal language. This makes an intended message memorable.
In addition, the findings of content analysis showed that *passions and affections* are the most prominent social and cultural features. These are common in the western societies where showing passions and affections in public is acceptable. Similarly, the most significant semiotic features are *seductive images*. This might be due to the notion that a perfume deals with seduction i.e. seductions between sexes or seductions between women and men. This is well perceived by almost all of fragrance manufacturers. It is also universally accepted by almost all of men who frankly admit this ultimate aphrodisiac which help them evoke an 'extreme' physical sensation leading from seduction to action ultimately. This also reflects the social and cultural norms of the westerners who strongly believe in freedom in expressing love and passion even though some cases are controversial. These are acceptable to some extents in their societies. It can be concluded that all the features found in this study obviously represent the main purpose of the fragrance manufactures to successfully attract the buyers both in forms of verbal and non-verbal communication.

Suggestions and implications

The identified prominent features in forms of language, semiotic and social & cultural features from the analysis of the fragrance advertisements in this current study are expected to be beneficial for all parties involve (manufactures and copywriters). This is to be able to better communicate with the consumers and make their products excel through choosing the right language and other relevant features in promoting their products. It is also obvious that although advertising slogans varies from copywriter to copywriter, the entire slogans share a common feature. That is advertising texts or slogans always come in forms of a short catchy phrase which make it easy to remember, and quickly attract customers' attentions. This is expected to be beneficial for creative designers for other product advertisings.

Also, the findings can help raise the customers or potential customers' awareness to read the advertisements carefully in order to make the right decision before buying any fragrance. They must know that there are a number of subtle techniques to persuade them to unnecessarily buy as many as

possible. Furthermore, the findings help customers clearly understand what messages the fragrance manufacturers and copywriter intend to convey through their advertisements.

In addition, the findings are also useful for both language teachers and learners to use suitable verbal texts and visual texts for their specific purposes. In short, advertisements are part of cultural communication and hence can expose cultural values and norms of the target audience. Through careful analysis, this present study uncovers any prevalent or recurring pattern as well as discovers meanings and messages on fragrance advertisement which are considered as innovative and beneficial to be applied in different relevant areas.

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Computer Assisted Instruction (CAI) IN English And Students' Performance

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This study was geared towards the development and evaluation of the Computer-Assisted Instruction (CAI) in English and Students' Performance. It utilized the descriptive-evaluative and quasi-experimental designs. The respondents were the third year students, the school year 2010 – 2011, of Panay National High School, Panay, Sto. Niño, South Cotabato. Other respondents were program supervisors, English teachers, computer teachers, and Information Technology (IT) specialists.

After completing the activities in the CAI package, respondents evaluated the extent of quality of the CAI in English in terms of content, relevance, acceptability, technical, and instructional aspects using the tool prepared by the researcher. Mean percentages, frequency distribution, and t-tests were employed in the analysis of the data gathered.

Results of the study revealed that the developed CAI in English is very satisfactory as to its content, relevance, acceptability, technical, and instructional qualities. There is a significant difference in the evaluation of teachers and students on the extent of quality of the developed CAI in English. The level of performance of the control (lecture method) and experimental (CAI method) groups based on the pre-test results was similar while the post-test scores of both groups increased. However, the experimental group obtained higher mean scores. The post-test results between two groups have a significant difference in favor of the CAI as the better method. The extent of quality of the developed CAI has a significant contribution to the post-test result. Students have positive learning attitude using the CAI in English. There is a weak correlation between the students' learning attitude using the developed CAI and the post-test results.

Therefore, the developed CAI in English is recommended to be utilized by the students. Computer - Assisted Instruction (CAI) can be made an integral part of classroom instruction in English. Teachers' training on developing interactive Computer-Assisted Instructional (CAI) materials should be done. More budget allocation should be given for the provision of computers for students' use. Similar studies using the Computer-Assisted Instruction (CAI) in other subjects may also be conducted.

Introduction

In the **21**st century, the world has been transformed dramatically because of the emergence of modern technology. This Information and Communication Technology (ICT) Age has brought changes to the society. People's lives become complex, highly digital, and advanced now. Education, being part of life, undergoes remarkable and inevitable changes as well.

Bork (2001) stated that the computer-based technology is very much in use now to enhance instruction and transfer the focus from the teacher to the students in the learning process. This was supported by Lisa, et.al, (2008), that schools have incorporated interactive computer-assisted-instruction into their program to provide students opportunities to master specific educational objectives or standards.

In the Philippines, the Department of Education (DepEd) shares the vision of "21st Century Education for All Filipinos, Anytime, Anywhere." To achieve this vision, one of the aims of the DepEd is to completely integrate ICT into the curriculum, which includes the development of multimedia instructional materials, and ICT enabled assessment. This enables the educational system to transform students into dynamic life-long learners and values-centered, productive and responsible citizens.

However, significant gaps still exist in the ICT Program implementation, specifically, lack of instructional materials and multimedia resources. Thus, there is a need to develop contextualized and localized multimedia materials, particularly in English.

This research study was conducted in order to address the problem of lack of quality multimedia resources in English. The research is geared towards the development and validation of a computer-assisted instruction in English and to test its effectiveness in improving the academic performance of students.

Statement of the Problem

Generally, this study dealt with the development and evaluation of Computer-Assisted Instruction (CAI) in English and Students' Performance. Specifically, this study sought answers to the following questions:

To what extent is the quality of the developed Computer-Assisted Instruction (CAI) in English in terms of:
   a. Content
   b. Relevance
   c. Acceptability
   d. technical and
   e. instructional aspects?

1. Is there a significant difference regarding the evaluation of the teachers and the students on the extent of quality of the developed Computer-Assisted Instruction (CAI) in English?

2. What is the level of performance of the control group and experimental group in the pre-test and post-test results?

3. Is there a significant difference in the post-test results between the control group and experimental group?

4. Is the extent of quality of the developed CAI in English has significant contribution to the post-test results?

5. What is the extent of students' learning attitude using the developed CAI in English?

6. Is the extent of students' learning attitude using the developed CAI in English significantly contributed to their post-test scores?

Hypotheses of the Study

Based on the statement of the problem, the following null hypotheses were formulated:

There is no significant difference regarding the evaluation of the teachers and the students on the extent of quality of the developed Computer-Assisted Instruction (CAI) in English.

There is no significant difference on post-test scores between the control group and the experimental group.

There is no significant contribution between the extent of quality of the developed CAI in English and the post-test scores of students.

There is no significant relationship between the extent of students' learning attitude using the developed CAI in English and their post-test scores.

Scope and Delimitation

This study was delimited to the development and evaluation of Computer-Assisted Instruction (CAI) in English for high school students. The topic in the developed CAI in English focused on Grammar, specifically on the subject and verb agreement rules. The extent of students' learning attitude using the developed CAI in English was determined. Furthermore, the effectiveness of the use of the developed CAI in English was compared to the use of traditional teaching method using the pre-test and post-test results of the student-respondents.

Review of Related Literature

Research indicates that computer technology can help support learning, and that it is especially useful in developing the higher-order skills of critical thinking, analysis, and scientific inquiry (Roschelle, et.al., 2000). Presently, technology has a great influence on the educational practices in the classrooms in which computer-based technology is very much in use now to enhance instruction and transfer the focus from the teacher to the students in the learning process (Bork, 2001).

Dwyer and Pospisil (2004) stated that millennial students exhibit distinct learning preferences identified by Oblinger (2003) and Brown (2000) such as preferring teamwork, experiential activities, structure, and the use of technology. According to Howe (2003) the millennial generations are confident, happy and optimistic. They are "risk-averse, and like to work with the best and latest high-technology gadgets.

Tao (2003) stated that multimedia methods used in teaching practice, such as Computer-Aided Instruction (CAI), can supply much more information to the teachers and students than ever. This idea was supported by Roblyer (2004) who claimed that CAI is a kind of instruction that exploit computer software to assist teachers teach information or skills related to a particular topic.

CAI has the following advantages: continuous interactivity between the lesson and the learner; the individualized and self-paced learning situations, immediate feedback to the student and the instructor; lack of distractions and novelty increased attention span and motivation to learn; flexible time based on the needs of the learners, anytime and anywhere, among others (Andrews and Collins, 1993; Manzano, 2004). Computer Aided Instruction (CAI) can have a much greater impact on student learning. It can guide students through a series of interrelated activities and instruction, addressing a variety of learning styles (Cotton, Rosenberg, 2010).

Computers and instructional materials being used as both tool and method are effective for students on increasing the concentration on the course, understanding lesson, synthesizing and improving positive thoughts for the course. (Çepni et al., 2004; Demirel, 2004). Experimental evidences are found that verbal-only method is not always working so well. Increasing visual content makes instruction lasting and effective when principles of how people learn are taken into account (Mayer, 2003, as cited by Kara and Kahraman, 2008).

Yusuf and Afolabi (2010) have stated the following: In a review of empirical studies on CAI, Cotton (1997) concluded, among others, that the use of CAI as a supplement to conventional instruction produces higher achievement than the use of conventional instruction alone. In the study of Dauates (2005) in his study revealed that the students who had undergone the Computer-Assisted Instruction performed significantly better than the students who did not undergo Computer-Assisted Instruction. This was also supported by Akour (2006) who claimed that students taught using traditional instruction combined with the use of computer performed significantly better than students taught using traditional instruction in a college setting. Gravoso et.al (2008) said that efforts to improve student's learning outcomes have suggested the need to embed the use of educational technology in a learner-centered learning environment where students construct their own meanings.

Methodology

This study utilized descriptive-evaluative and quasi-experimental designs. The respondents were the third-year students of the school year 2010 – 2011 of Panay National High School, Panay, Sto. Niño, South Cotabato. The sampled respondents were taken from the middle-class section, which were more or less equivalent in standard to the class used for experimental study. A class which was composed of 50 students was divided into two. One was assigned as the experimental group and the other became the control group. These two groups were both heterogeneous in nature.

This research utilized the treatment, test and evaluation instruments. The treatment instrument is the Computer-Assisted Instruction in English developed by the researcher using the free Engage Interaction software program. It is a self-instructional, interactive package that lasts up to 40-50 minutes per session of an average student. It contains three major topics divided into ten different sub-topics and it focuses on the different subject and verb agreement rules in English. The test instrument, the pre-test and post-test, was adapted from the grammar rules test available online and English grammar books used. In the evaluation instrument, indicators were tailored from the criteria set in evaluating computer-based educational resources synthesized from various sources. All the three instruments developed were validated by identified experts in this study.

In the experimentation phase, the developed CAI in English was introduced and implemented to a group of students (experimental group) composed of 25 students based on the available computer units in the laboratory. The grammar lessons were uploaded in each computer unit where the students manipulated and operated the interactive and multi-media rich activities designed. Meanwhile, the control group followed the traditional way of teaching grammar through the lecture method. The researcher himself handled this group to eliminate the teacher-factor effect. The hard copies of the lessons

were utilized for instruction and the usual "chalk-talk" method was employed. Pre-test and post-test were given to both groups of students. All the data gathered were then analyzed and interpreted.

Mean percentages were employed in the evaluation and in determining the students' learning attitude using the developed CAI. Frequency distributions were used to describe the performance of the students in pre-test and post-test from both groups. To compute the significant difference and significant relationship between variables, t-test was used.

Results and Discussion

Here are the salient findings of the study:
Based on the evaluation done by the respondents of this study, the developed Computer-Assisted Instruction (CAI) in English yielded to an over-all grand mean of 4.01, which qualitatively described the CAI to be very satisfactory.

There is a significant difference regarding the evaluation of teachers' and students' on the extent of quality of the developed Computer-Assisted Instruction (CAI) in English in terms of content, relevance, acceptability, technical, and instructional aspects. All the t-computed values in respective aspects mentioned are higher than the t-tabular value of 1.734 at 0.05 level of confidence.

The level of performance of the control group and the experimental group based on the pre-test results has obtained the respective mean scores of 7.56 and 7.44 which both are described as fair. In the post-test results, the experimental group (CAI) has registered a higher mean score of 24.16 which is interpreted as excellent. Meanwhile, the control group (traditional) has a mean score of 18.76 which is interpreted as very good.

There is a significant difference between the use of Computer-Assisted Instruction (CAI) and the traditional method in favor of the CAI as shown by its mean score of 24.16 based on the t-computed value of 1.90 is higher than the t-tabular value of 1.671 at 0.05 level of confidence.

The extent of student's learning attitude using the developed Computer-Assisted Instruction (CAI) in English garnered the grand mean rating of 4.48 which is interpreted as Strongly Agree. The students have positive attitude towards the use of the Computer-Assisted Instruction (CAI) in English.
In the relationship between the students' learning attitude using the developed Computer-Assisted Instruction (CAI) and the post-test results revealed that there is a weak correlation. The obtained mean is 4.48, with a weak correlation or with an r = 0.17 with the post-test result which has a mean of 24.2.

Conclusion

The developed Computer-Assisted Instruction (CAI) in English is very satisfactory as to its content, relevance, acceptability, technical, and instructional qualities. The teachers' evaluation on the extent of quality of the developed Computer-Assisted Instruction (CAI) in English is significantly different from the students' evaluation. The experimental group which utilized the developed Computer-Assisted Instruction (CAI) has obtained a higher mean score compared to the control group which used the traditional method. The Computer-Assisted Instruction (CAI) is better than the traditional method as shown in the post-test result of the experimental group (CAI) which is significantly different from the control group (traditional). The content, relevance, acceptability, technical, and instructional qualities of the developed CAI in English has a significant contribution to the post-test results. Students have positive learning attitude using the Computer-Assisted Instruction (CAI) in English. The students' learning attitude is not a contributory factor in their post-test scores.

Recommendations

The developed Computer-Assisted Instruction (CAI) in English is promoted to be utilized among students.

Computer-Assisted Instruction (CAI) can be made an integral part of classroom instruction in English.

Training-Workshop on Developing Interactive Computer-Assisted Instructional (CAI) Materials should be given to teachers.

More budget allocation should be given for the purchase of computer units to be used for instruction by the students in schools.

The use of the computer laboratory should not only be limited to teaching computer literacy to students but also should cater the needs of other subjects which utilize Computer-Assisted Instruction. Similar studies using the Computer-Assisted Instruction (CAI) may be conducted in other subjects so as to validate the findings of this study.

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Literary Competence of Grade 10 Students: Towards the Development of a Literature-based Reading Program

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This study was conducted to assess the literary competence of Grade 10 students of Simbalan National High School. A 50-item validated literature test was the primary source in determining the level of the literary competence of the 76 students in the three categories; literary information skill, literary interpretation skill, and literary analysis skill. The study revealed that the students have least mastered those literary skills. The students' profiles further revealed no bearing to their literary competence. Based on the findings, a literature-based reading program named as "Relate-rature" which means "Relate in Literature" was crafted in order to address the students' least mastered literary skills. Adaption of the proposed literature-based reading program by the respondents' school with its evaluation once implemented and the development and validation of materials based on the proposed literature-based reading program were the important recommendations.

Key words: literary competence, literary skills, least learned competency, literature-based reading program

Introduction

The Philippine Department of Education has implemented the Enhanced Basic Education Curriculum through Republic Act No. 10533 which speaks about spiral progression approach to be considered in the teaching of the content throughout the grade levels. Spiral progression ensures vertical articulation and seamless progression of competencies (K to 12 English Curriculum Guide, 2015). This means that basic principles and concepts are introduced in the earlier grades and are rediscovered and developed in the succeeding grades with increasing complexity and sophistication. Similarly, the notion of spiral curriculum states that a curriculum should revisit basic ideas, building on them until the student has grasped the full formal concept.

In the teaching of English using the spiral progression approach, competencies are spiraled across grade levels with greater emphasis on reading comprehension of various writing, study and thinking strategies for critical thinking development (K to 12 English Curriculum Guide, 2015). This means that the basic principles, concepts, and skills or competencies in English are already introduced in the earlier grade levels but are rediscovered and revisited with breadth and depth in the next years which allows gradual mastery.

English teaching is then literature-based. This means that English is taught with integration to literature. R.A. 10533 has further translated its standards on the student's attitude towards language, literature and literacy. It notes that the learner shall understand the significance of interpreting the social meaning of the choice of linguistic varieties and using language with the appropriate social meaning for the communication situation which can be done through students' exposure to any form of literature (K to 12 English Curriculum Guide, 2015).

With this, the present curriculum prescribes that in learning English 7, literary texts from Philippine Literature are considered; Afro-Asian Literature is explored for Grade 8, Anglo-American Literature is integrated for Grade 9 and World Literature is utilized in Grade 10. This means that the teaching of English in the Junior High School has integrated the literary works from the different continents or countries of the world. However, the spiral progression approach of teaching the content and skills in English dictates that even if the literary materials came from the various countries or continents, the same set of literary competencies are taught in all grade levels, only that these competencies are rediscovered and retaught in the higher grade levels with reasonable breadth and depth.

The key stage standard of the K to 12 Basic Education Curriculum notes that Grade 10 students should be able to interpret, evaluate and represent information with and between learning area texts and discourse (K to 12 English Curriculum Guide, 2015). With this, literature-based teaching of English expects students in the higher grade level, like Grade 10, to be literary competent given their enough exposure to literature integration. This means that students are expected to understand and analyze the literary texts as a form of literature given all the literary conventions.

As the spiral progression approach of teaching is concerned, literary concepts and skills, in this manner, are already introduced and taught in the earlier grade levels thus mastery of those literary skills, when students reach the higher grade level like Grade 10, can clearly be manifested. Given the concept of seamless progression in the competencies in teaching literature, Grade 10 students are then expected to really have developed the needed skills in literary analysis and become literary competent.

This study aimed to assess the literary competence of Grade 10 students given all the considerations in skill mastery as translated in the competencies of the enhanced curriculum. A literature-based reading program shall then be designed in order to aid the students in improving the level of their literary competence once any skill is found to be a least mastered skill.

Theoretical and Conceptual Framework

Literary interpretation and theoretical perspectives are interdependent. Interpretation on any work of literature can be treated through theories and that theories cannot do anything without interpretation.

This present study is fundamentally grounded on the formalistic theory of literary analysis. Formalistic theory was developed at the beginning of the 20th century. It is also known Practical Criticism in England and New Criticism in America which focuses on the formal features found in literature (Burkett, nd).

Bertens (2001) affirms that formalists really were primarily oriented towards the form of literature. Klarer (2011) supports this by noting that form denotes the relationship between different elements within a specific system and that form and structure lie at the heart of formalistic approach. In this manner, formalist criticism is not interested in the feelings of poets, the individual response of readers or representations of reality; instead, it attends to artistic structure and form (Naser al-Hujelan, 2004).

The present study analyzed intrinsically the literary texts of the identified genres like drama, essay, poetry and short story through looking into the form and structure or their literary elements.

Sialongo (2007) further explicates this by affirming that formalistic theory views literature intrinsically independent of the author, age, or any other extrinsic factor and for which she views the analysis as the study of the selection is more or less based on the so-called "literary elements". With careful treatment to the objective type of literary analysis through the formalistic theory, this study adapts the categories of skills from Legazpi (1998) such as literary information skills, literary interpretation skills and literary analysis skills.

Accordingly, literary information skills refer to the simple recall of the factual bits in the literary piece. It involves the recall of knowledge of literary concepts, elements or conventions in any genre. On the other hand, literary interpretation skills comprise the skill in recognizing setting and characterization, understanding the theme and the like. While, literary analysis skills focuses on how plot/structure, character, setting, and many other techniques are used by the author to create meaning.
On the other hand, this study adapts Smith-Johnson Model in the development of the literature-based reading program as an aid to help improve the students' level of literary competence. This model views that when literature is used as a lens through which content is seen, young readers identify sense of relevance to their own experience. It notes that literature is treated as the principal source for instruction and that since thematic studies tend to be student-driven, the learning environment must reflect on this (Diaz de Rivera, 1997).

Further, Smith-Johnson Model is referred to as single-discipline literature model as it develops a theme based on content and concepts found in the mandated curriculum. It provides steps in blueprinting a literature-based reading program which usually starts at identifying the themes in focus. After the theme is identified, the teacher then selects either a single narrative that reflects the theme, or a series of narrative called a "text set" which examines the theme from multiple perspectives, brainstorm or formulate study objectives or learning objectives, develop instructional lessons and activities, establish the evaluation criteria, organize logistics and disseminate information and then reflect upon the process.

This study aims to develop a literature-based reading program anchored from all the underlying concepts of Smith-Johnson Model. This study hopes to design a program which gives full utilization of literature in the aim of providing students with maximum opportunity to relate into and appreciate whatever is in the works of literature. A literature-based reading program to be developed significantly responds to the literary needs of the students as translated in the competencies of the mandated curriculum. The program shall adapt the steps provided by Smith-Johnson Model which relevantly provides skill-based activities, through student-driven methodologies, encompassing the identified least mastered literary skills found in the study.

The principal goal of this study is to assess the literary needs of Grade 10 students in improving their literary competence. The categories of skills used by Legaspi (1998) in her study were adapted in this present study. The literary skills considered are literary information skill, literary interpretation skill and literary analysis skill. With considerations to the interplaying variables involved in this study, the researcher is guided by the schematic diagram shown in Figure 1.

Figure 1 illustrates how a literature-based reading program can be designed on the assessment of the students' literary competence. The literary competence of the Grade 10 students of Simbalan National High School is determined using the analysis of the literary elements through formalistic theory of literary analysis. Texts from the literary genres such as essay, poetry, novels/short story and drama are considered as the subject for literary analysis. The skills are assessed through adapting the categories of skills adapted from Legaspi (1991) particularly literary information skill, literary interpretation skill and literary analysis skill.

Figure 1. Schematic Diagram on the Development of the Literature-Based Reading Program
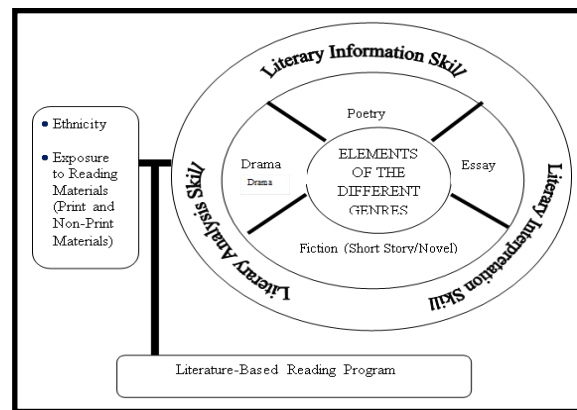
After the students' literary competence is determined, the influence of the respondent's profile variables like students' ethnicity and exposure to print and non-print reading materials to their level of literary competence, is also measured. Based on the findings of the study, a literature-based reading program adapting the Smith-Johnson Model will be developed as its output.

Review of Related Literature

Literature in language teaching and learning.

Yimwilai (2015) made a study on an integrated approach to teaching literature in an EFL classroom. This research studied the effectiveness of the integrated approach in English as a Foreign Language (EFL) classrooms and how it related to students' achievements, critical thinking skills, and attitudes toward reading literature.

In accordance with many studies, the results of Yimwilai's study clearly prove that the integrated approach in teaching literature is effective. It further also indicates that the integrated approach is more effective than the conventional method and that the integrated approach can be applied to students who have different levels of English proficiency, environments, and cultures. The suggested approach can inculcate positive attitudes and enhance students' academic achievement and critical thinking skills.

Moreover, the aforementioned study points out that the teaching method has a positive impact on students' attitudes toward literature. It claims that teaching methods play a role. The result of the study suggested that teaching literature in EFL classrooms can be useful to students if it is taught properly. More research is needed to support this claim, but based on this study; literature instructors and educators should consider the benefits of the integrated approach

Literary competence.

Neranjani (2011) conducted a study on enhancing literary competence through activity based literature learning. The aim of this study was to find out how literary competencies of students who learn English Literature in Sri Lanka can be enhanced using activity based methods in the classroom. This study was based on two main assumptions. First, there are vital aspects that contribute towards the development of literary competencies in Second Language learners. Second, these aspects can be used to develop the literary competencies in the Sri Lankan literature learning classroom.

The paper claimed that the learners of literature must be provided with opportunity to interact with each other as well as with the text and build up their own concepts. This in turn will develop their literary competencies. This can be done successfully by introducing activity-based learning to the

students. It was confirmed that both teacher centered and student centered methods were not successful in the Sri Lankan Literature learning classroom. Though teachers were aware of the techniques they should use in teaching English Literature they did not know how to use these techniques to get the maximum participation of students and develop literary competencies. The study shows that the teachers who teach literature in Sri Lanka have not taken an effort to develop their knowledge and skills in order to teach English Literature. Teachers who teach English Literature in Sri Lanka are not adequately equipped to guide the students to achieve necessary literary competencies.

It also revealed that though some students in Sri Lanka took the opportunity to learn English Literature, they have not achieved the expected aims of learning literature. Also this confirms the drawbacks of the teachers on using methods and techniques to teach English literature in order to develop the literary competencies of the students.

From its findings, it is recommended that teachers who teach English Literature in Sri Lanka should be given proper guidance and training on how to use both the teacher centered and student centered method and strategies successfully in teaching English Literature in order to develop the literary competencies of the students.

On the other hand, Witte, Rijlaarsdam & Schram directed a study on an empirically grounded theory of literary development in the year 2011. The aim of their study was to create a frame of reference for the development of literary competence in the context of literature teaching in upper secondary education in Netherlands. Such a frame of reference should make it easier to identify differences between students and to deliver teaching that stimulates the literary development process of students with different levels. The study defines successively the levels of literary competence in terms of the interaction between student and text on the base of shared pedagogical content knowledge of teachers.

The study showed six levels of literary competence that relate to norms for general higher education and pre-university education. It utilized the two parameters (student and text) taken from Coenen's definition of literary competence to operationalize six levels of literary competence. The panel identified the consistency within levels as a particular kind of reading: 'experiential' (level 1), 'identifying' (level 2), 'reflective' (level 3), 'interpretive' (level 4), 'literate' (level 5) and 'academic' (level 6). Each level clearly focuses on a particular function of literature and the acquisition of the associated kind of reading: reading for pleasure (level 1), recognizing one's own experience and find self-affirmation (level 2), expanding one's horizons (level 3), discovering deeper meanings and aesthetic enjoyment (level 4), immersing oneself in literature, culture and history (level 5), and nourishing one's intellect (level 6). The result connotes that literary development can possibly be regarded as a cumulative process in which students expand their repertoire of reading modes step by step and in which literary texts acquire different functions.

Both studies presented point out the significance of developing literary competence in its different facets with diverse groups of learners. Those studies are deemed similar with the present one since they all aimed at developing students' literary competence through improving the manner of literature instruction. However, this present study' is slightly different from those studies because this solely focuses on assessing literary competence as this can be measured through the three identified categories of skills such as literary information skill, literary interpretation skill and literary skill. Its result leads to crafting a literature-based reading program as a way of developing students' level of literary competence.

Least Learned Competencies/Skill and Interventions Programs.
In the Philippines, there have been many studies conducted related to reading texts in the content areas such as researches made in identifying the reading proficiency of the students. Marcon (2014)

directed a study on reading proficiency of first year students of Philsaga High School Foundation, Inc. She determined the reading proficiency of the students as basis for the development of reading intervention program. It was found in her study that the three profiles such as first language spoken, socio-economic status and elementary school graduated from do not affect the reading proficiency of the first year students while the students' exposure to reading materials, type of reading materials, and types of language used in reading materials affect the reading proficiency of the first year students. The reading skills yield poor result like using phonetic skills, vocabulary building, classifying and organizing facts, using parts of the book and using dictionary, encyclopedia and other reference books need reading intervention program.

Aton (2015) also conducted an action research to improve the reading proficiency of Grade 7 students of Philsaga High School Foundation Incorporated. She administered a pre-test which enabled her to identify the students' reading level. She implemented an intervention program which addressed the identified reading level of the student. After which, she administered a post-test which gave her a good result which noted that there was a reasonable progress on the student's reading level.

In 2016, Abraham made a study which aimed at identifying the reading comprehension difficulties of first year BSED English students in the University of Southeastern Philippines-Bislig Campus through a silent reading comprehension test. His study revealed that the three least mastered skills were analyzing text, making inferences, and summarizing text. Reading intervention activities were developed in order to help improve the reading comprehension skills of the students.

The researches conducted by Marcon (2014), Aton (2015) and Abraham (2016) revealed that there are a number of reading skills which the students found them least mastered; thus, those researchers crafted relevant intervention programs to basically address the least mastered reading skill. Their studies came similar to this present study because of its same objective, which is, identifying the least mastered skills of the students which in turn leads them in the crafting of the intervention. However, those studies mentioned above are found to be different to this present one sense the focus of this study is not with reading skills but with literary skills.

There were also studies made by Filipino researchers on identifying the least mastered skill or competencies in different content area. Robles (2015) was able to direct a study which determined the competencies in Geometry of Grade 9 students in Agusan del Sur National High School which its result and findings were his basis in designing the relevant intervention program. Additionally, Lozada (2016) directed a study in assessing the English Oral Proficiency of the Grade 9 students of Tabon M. Estrella National High School. Her study provided her with result on the lowest rating oral proficiency skills in terms of vocabulary and grammar. From it, she was able to craft an intervention program which basically addressed the least mastered oral skill of the students.

Both Robles (2015) and Lozada (2016) conducted studies on assessing student's proficiency and competence in different areas like mathematics and oral proficiency with its different sets of interplaying variable. Similar with this present study, this also aimed to assess the competence of the students but with much focus on their literary competence, not numerical competence with that of Robles (2015) and oral proficiency with that of Lozada (2016). However, the output of the studies which was the designing of the relevant intervention program to help out struggling learners given their identified sets of least mastered skills/competencies appeared to be very identical with the expected output of this present study.

With regard to studies related to teaching literature, Fortun (2001) came up with prototype instructional materials to the basal series in the elementary level that are literature-oriented. She cited Legaspi (1998) who developed a literature test in prose and poetry for college/university students. She focused on the four major genres such as fiction, drama, poetry and essay. The test is designed to measure

literary skills of college students who have not taken up their formal literature course and to identify the literary skills student needs to respond to demands of their literature classes. She crafted ninety (90) items in three categories namely: literary information skills, literary interpretation skills, and the literary analysis skills. Her literature test was expected to be a useful instrument in obtaining data about literature and subsequently design appropriate lessons.

In 2003, Fuertes took a study on the needs analysis of the English 148 students of Urios College as her basis for the preparation of instructional materials. She found that the most favored genre among students is short story while the least favored genre is essay. Also, it was found that the most feared literary genre is poetry while the least feared genre is short story. Further, the study revealed that the most troubled aspect of literary genre is literary style/structure while the least troubled aspect of literary genre is character analysis.

The present study is somehow similar with the one of Fuertes for it attempts to assess and analyze the needs of the literature students; however, while Fuertes' paper was made the basis in preparing instructional materials, this present study serves as a basis in developing a literature-based reading program as an intervention that would primarily respond to the literary needs of the Junior High School students as translated in their least mastered literary competencies. Further, this study is congruent to the study of Legaspi conducted in 1998 since this one also uses test to determine the needed literary skills of the students or their literary competence by which their literary abilities about what they can and cannot do with and about literature are identified.

Research Questions

The study sought to assess the literary needs of the Grade 10 students in order to enhance their literary competence. To achieve the said goal, the researcher formulated the following questions:

What is the profile of the Grade 10 students in terms of the following:
- Ethnicity; and
- Exposure to Reading Material (print and non-print).

What is the literary competence of the Grade 10 students in the following categories:
- literary information;
- literary interpretation; and
- literary analysis?

What are the least mastered literary competencies of the Grade 10 students when grouped according to their profile?

Based on the findings of the study, how can a literature-based reading program be designed?

Research Design
This study used the descriptive type of research appropriate for gathering information about the present existing condition. It is descriptive for this study is primarily done to determine the literary competence Grade 10 students of Simbalan National High School from which a literature-based reading program can be designed.

Research Participants
The respondents were Grade 10 students of Simbalan National High School. These Grade 10 students were grouped into two (2) sections constituting a population of 84. However, only 76 students

were able to successfully participate in this research. A complete enumeration was employed in this study.

Research Instrument

A validated literature test was the primary data gathering instrument used by the researcher. The instrument was divided into two parts. The first part contained the profile of the respondents and the second part contained the items for the literature test from which the literary competence of the students can be determined.

The researcher crafted the research instrument in a form of a 90-item literature test using the categories adapted from Legaspi (1998): literary information skills, literary interpretation skills and literary analysis skills with a table of specifications (TOS) as the blueprint in the test construction. Its items covered the different literary genres such as short story/novel, poetry, essay and drama and by which the literary texts utilized were taken from the learner's modules (Grade 7 to Grade 10) as provided by the Department of Education.

The 90-item literature test was submitted to the research adviser for checking and was then forwarded to the groups of experts for content validation. After the content validation, revision of the test items with high consideration to the experts' comments was made. As suggested by the group of validators, instructions of the test were clearly established; items for certain reading texts or passages were also indicated; and, long and very attractive choices of some items were either changed rephrased. Options were also arranged considering its length.

To determine the reliability of the instrument, pilot testing was conducted. The result of pilot test provided the researcher with 50 good and acceptable items for which the items were still categorized under the three categories of a literature test, as used by Legaspi (1998) in her study, namely: literary information skills, literary interpretation skills and literary analysis skills. Its item location and allocation was reflected in the Table of Specifications (TOS).

<div align="center">

Research Data Analysis

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The following descriptive statistical tools were used in this study:

1. **Percentage and Frequency.** These tools were used in determining the profile of the Grade 10 students.

2. **Mean.** This tool was employed in determining the literary competence of Grade 10 students in the three categories namely literary information, literary interpretation and literary analysis.

3. **Rubrics for the Level of Competence** as adapted from Johnson, Kress, and Pikulski (1987). This is used to categorize the students' levels of literary competence.

Table 1
Rubrics for the Level of Competence

LEVEL	MEAN PERCENTAGE SCORE
Independent Level	80-100
Instructional Level	59-79
Frustration Level	58 below

Findings and Discussions

Profile of the Grade 10 Students in terms of:

I.A. Ethnicity. The profile of the respondent in terms of ethnicity is shown in Table 2. The data show that 69.74% of the respondents were Cebuano and 26.32% were Higaonon. It can be noted that Higaonon are the natives of the locality, but based on the data, they are outnumbered by Cebuano people. One reason which explains why Cebuano are the majority is migration. Migration in search of livelihood specifically working in the various logging companies operating within the area and intermarriages of the natives and migrants caused the possible surge of the other ethnic groups particularly Cebuano in that specific geographical area.

Table 2

Profile of the respondents in terms of ethnicity

Ethnicity	Frequency	Percentage
Cebuano	53	69.74%
Higaonon	18	26.32%
Others	5	6.58%
Total	76	100.00%

I.B. Exposure to reading materials (print and non-print).

The profile of the respondents in terms of the exposure to reading materials, both print and non-print, is presented in Table 3. The data show that 52.63 % of the respondents were exposed to both print and non-print reading materials while 17.11 % of them were not exposed to either print or non-print reading materials. There are 21.05 % of the total respondents who were exposed to print reading materials only while 9.21% of them were exposed to non-print reading materials only. This result means that more than half of the total population of grade 10 is exposed to reading materials, both print and non-print.

Table 3 *Exposure to reading materials (print and non-print)*

Response	Frequency	Percentage
None	13	17.11%
Print Only	16	21.05%
Non-Print Only	7	9.21%
Print and Non-Print	40	52.63%
Total	76	100.00%

II. Literary Competence of the Respondents.

The literary competence of the grade 10 students was determined through the categories of literary skills such as literary information, literary interpretation and literary analysis. Table 4 presents the students' level of literary competence in the three categories. Findings revealed that based on their mean percentage score per category, all students fall under frustration level of competence with 47.89 %, 41.40 % and 35.36 % respectively. This only shows that students are not exposed to and do not have the skills and knowledge for literary information which hinder them to also master the other literary skills.

Table 4 *Literary competence of the respondents*

Categories	Items	Mean Score	MPS	Description
Literary Information;	15	7.17	47.89%	Frustration Level
Literary Interpretation	15	6.21	41.40%	Frustration Level
Literary Analysis	20	7.07	35.36%	Frustration Level
Total	50	20.45	40.89%	Frustration Level

III. Least Mastered Literary Competencies of the Respondents

III.A. When grouped according to their ethnicity

Table 5 illustrates the least mastered literary competencies of the respondents when grouped according to their ethnicity.

The data show that when respondents are grouped according to their ethnicity, all categories of literary competence are considered as least mastered with 47.80 % composed for the literary information, 41.40 % for literary interpretation and 35.35 % for literary analysis. All mean percentage scores fall under the frustration level of competence. This means that their ethnicity has no bearing on their level of literary competence.

Table 5 *Least mastered literary competency of the Grade 10 students when grouped according to their ethnicity*

Categories	Ethnicity	N	Mean	MPS	Verbal Description
Literary Information	Cebuano	53	7.17	47.80%	Frustration
	Higaonon	18	6.89	45.93%	Frustration
	Others	5	8.20	54.67%	Frustration
	Over-All	76	7.17	47.80%	Frustration
Literary Interpretation	Cebuano	53	6.07	40.47%	Frustration
	Higaonon	18	6.39	42.59%	Frustration
	Others	5	7.00	46.67%	Frustration
	Over-All	76	6.21	41.40%	Frustration
Literary Analysis	Cebuano	53	7.11	35.55%	Frustration
	Higaonon	18	6.72	33.60%	Frustration
	Others	5	7.80	39.00%	Frustration
	Over-All	76	7.07	35.35%	Frustration

III.B. When grouped according to their exposure to print and non-print materials.

The least mastered literary competencies of the respondents when grouped according to their exposure to reading materials are shown in Table 6. The data show that when respondents are grouped according to their exposure to reading materials, both print and non-print materials, all categories of literary competence are considered as least mastered with 47.80 % composed for the literary information,

41.40 % for literary interpretation and 35.35 % for literary analysis. All mean percentage scores fall under the frustration level of competence. This implies that Grade 10 students are not literary competent even if they are exposed to reading materials, both print and non-print. This means that the exposure to both print and non-print reading materials do not directly affect the students' level of literary competence.

Table 6 *Least mastered literary competency of the Grade 10 students when grouped according to their exposure to print and non-print reading materials*

Categories	Reading Materials	N	Mean	MPS	Verbal Description
Literary Information	None	13	6.62	44.10%	Frustration
	Print Only	16	7.50	50.00%	Frustration
	Non-Print Only	7	7.00	46.67%	Frustration
	Print and Non-Print	40	7.25	48.33%	Frustration
	Over-All	76	7.17	47.80%	Frustration
Literary Interpretation	None	13	5.39	35.90%	Frustration
	Print Only	16	5.44	36.25%	Frustration
	Non-Print Only	7	5.57	37.14%	Frustration
	Print and Non-Print	40	6.90	46.00%	Frustration
	Over-All	76	6.21	41.40%	Frustration
Literary Analysis	None	13	6.85	34.23%	Frustration
	Print Only	16	6.69	33.44%	Frustration
	Non-Print Only	7	8.71	43.57%	Frustration
	Print and Non-Print	40	7.00	35.00%	Frustration
	Over-All	76	7.07	35.35%	Frustration

IV. The Literature-Based Reading Program

"Relate-rature", which means RELATE IN LITERATURE, is a literature-based reading program crafted as a form of response to the findings revealed in this study. The program name primarily advocates literary appreciation through providing students with rich and real experiences to meaningfully and relevantly relate whatever is in the pieces of literature into their lives. Hence, deep literary appreciation and understanding will expectedly follow.

This program was crafted with consideration of the students' profile, such as ethnicity and exposure to print and non-print reading materials, and students' level of literary competence as revealed in this study. "Relate-rature" provides students with various engaging activities/tasks which are all geared towards the improvement of three least mastered literary skills such as literary information skills, literary interpretation skills and literary analysis skills as identified in this study.

"Relate-rature" relevantly adapts reading texts from Philippine literature, Afro-Asian literature, Anglo-American literature and World literature. As disclosed in this study, students were into films and CDs; thus, these kinds of non-print reading materials are also considered as supplementary learning aids

to print reading materials. Activities which illustrate the relevance of using both kinds of reading materials in carrying out the program are also provided. Further, the program will run through within three (3) consecutive months as its implementation time frame utilizing the remedial class period which takes place every Friday of the week.

A pre-test and post-test, adapting the validated literature test used in this research, shall be administered before and after the program implementation in order to determine the student's progress.

Moreover, "Relate-rature" utilizes the methodologies such as process-based teaching, cooperative learning, reading aloud and jigsaw reading and other activity-based learning methods. Exposure to non-print reading materials is also considered as one of the methodologies in the reading program. The teachers and school administrators are involved in the program with their respective roles. It also involves the school external linkages and stakeholders such as parents and barangay local government unit.

Finally, this program shall be evaluated every after its implementation using an evaluation tool and the result of the post-test.

Summary and Findings

Based on the result of the study, it was found that most of the Grade 10 students are exposed to print and non–print reading materials. For print reading materials, they preferred information sources like reference books and novels. On the other hand, films and CDs were also preferred for non-print reading materials.

Despite the students' exposure to print and non-print reading materials, it was revealed that their level of competence in the three categories such as literary information skill, literary interpretation skill and literary analysis skill still fell under frustration level of competence. It only means that the students' profile does not have bearing to their level of literary competence.

Conclusion

From the foregoing findings, it is concluded that students must really be exposed to both print and non-print reading materials and that their literary skills need to also be developed. As an aid to help students improve their level of literary competence, a literature-based reading program is crafted inclusive to the identified least mastered literary skills like literary information skill, literary interpretation skill and literary analysis skills and to both kinds of reading materials— print and non-print.

Recommendations

The following recommendations were crafted based from the findings and conclusion made:

School Administrators. The proposed literature based reading program must be adapted by the Simbalan National High School. Once implemented, an evaluation of the program shall be done. Moreover, the school head, together with the school librarian, shall update the materials (both print and non-print) in the school library and find ways to possibly secure updated and timely forms and content of these kinds of materials.

Material Developers. Development and validation of materials based on the proposed program shall be made.

Literature or English Teachers. Literature or English teachers shall apply variety of strategies, methods and techniques in the teaching of literature in order for the students to naturally develop love and habit for reading literary works and which may lead to the improvement of their level of literary competence. Further, they shall conduct action research using the literature-based reading program proposed in this study.

Division Administrators. As the seamless progression approach is concerned, the division-wide administrators in the English Division shall design and conduct more trainings and workshops in the literature based teaching so that the teachers of the other fields who chose to handle English subject and the English teachers themselves can rightfully deliver and teach the content and skills to the students in every grade level. The trainings can also update both kinds of teachers with the new trends in the teaching of literature. With proper guidance and supervision, students can possibly attain gradual mastery of the needed literary skills.

Teachers in Other Subject Areas. Teachers in the other subject areas shall also conduct researches which aim at assessing students' competence in their field of study so that they can also design relevant intervention program and materials in the hope of responding to the students' least learned skills/competencies.

Other Researchers. They shall conduct further studies adapting or altering the variables involved in this study considering another research setting to significantly compare researches' findings.

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Teaching Sentence Error Identification Techniques by Asking Students to Create Mini-Tests for Their Classmates

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This study was aimed to examine the effectiveness of teaching sentence error identification techniques by asking students to create mini-tests for their classmates. The sampling group in this study consisted of 11 Thai graduate students who attended an 8-week English grammar course at a university. During the first few sessions, these students did some exercises to test their grammatical competence and they learned about grammatical points as well as error identification techniques. In later sessions, each student needed to create a mini-test after learning about grammatical points for their classmates by using and editing a few sentences from reading materials in their textbook (2 items from each student). Then, they swapped and did these mini-tests to check their ability to identify grammatical errors. After the whole course, the students evaluated this approach (creating mini-tests for their classmates). They contended that this approach was useful and helpful for their grammatical understanding but they did not feel confident about their own ability to make mini-tests. Further, although some of them could correctly identify grammatical errors, they were still unsure of the 'correct' grammatical forms of unfamiliar vocabulary.

Introduction

Grammar is considered to be one of the most challenging aspects in EFL classrooms because it is quite difficult for EFL students to master grammar rules. Traditionally, grammar is taught alongside translation so that learners can focus on accuracy and written form of the language (Hinkel & Fotos, 2002; Larsen-Freeman, 1986). Alternatively, grammar is taught through the presentation-practice-production approach in which grammar rules, explanations and examples are given to students regarding one topic at a time and then the students practice or they are tested in order to find out whether they have fully understood that topic (Hall, 2011; Larsen-Freeman, 2003). For example, when teachers teach 'present perfect tense', they tend to give the 'rule', or the 'correct' form of such tense, that is, 'have + past participle or v+ed'. Then, teachers might go on by giving explanations including the meanings and the translations in the language of the students before citing or creating a few example sentences to students. Later, students are given exercises or items to work out how to use present perfect tense 'correctly' based on the verb forms given to them (such as infinitives or incorrect forms). Although students can work out well during the exercise in each topic, it often turns out that when the test items from various grammatical topics are put together in one whole test, the students might not do so well in such test. In fact, they might fail such test because they cannot always produce the 'correct' forms of grammatical points at stake.

Despite the fact that many EFL students have learned English (and grammar) since primary school, they still find that grammar is the most challenging aspect when they study at a university level. Perhaps, they find that grammar at that level is even more challenging because there seem to be more 'rules' to master than before. Moreover, the sentences at a university level tend to be much longer and there are more words to learn, to remember (and to guess). This situation makes it worse for students to fully grasp the grammatical concepts and to apply these grammatical rules in their use of English, either through reading academic textbooks or writing their academic essays. It seems that because of this 'perceived' low level of English competence among EFL university students, they still need to learn about grammar and the topics about grammar are still prevalent in many university textbooks. Besides, grammar items 'remain' in various tests, such as classroom tests which are created by teachers to their students as well as high-stakes standardized tests which are created by third-party organizations. Examples of such tests include TOEIC and TOEFL ITP which students need to take in order to advance their career or their academic achievement.

One approach to test grammatical knowledge in standardized examinations is by asking students or test-takers to identify an error in a sentence, as can be found in many well-established tests such as TOEIC and TOEFL as well as national examination papers. In fact, it is often the case that there is one section in the test which is dedicated to this type of grammatical aspect called 'Sentence Error Identification'. In this section, each test item contains a sentence (or a few sentences) with four underlined words and the test-takers need to identify which one of the four words is incorrect or inappropriate or grammatically wrong. To illustrate, look at the example test item 01.

Example Test Item 01
Recent <u>revelations</u> of mass surveillance programmes <u>clearly</u> <u>demonstrating</u> the <u>ever-increasing</u> capabilities of surveillance technologies.
    1) revelations
    2) clearly
    3) demonstrating
    4) ever-increasing

Generally, the sentence error identification section follows the pattern as shown in Example Test Item 01. Even though there are only 4 choices, it is also challenging for many students because any choice in a sentence can be an error when they do not fully understand the sentence. The error might be about singular-plural noun forms, tenses, adjectives, adverbs, or subject-verb agreement if the students cannot identify the error.

Besides sentence error identification, in many general proficiency tests there is another section called 'Sentence Completion' in which the test-takers are required to choose the correct form of the words given in the blank space of a test item. However, this approach can be combined with the 'Sentence Error Identification' approach to test whether the test-takers really grasp the grammatical aspect of the test item.

Example Test Item 02
One of the most popular <u>approaches</u> to test grammatical knowledge in standardized <u>examinations</u> <u>are</u> by asking students <u>or</u> test-takers to identify an error in a sentence.

    1) approaches   a) approach   b) approachs   c) approaching d) approached
    2) examinations a) examination b) examined   c) examining   d) examiners
    3) are   a) is   b) am   c) have been   d) done
    4) or   a) and   b) but   c) yet   d) for

In order to answer the Example Test Item 02, the test-takers need to identify 'the error' first and then they need to choose the 'correct' answer. In this case, the answer is 3-A. What we can learn from this type of test item is that this test item is not an easy item because there are 16 choices in comparison to a traditional test item with 4 or 5 choices.

Grammatical structure section has become a kind of core component for various general proficiency tests including Entrance Examination (or Admission Test) and English Exit Exam which students need to take before they enter a university or before they graduate from a university, usually in their final year. These general proficiency tests have become high-stakes tests for students because failure to pass such tests might mean their loss of opportunity to study at a higher level or their need to retake the test in a next round which might be a next term or a next year. That is to say, students cannot graduate unless they pass the English exam although they have met all other requirements from their study. Therefore, these students need to study English (including grammar) to prepare for the next exam.

To facilitate the preparation for general proficiency tests, many graduate schools offer a course in English to their students at Master's and doctoral levels. There are many benefits to this approach because students can practice from the past papers in order to help them learn better and quicker. However, it is often the case that students still failed although their score might improve. Therefore, these students need to retake an English proficiency test every semester until they finally pass the criteria.

How to teach grammar so that learners acquire the grammatical competence

Larsen-Freeman (2003) suggests that there are 4 pedagogical approaches to the teaching of grammar and that there is one approach which calls for no explicit instruction of grammar. Therefore, there are five approaches as follows:

1) PPP (Present, Practice and Produce)
2) Input-processing (focus on a feature in the target language which is likely to cause a problem)
3) Focus on form (input enhancement, input flooding, output production)
4) Grammaring (the ability to use grammar structures accurately, meaningfully and appropriately)
5) Non-interventionist approach to the teaching of grammar (grammar is not taught)

Although these pedagogical approaches have both effective points and limitations, it seems that these approaches are based on the instructors, not the students. Therefore, these approaches are still teacher-based. Recently, there is a pedagogical movement towards Learner-Centered Education in which learners should be involved in the education, especially among adult learners (Nunan, 2015). The aim is that the pedagogy should be meaningful to them too, not just to the instructors. It is posited that learners will learn best when they are engaged in the instructional process. Therefore, a learner-centered approach might be a better solution for graduate students who are adult learners because they have specific needs for their education.

The Study: Methods and Participants

This study originated from one English course to prepare graduate students for their general proficiency test of English at a university in Thailand. There were 11 Thai graduate students and the course lasted 8 weeks. The researcher suggested an active learning approach to the course and the students filled out the Learning Preference Survey (Nunan, 2015) in their first week so that the researcher understood the needs and the preferences of the learners. The aspects which resonated with their needs the most were about grammar and structure, in other words, sentence error identification and sentence completion sections in a standardized general proficiency test which they took last semester and failed. During the first few sessions, these students did some exercises (or diagnostic tests) to test their

grammatical competence and their scores did not pass the criteria of achievement (50%); hence, their enrolment in the English grammar course.

The textbook used in this course was Delta's Essential Grammar to TOEFL (Gallagher, 2009). Each session was about some grammatical points and the researcher taught them to the students using the first approach to the teaching of grammar (Present, Practice, Produce). The researcher presented the grammatical points and let the students practice by doing the exercises. Regarding the production stage, these students took a long time to create or write a sentence to meet the grammatical points discussed because of two reasons. First, it took a long time to translate a sentence from the first language into the target language (English) because the students did not have much vocabulary. Second, the students as well as the researcher ran out of ideas after writing a few examples.

To tackle the delay during the production stage, the researcher thought that the reading materials in the textbook could be a good resource for this. Therefore, each student was asked to cite a few sentences out of a reading passage in their textbook. Then, they chose and underlined four words and changed one of them according to the grammatical points they had learned. Each student was asked to write 2 sentences, each with 4 multiple choices and 1 error. Afterwards, they swapped these test items with their classmates and checked their ability to identify a grammatical error in a sentence. At the end of the course, there should be 22 test items in this mini-test when all 11 graduate students in the course showed up. However, it turned out that only 9 students attended the last session. Therefore, there were only 18 test items.

Research Questions

1. Is it effective to teach sentence error identification techniques by asking students to create a mini-test for their classmates?

2. What do students think about this pedagogical approach to the teaching of sentence error identification?

The Findings

One of the challenges faced by English teachers with graduate students is that the graduate students, as adult learners, have to juggle the competing responsibilities: family, work and education. In this study it was impossible for all 11 graduate students to come to the same session. Therefore, there were always less than 22 test items in the mini-test part of each session. Given below are example test items taken from one mini-test. All of them are sentences taken from various reading materials in the textbook used in the English course for graduate students to prepare them for the next general proficiency test.

Excerpts of Mini-Test
Some entomologists <u>believe</u> that wings first <u>evolved</u> to <u>helping</u> the insect body <u>absorb</u> heat and later became organs for flight.

The fossil record <u>shows</u> that dragonflies, with two pairs of wings, <u>were</u> among the first <u>insects</u> to <u>flying</u>.

The man's <u>stories</u> <u>tended</u> to <u>being</u> about competition or <u>contest</u>.
Many anthropologists and linguists <u>have</u> studied <u>story-tell</u>, the accounts of personal experiences that people <u>tell</u> in conversation, because stories <u>reveal</u> a great deal about a person's worldview.

They <u>develop</u> models <u>to explaining</u> the interplay of <u>forces</u> and <u>to make</u> economic forecasts.

Moreover, it <u>analyzes</u> market failure by <u>examining</u> where and why <u>markets</u> fail to <u>producing</u> efficient results.

Whenever energy <u>is used</u> for <u>cope</u> with environmental fluctuations, it is not <u>available</u> for other <u>functions</u>.

She tried <u>telling</u> the truth in her <u>dances</u>, even if the <u>truth</u> was <u>unpleasant</u>.

Instead of <u>take</u> men's job in <u>industry</u>, as opponents <u>feared</u>, women <u>worked</u> primarily as domestics, typists and clerks. Consequently, few women earned enough to giving them any options other than marriage.

The Effectiveness of the Mini-Test Approach

This research was based on the principle of learner-centered education, in which learners should play a central role in their learning (Nunan, 2013). Theoretically, adult learners learn best when they are involved in learning activities and as such they should involve in their own assessment; hence, the mini-test approach in this research. To understand the effectiveness of this approach, however, the researcher looked at their scores from their diagnostic test and the general proficiency test rather than their mini-tests because their mini-test score was based on the seen passages and based on the practice-production principle rather than the authentic test items. Therefore, the effectiveness in this context refers to the scores from two types of standardized tests administered by the university: the diagnostic test (before the term) and the proficiency test (at the end of the term).

Table 1. The scores of the students according to their diagnostic test and general proficiency test

Student	Diagnostic Test (%)	Proficiency Test (%)
1	25	45
2	30	37
3	27	27
4	30	-
5	-	32
6	32	27
7	42	-
8	42	35
9	-	33
Average Score	28.5	33.7

According to Table 1, there were only 9 students in the data. Two of them missed the diagnostic test and two did not take the proficiency test in that semester (so they needed to retake it in the next semester). Their average actual test score was 33.7% compared to their average diagnostic test score which was 28.5%. Although they all failed the general proficiency test, some of them had a major improvement while others did not.

The Student Feedback on the Mini-Test Approach

The students in the English course were asked to offer feedback at the end of the course. They contended that this approach was useful and helpful for their grammatical understanding but they did not feel confident about their own ability to make mini-tests. Further, although some of them could correctly identify grammatical errors, they were still unsure of the 'correct' grammatical forms of unfamiliar vocabulary.

The reason why they were not confident about their own ability to make mini-tests was due to the fact that the researcher noticed some spelling mistakes in the test items created by some students. Examples of spelling mistakes included the omission of '-s' for plural nouns and for verbs after third-person pronouns or singular nouns. For example,

Example Test Items 03-04

a) Some entomologists <u>believe</u> that ***wing*** first <u>evolved</u> to <u>helping</u> the insect body <u>absorb</u> heat and later became organs for flight.

b) Whenever energy <u>is used</u> for <u>cope</u> with environmental fluctuations, it is not <u>available</u> for other ***<u>function</u>***.

According to the example test items 03 and 04, the actual mistake was 'wing' in Item a) but this mistake would be harmful and confusing when the students needed to identify a mistake in Item b) because other people, including the researcher, were unsure about the number of mistakes in that sentence. Item b) might contain 2 errors: ***cope*** and ***function***. Although this technique was helpful, the researcher as well as the students needed to be more careful with the test items. Therefore, some students still felt that tests should be made by lecturers or experts, not themselves. It seems that by pointing out to students that what they transcribed from the reading passages still contained a mistake, the researcher had reinforced their belief that they were not good at English and would not be better at English because they misspelled a word even when they just copied the sentence from the textbook.

Another finding from this study was that although some of them could correctly identify grammatical errors, they were still unsure of the 'correct' grammatical forms of unfamiliar vocabulary. In this study, unfamiliar vocabulary refers to words or phrases or expressions which (1) students cannot guess the meaning correctly or (2) students can guess the meaning but are not familiar with their usage or forms. To illustrate,

Example Test Items 05-06

c) She tried <u>telling</u> the truth in her <u>dances</u>, even if the <u>truth</u> was <u>unpleasant</u>.

d) Many anthropologists and linguists <u>have</u> studied <u>story-tell</u>, the accounts of personal experiences that people <u>tell</u> in conversation, because stories <u>reveal</u> a great deal about a person's worldview.

According to these two example test items, students in the course were not familiar with these words: ***unpleasant, anthropologists, linguists, story-tell, reveal, worldview***. In Item c), most students were able to identify that the error in this statement was 'telling' but some of them said that the correct form was 'tell' instead of 'to tell' because they were influenced by Item d) which contains many instances of 'tell'. However, after the researcher pointed out that according to the 'formal' grammar rules, the phrase 'tried telling' is grammatically correct although the meaning of this form might differ from the form 'tried to tell', the students felt that they could never make a mini-test for themselves because there were other rules they did not know. In Item c), the choice 'dances' might be an error because the actual word might be 'dance' and this explanation seems to add to their belief that their level of grammar was still low and would probably remain low because they were not familiar with various forms of the words in use. Therefore, in some cases, their intention to make a mistake turned out to make space for more meanings and interpretations which require more grammatical explanations.

Conclusion and Discussion

In this study, students were asked to create mini-tests for their classmates as part of an 8-week English grammar course at a university with the aim to teach them how to identify an error in a sentence. There were 9 students in the data. Their average actual test score was 33.7% compared to their average diagnostic test score which was 28.5%. Although they all failed the general proficiency test, some of them had a major improvement while others did not. It might be that these students mastered only some of the grammatical rules and structures while the remaining grammatical rules were still their uncharted territory. Therefore, they could not perform well in their sentence error correction section.

The students in the English course were asked to offer feedback at the end of the course. They contended that this approach was useful and helpful for their grammatical understanding but they did not feel confident about their own ability to make mini-tests because there were still typographical mistakes caused by the students, resulting in their lack of confidence in creating a mini-test. The students felt that making tests should be a duty of lecturers, teachers and experts.

Further, although some of them could correctly identify grammatical errors in the mini-tests created by their classmates, they were still unsure of the 'correct' grammatical forms of words or phrases in the sentence. In some cases, their intention to make a mistake turned out to make space for more meanings and interpretations which require more grammatical explanations.

Recommendations for Future Research

Based on this research, the researcher would like to suggest the following recommendations for future research.

1. There should be a study into how to make students feel confident with their own grammar because their level of confidence is affected by their attempt to make a mini-test without an error.

2. There should be a study into the relationship between grammar and reading in English test in order to examine to what extent grammar teaching helps them understand the reading passages.

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The Influence of Task-Based Language Learning Activities on EFL Reading Ability

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The task-based approach offers different tasks that promote classroom engagement of EFL learners. This study aimed at investigating the effects of task-based language learning activities on the reading ability of high school. The participants were 68 11th graders enrolled in an EFL reading course in 2016. The participants were divided into a control and experimental groups. Four research instruments were employed in this study; the pretest and the posttest, the researcher's observation form, task-based reading activities, and interviews. The findings showed that the task-based reading activities were a powerful tool in promoting the class engagement as well as in the improvement of the reading ability of the participants. The participants in the experimental group performed better at the .05 level of significance. The data from the interview questions also revealed grouping, time allocation, language proficiency and having positive attitudes were the factors towards learning reading with task-based activities.

Keywords: Influence of Task-based, Language Learning Activities, EFL reading ability

Introduction

Reading is one of the essential skills that EFL learners have to learn. It is the key to be a successful language learner for because of a huge amount of input or information available around. Without the skills in reading, it is even more difficult to reach the goal of success (Anderson, 1999; Grabe, 2009; Tang, 2000). The situation in reading class is usually pictured teachers playing the dominant role while students only passively listening to the teacher' talking. It is considered a teacher-centered approach. As a result, students do not engage with class activities and there is a lack of the opportunity to practice the language. Thus, they usually are not motivated to learn the language in class (Hong-qin, 2007).

In Thailand, English has been a compulsory subject in every level. This means that Thai students are learning English as their foreign language. Thai students spend more than 10 years learning to use English language from their pre-school to their high-school levels (Ministry of Education, 2008). Consequently, it is naturally expected that Thai students have a good command of English and are able to reach a high English proficiency level but this is not the case. In 2014, the Office of the Basic Education Commission of the Ministry of Education launched the urgent policy about the English teaching reform in

order to improve the English language ability of the students as it is needed as a basic life skill for the 21st century students (English Language Institute, 2014).

Reading in the Thai context is not successful. A research conducted by the Education First English Proficiency Index (EP EPI, 2015) revealed that in 2015 from seventy countries, Thailand ranked 62nd, and 48th from 63 countries in 2014, with the average score of 45.35 and 47.79 respectively. Thailand has been labeled as having "very low English proficiency". Comparing with the other Asian countries such as Malaysia, Singapore, Indonesia and Vietnam, Thailand is almost at the bottom of the rank. Moreover, the results from the Ordinary National Educational Test (O-NET), National Institute of Educational Testing Service (Public Organization) or NIETS showed that lower secondary students are weak in English with an average score 30.35, 27.46 and 30.62 out of 100. The average scores of upper secondary students were 25.35, 23.44, and 24.98 respectively (O-NET report, 2016). Chawwang (2008) stated that three main areas were considered as the problems for Thai upper secondary students: sentence structure, vocabulary and reading comprehension which sometimes are from teachers' ways of teaching. Although Thai students have been studying English for long time, they cannot analyze what they have learned into their daily life, specially, when they have to read academic texts, journal and documents (Suphutayothin, 1999). To learn English as a foreign language, Thai students need to find and search some information from various printed sources in English. Also reading is considered a basic step for further writing and thinking skills which they need to gain so that they are able to plan their future career in a competitive labor market (Sritulanon, 2013).

The use of tasks can be an effective framework to improve this situation (Willis, 1996; Hong-qin, 2007). Implementing a variety of tasks can enhance their students' learning since the use of task-based learning as students have more involvement learning process (Ruso, 2007). Using task-based learning activities in reading class, students play a dominant role, while teachers turn to be the facilitators or observers who only guide or give suggestion when students need, not the one to play the most important role in class.

Banthaenwittaya is a medium-sized school with approximately 1,400 students. English has been taught as a compulsory subject in every level. Upper level classes (Matthayomsuksa 4-6, or grade 10-12) are divided into three learning structures: Science-Math, Math-English and Art-Occupations. For those students in Math-English classes have a chance to learn English more when compared to other classes. However, English learning achievement cannot be successful. Reading skill in upper secondary level is needed because they will have to study in a higher/ university level where entrance test is needed.
As the teacher of the Analytical Reading Course of Matthayomsuksa 5 students, the researcher knew that most students were not able to comprehend the texts. Most English reading courses in the researcher's school context are traditional classes which means classes are teacher-centered. Students are passive learners who only read the passage and listen to the explanation from the teacher.

To a large extent, most students lack motivation in learning reading and their performance in reading comprehension is still far from satisfactory, especially when considering their vocabulary and writing skills. The current situation leads to students' poor learning motivation.

The task-based learning approach is considered an instructional tool that will intrinsically motivate students to engage with the class reading activities. Task-based approach provides the learners with a number of opportunities to use the language without worrying failures in accuracy (Willis, D. & Willis, J., 2007). By considering TBL approach, design, and procedure in connecting to EFL principles, it is expected to help students achieve communicative competence and develop their autonomy.

Thus, the researcher finds it necessary to seek an alternative method that engages students to learn reading and improve their comprehension.

This study implemented the constructed task-based language learning activities to promote the reading ability of the 11th grade students. Students had an opportunity to practice reading through different activities and tasks which were designed to study the effects of using task-based learning activities. The study focused on the effects of TBL approach on students' reading ability.

Objectives

1. To investigate the effects of the task-based reading activities on the English reading ability of 11th graders

2. To study factors involving with the use of task-based reading activities

Research Questions

1. How does the use of task-based reading activities affect the of learners' reading ability?

2. What are the factors involved students' reading ability through the use of task-based language learning activities?

Review of Related Literature

Task-Based Learning (TBL)

Allen (1988) defined the word "task" as an activity which requires the learners to arrive at a learning outcome through some process of thought, which allows the teachers to control and regulate that process. Wang (2006) claimed that using task-bask language learning in classrooms is one way to help learners get closer to the real situation. Students will be capable to reach a higher rate of acquiring a language because it affords them with an explicit intercourse objective. The collaboration is needed to follow the objective, where inclusive input can appear, and language acquisition is simplified. Nunan (1989) also stated the special nature of classroom based interaction. He defined a task as "a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather that to manipulate form".

For reading skills, TBL is a student-centered approach as it engages the learners to focus on the task. Therefore the students play the central role. In the reading class, students are provided with many chances to be involved with teachers. Moreover, reading tasks have specific goals, procedures and methods for students to follow; the goals of reading activities are for students to explore and experience language, and to develop reading skills (Saiyod, 2009). Accordingly, the principles in TBL fit well with the aim of the communicative language teaching and theoretically connect to the sphere of SLA in terms of enhancing learners' ability to use the language communicatively and manage their own learning (Van den Branden, 2016). Tasks are the activities requiring the students to use English language naturally to complete in both communicative and productive.

Types of Tasks

Willis (1996) claimed that there are six different types of tasks:

1. Listing. Learners can join the activities by brainstorming and fact finding which can help them complete some works of list or draft a mind map.

2. Ordering. Learners will categorize, rank or classify some information.

3. Comparing. Learners need to find the differences, similarity, or match the information.

4. Problem solving. Learners need to take part in the situation, analyze and make a decision.

5. Sharing personal experience. Learners describe their attitudes, opinion, which can be the discussion about the differences of societies and cultures

6. Creative tasks. Learners need to create a task exposing to authentic language. The activities can combine fact finding, brainstorming, comparing, sorting, ordering or problem solving.

To apply tasks into class, Willis (1996) presented a three stage process as follow:

1. Pre-task: Introduction to the topic and task:
        Teacher explores the topic with the class, highlights useful words and phrases, and helps learner understand task instructions and prepare. Learners may hear a recording of others doing a similar task, or read part of a text as a lead into a task.

2. Task cycle: It comprises task, planning and report
        Task: students do the task in pairs or small groups. The teachers monitor from a distance, encouraging all attempts at communication, not correcting. Since this situation has a "private" feel, students feel free to experiment. Mistakes don't matter.

        Planning: students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Since the report stage is public, students will naturally want to be accurate, so the teacher stands by to give language advice.

        Report: some groups present their reports to the class, or exchange written reports, and compare results. Teacher acts as a chairperson, and then comments on the content of the reports.

3. Language focus: It comprises Analysis and Practice.
        Analysis: learners may now hear a recording of others doing a similar task and compare how they all did it. Or they may read a text similar in some way to the one they have written themselves, or related in topic to the task they have done.

        Practice: teacher conducts practice of new words, phrases, and patterns occurring in the data, either during or after the Analysis.

        Sometime after completing this sequence, learners may benefit from doing a similar task with a different partner.

        In conclusion, there are three steps to do task-based learning in classroom; pre-task, task cycle and language focus

Related Studies
        This portion attempts to identify differences and similarities that involve reading skills from previous studies.

        First, Keyvanfar and Modarresi (2009) studied the effectiveness of using task-based reading activity on the improvement of text comprehension of Iranian young learners at the beginner level. Two groups of students (control and experimental groups) were administered the pre-test and post-test. While the experimental group received instruction using four different tasks, the control group was instructed

via classical reading activities. Then, they compared the reading achievement through *t*-test and the result showed that the experimental groups performed better. This study also showed that students enjoyed creating the creative product type of task.

In a similar study, Jabbarpour (2011) tried to use various tasks to improve students' performance from the easiest (close ended tasks) to the most difficult (open-ended tasks). To achieve this purpose, two homogeneous groups of subjects were selected while in the control group the task items were sequenced from the easiest to the most difficult. In the experimental group the reverse was the case. The findings revealed that sequencing the tasks from easy to difficult does not significantly improve students' performance.

Hasan (2014) studied the use of task-based learning in teaching English on the oral performance of secondary students. Two groups of students (control and experimental groups) involved this study. The researcher used one way dialogue and two way dialogue in the task-based speaking exercises, and it showed the statistically significant difference between the two groups. The result supported the effectiveness of using task-based learning in teaching English in secondary students.

Furthermore, Moonwaeng (2007) studied the improvement of paragraph writing performance of upper secondary students using task-based instruction. Fifty upper secondary students were the participant of the study. The results showed student got higher scores after the use of writing task activities.

In addition, Saiyod (2009) also studied effects of task-based English reading instruction on reading comprehension ability of elementary school students. 35 students took part in the study. Reading comprehension pretest and posttest along with the open-ended questions were constructed. After the experiment, student performed better and they also stated the effectiveness of using task-based learning activities.

From the previous studies, it was proven that using task-based learning was effective upon different language skills. However, there was no research study to combine TBL framework with CEFR to study the effect of TBL on the reading ability of Matthayomsuksa 5 students. As such, this study focused on the combined framework of task-based learning and CEFR in upper secondary context (Matthayomsuksa 5 students).

Research Methodology

Participants
The participants of this study were the two classes of Matthayomsuksa 33 boys, 35 girls) studying in the second semester, academic year 2016 at Banthaenwittaya School, Chaiyaphum Province. M.5 students were studying Analytical Reading Course, a compulsory course for M.5 students who study in Math-English structure. They have studied Analytical Reading course 1 and 2 since they were in Matthayomsuksa 4. That means they have studied this course continuously, so basic reading strategies have been employed since the first semester. These students are supposed to have a high English proficiency level at B1 level of CEFR according to the curriculum. They would take an ordinary national educational test (O-NET) in the following year as well as pursue their higher education. Therefore, it is essential for them to be well-prepared. The participants were selected through a purposive sampling technique.

Research Instruments
Four major instruments were used in this research 1) a pre-posttest consisted of 20 items of multiple choice and matching 2) an observation form 3) task-based reading activities and 4) interview questions.

The pre-test and the post-test were constructed in the reading comprehension form based on learning outcomes of upper secondary level (Matthayomsuksa 5) regulated by the Ministry of Education along with the school curriculum and CEFR level. The pre-test and posttest were administered to both two groups (control and experimental groups). The variety of short reading passages focused on students' reading skill (10 items of multiple choices), vocabulary (5 items of matching), and language focus (5 items of multiple-choices). The data measured from the pretest and posttest of the two groups was the mean scores of before and after using task-based activities. The statistics used to analyze the data were means, standard deviations, and *t*-test.

When doing the tasks, students in an experimental group were observed by the researcher. The objective of observations was to investigate the participants' behavior while they were in English class. The researcher took notes in order to check whether or not they pay attention to the activities, or ask their classmates about some words they didn't know. The students were observed while doing their task in the classroom.

The tasks were designed with the reading materials and exercise in the student's' book (Mastery in Reading). Both groups used the same texts. The only difference was the activities for the experimental group which were designed according to TBL framework combined with school curriculum and expectation from the Ministry of Education.

The tasks were designed into various types as followed:
        Task One: Adventure (Creating Poster)
        Task Two: Technology (Creating Power Point)
        Task Three: Discovery (Do the role play)
        Task Four: Famous People (Creating the story board)

Finally, the participants were interviewed in order to identify their attitudes while learning English through tasked-based learning activities, the difficulties, as well as their learning environment. After students in an experimental group had a post test, six students from different groups of scores were interviewed individually with the same three open-ended questions (high =3, low scores=3).
The data from the interview was analyzed to identify the factors involving their reading skill through the use of task-based reading activities

Research Procedures

Two classes were selected purposively as there were two classes studying Analytical Reading Course. They were assigned into the control and experimental groups because they were two classes studying this course and they were at the same English proficiency level. The treatment started and lasted for 20 hour sessions. Each week, students took four hours for this course: one hour for each time.

In the control group, for the first hour, the pre-test was administered. Then the students worked on some words and phrases; studied new words, and learned simple grammar structure. After that, they read a passage, and answered some comprehension questions of open-ended, true/false, and matching types (kinds of simple reading exercises according to the traditional reading class) and continued to read other passages for the next period followed by exercises. Finally the reading post-test was employed.

In the experimental group, the pre-test was also employed. Then the tasks were used. Five hours were needed for each task, totally five weeks for four tasks. The teacher divided students in group. During the tasks which were designed differently as mentioned in the previous part, the teacher observed the

students and took notes. After the post-treatment, the reading post-test was implemented. Finally, six students (three highest score students and three lowest score students) were interviewed.

Findings

Responses to research question 1

The pre-test and post-test were constructed to study students 'reading ability in three reading elements: reading comprehension, vocabulary, and language focus, in which the effectiveness of the design task-based reading lessons can be identified.

According to research question 1, the effects of the implementation of the designed task-based reading activities on the development of learners' reading ability are the main focus. The source of data to response to the research question is the comparison between the samples t-tests for pre- and post-treatment test results of both groups.

Pre-test and post-test were main instruments to study students' reading ability. The pre-test and post-test were analyzed by using the average means, the t-test score, and the standard derivation. The reading scores of students in both the control group (33 students) and the experimental group (35 students) are shown in Figure 1.

Figure 1 Comparison of pre-test and post-test results of the control group and the experimental group
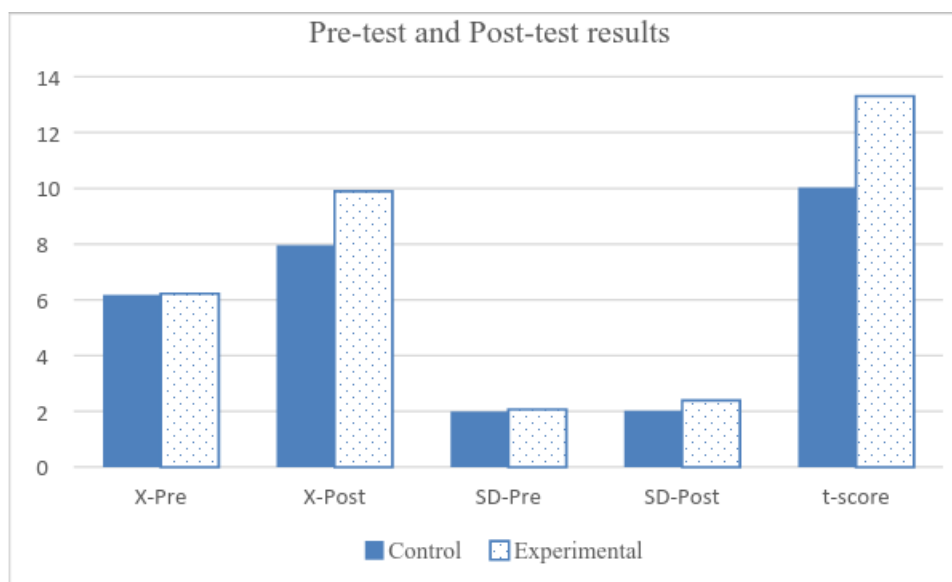
From the figure above (Fig. 1), the paired sample t-tests were conducted to evaluate the significant difference of the mean scores in reading tests within each group before and after the study. The result from reading tests performed by the control group indicated that the mean scores at the two points of measurement (M pre test = 6.18, M post-test = 7.97) was significantly different (t = 10.03, df = 32). Participants in the control group increased their performance in reading skill after the study. The result from reading tests performed by the experimental group revealed the mean scores difference at the two points of measurement (M pre test = 6.22, M post-test = 9.89) was statistically different (t = 13.307, df = 32). The experimental group also obtained a higher level of reading score after the study.

In addition, Figure 1 presents the mean scores of control and experimental group. 6.18 and 6.22 respectively. This ensures that both groups belonged to the same population, and therefore could act as the participants of this study. In other words, the students were at the same level and the researcher could run the research which could lead to the comparison of the reading skill performance of the experimental and the control group at the end of the reading activities.

The comparison reveals that both the experimental group and the control group improved their scores between pre-test and post-test. However, a significant improvement can be observed from the *t-*score of the experimental group which reaches 10.

Responses to research question 2
In research question 2, the inquiry is on the factors affecting students' reading ability through the use of task-based language learning activities. To satisfy the question, the data is drawn from three sources: the observation checklist, the task presentation and the interview.

The observation
During the implementation of the reading activities, the observation checklist was adopted to explore the participants' progress and behaviors. The participants' reading behaviors were observed and recorded every period. The finding from the observations revealed that the participants performed better from task to task. The mean scores from task 1 to task 4 tended to increase

The Interviews
From the interview, the findings indicated that the task-based course encouraged learners to become more independent and addressed their real world academic needs at satisfying level. The participants had different idea through the use of task-based reading activities. It was stated that a strength of TBL was that students gained confidence with using the English. Students said they often produced the language but overused the native language. It can be concluded that the factors that raises student's interest were the way they work together and the task itself.

The main problem is the limitation of time when perform the task, and language proficiency. The participants agreed that they were given less time than wanted.
Students explained that they were shy when they worked with and used the target language in the activities like pair work, group work exercises.

Conclusion and Discussion

Many research studies show the effectiveness of using task-based learning activities on students' ability. Their ability increased significantly (Keyvanfar&Modarresi, 2009; Jabbarpour, 2011; Hasan, 2014; Moonwaeng, 2007; Saiyod, 2009). Therefore the finding of this study supported the results from other studies. It was found that task-based reading activities had an effect on students' reading ability due to the difference between the pre-test and post-test from students learning reading with traditional class and those with task-based reading activities. After implementing task-based reading activities, reading ability of M.5 students significantly improved. This showed that learning reading English through task-based reading activities for the secondary students was effective.

The factors which relate to students' reading ability when task-based learning activities were the groups work that motivated them to learn reading. Hence task-based reading activities increased student's interaction when they worked together. Therefore, the result of the group arrangement was another key aspect in student reading skill. The effectiveness of task-based language learning on reading skill also reflected the ability of students in high English proficiency when they worked in group. These students

could perform better comparing from the first until the last task and they could encourage their friends who were in the same group.

The observation results revealed that the English language used when the participants were presenting tasks was free, confident, and fearless. Moreover, during the task completion, participants tried to use the target language without worries. A few of students shared different aspect as they could use the target language without fear and when they didn't understand, they could ask for assistance from their classmates in the same group or the teacher.

It was obvious that the success of TBL depends on several factors. Firstly, a clear purpose of choosing TBL is of great importance with the role to increase learner activity. Secondly, the teacher's role in producing and supplying different tasks is important. Task-based is successful more if it involves with the learners. Thus the teacher in this study encouraged students with the activities that provided them with the opportunity to try, interact, and think spontaneously, individually and originally with English language.

As the participants were required to complete the tasks by doing themselves, they were the ones who immersed with new personal experience with the English. The teacher thus has constituted a large part in taking the responsibility in raising the awareness, following the reading task activities.

Limitations

This study was limited by the time because one period in the school curriculum is fifty minutes. Sometimes students were late from other classes that caused the time in that period decreased, so they could not completely finished their task.

Recommendations

This study serves as one of the studies in order to explore the area of using task-based activities in reading English. It establishes the framework to study students' reading ability and its factors through the use of task-based learning activities. Some recommendations can be considered for the further study as follow:

Further studies should expand their participants into different levels to confirm the positive impacts of TBL.

Secondly, the time allocation should be considered for further study. This study the researcher has expanded the time for students but time is still the factor in using TBL.

Finally, the use of task-based activities in other language skills should be studied in order to study the factor and limitation when employ this strategy.

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Improving English Speaking Skill Focusing on Rhythm through Series of Self-Recorded Video Tasks: A Case Study at RMUTI, Khon Kaen

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This research study attempted to improve the English speaking skills focusing on rhythm through series of self-recorded video tasks of 18 purposively selected respondents majoring in Management from Business Administration, Technical Education and Engineering faculties. They were 2nd year- students taking English for communication course in 2nd semester of the academic year 2016 at Rajamangala University of Technology Isan, Khon Kaen Campus. Six task-based learning activities with a free task within Willis framework (1996) were implemented with six research instruments i.e. pre/posttests, seven tasks, small group semi-structured interview, questionnaire, classroom observation and self-assessment forms. Their speaking skills improvement was assessed by three inter-raters i.e. a researcher as a teacher herself, an English expert as a university lecturer and a native speaker as an English teacher. All findings showed the same positive trend with strong correlations. The sum of the mean scores of the pre/post-tests ranged from 2.59 to 3.35 with significant statistics at 0.00 ($p < 0.05$) which were similar to those of six self-recorded video tasks and free tasks at 3.21 and 3.10 respectively indicating the average speaking skill improvement with positive opinions on the treatment for developing their intelligible communication with English rhythm.

Key words: English Speaking Skill, English Rhythm, Self-Recorded Video Tasks

Introduction

The importance of English has been highly regarded by Thai educational policy makers because English is required as one of the compulsory subjects in Thai educational system at all levels (Ministry of Education, 2008). In fact, according to the Basic Education Core Curriculum (2008), Thai learners are expected to learn at least another foreign language apart from English out of Asian or European languages like Vietnamese or Spanish in order to be able to communicate in various situations for specific purposes such as for seeking knowledge, engaging in a livelihood and pursuing further education at higher levels.

In particular, Thailand becomes part of the Association of South East Asian Nations (ASEAN) in 2016, with English as the official or working language. However, Thailand is a monolingual society with only Thai as an official language; and English is used only as one of the foreign languages but not as a working language in a daily life. Thus, communicating in English is challenging for Thais as the Thai language is extremely different from English especially in forms of connected speech with rhythm. This is because

Thai EFL learners not only need to compile syntactically but also phonological knowledge to make the speech intelligibly. As a result, a key for transferring message effectively for Thai learners is correct pronunciation. This specific problem has been found by many researchers who have tried to solve it but it seems to yield little success due to many factors. For example, Sumdangdej (2007) found that the majority of Thai learners who started learning to speak English shared similar problems in speaking English. That is almost all of them mispronounced the clusters, deleted the final sound of an English word and misplaced stress in disyllabic and multi- syllabic English words. As a result, his study implemented the correct input in form of a tape record by native speakers aged the same as the samples as a model for natural acquisition specifically for English beginners. Also, Nokaew and Ruanklai (2010) compared Thai learners' speech pronunciation with 6 English native speakers focusing on stress and rhythm of intonation. The result indicated significant differences in speech production of stress and rhythm of intonation among Thai learners from the norms of speech produced by English native speakers signifying their poor English pronunciation due to the lack of English sound knowledge and an inadequate opportunity for practicing speaking skill. This is similar to the findings of Maurice (1986) and Aoki (1999) revealing a low level of English speech with stress and rhythm among Thai learners.

To deal with this problem, this study aimed at improving Thai learners' speaking skill focusing on English rhythm through a series of self-recorded video learning tasks. These specially designed task-based learning activities were assumed as an effective approach for the target learners to practice the language within a meaningful context with opportunities to communicate in authentic situations. This, in turn, motivated them to achieve the communication goal and allowed them to assess their performance resulting in their own performance improvement through noticing the mistake to be revised in the next task (Ellis, 2003).

Objectives of the Research

Based on the study's problems and rationale mentioned earlier, this study mainly attempted to enhance the target learners' English speaking skill by focusing on rhythm through a series of specifically designed self-recorded video tasks. This is also to find out their opinions on learning to improve their English speaking skill focusing on rhythm through the series of self-recorded video tasks. With these specific purposes, the present study was designed based on this conceptual framework.

Conceptual Framework

The conceptual framework which the study was based on in order to accomplish its main objectives covers the identified speaking skill problems with English rhythm and the task based learning to solve the problems with the supports of relevant theories of second language acquisition.

It was found that the target learners had great difficulties in producing intelligible English connected speech due to the lack of knowledge and practice English rhythm. Thus, English rhythm is the emphasized feature of English connected speech in this current study. Rhythm as a prominent feature of English connected speech consists of other different features like word stress, sentence stress, intonation and weak and strong forms and others (Kelly, 2000). While Brown (1990) defined English rhythm as "the contrast of stressed and unstressed syllables, Pike (1945) viewed it as "the pattern of speech which syllables tend to occur at regular interval which is also called a stressed-time rhythm." In focus, the pattern of rhythm in the present study is the timing of syllable length, syllable stress and pauses based on Lado (1964), Celce-Murcia and Olshtain (2000). It is clear that there is a close relation between stress and unstressed syllables with regular pauses in English speech.

Thus, to gain the right rhythm pattern is a driving force for learners to acquire intelligible speech. They were enabled to achieve their communication goal with improved English skill focusing on rhythm through learning and practicing via task based learning activities. Specifically, this study adapted Willis's

task based learning framework (1996) and implemented it not only for learning and practicing the target language but also as a system of self-assessment and teacher & peers feedbacks in order to achieve its objective i.e. enhance English speaking skill focusing on rhythm through a series of specifically designed self- recorded video tasks. Willis framework of task-based approach (1996) consists of three stages:

1. Pre-task stage focuses on preparing learners. In this study it was introducing a topic and lexis with main features of English pronunciation. For example, the key words in each lesson and sentence structures for learning English rhythm as the pattern of speech a regular interval of syllables with the timing of syllable length, syllable stress and pauses. This includes doing a semi-controlled task as well as briefing a task in order to help plan a free or target task.

2. Target task(s) is where three phases of task cycle is undertaken starting from the students *do* the task to achieve the task goal after that they *plan* to present the outcome to and finally they *report* their outcomes in forms of the self video recorded speaking tasks while a teacher as a chairperson and their peers provide feedbacks, Also, he learners themselves assessed their own performances or do self-assessment.

3. **Language Focus** is when features of the text with new words or phrases as a learners' outcome out of their tasks are examined and discussed guided by the teacher. In particular to this study, the teacher guided the learners to analyze the target language features of the connected speech produced by learners focusing on English rhythm. The learners were actively involved in this examination and discussion for better understandings. Then the learners practice these specific forms or patterns to aid and recall for more effective language acquisition including raising learners' awareness of English rhythm.

Moreover, in enhancing English speaking skill through a series of self- recorded video speaking task, English rhythm was not explicitly taught as the target learners were none English majoring students and the course taken was not English phonetics one. As a result, the English rhythm was implicitly taught through the conversation which was assumed to cause natural acquisition through a series of task based learning activities with the correct input recorded by a native speaker of English. This is assumed to be comprehensible input for the learners. This was supported by Krashen's language acquisition hypotheses (Krashen, 1981) especially Input Hypothesis, Acquisition-Learning hypothesis, and Affective Filter hypothesis. These hypotheses claim to facilitate natural acquisition. To clarify the points, through active participation in the series of self-recorded video speaking tasks after attentively listening to a native speaker's recorded tape as a comprehensible input, the learners were exposed to the target language with ample opportunities in a natural way to obtain the input with the adequate frequencies in practicing the target language with enjoyment. This is assumed to result in natural language acquisition of English connected speech with rhythm.

Methodology

Participants and Research Instruments

Eighteen (18) purposively selected samples out of 600 populations who were the second year non- English major students the faculties of Technical Education, Business Administration and Engineering served as the respondents of the study. The samples of the pilot and the main studies were from the Business Administration majoring in Management. They were taught by the researcher herself, so they were selected through purposive method. The pilot study was conducted in the first semester while the main study was done in the second within the English for communication course (00-031-102) at Rajamangala University of Technology Isan, Khon Kaen Campus in the 2016 academic year.

Six research instruments were used respectively. Firstly, pre-post test in form of dialog video clip was recorded by the researcher at the beginning and the end of the study to measure learners' speaking

skill improvement. Secondly, the series self-recorded video tasks were assigned consistency at the end of the each six lessons to keep learners practice speaking English with rhythm. The first six tasks were self-recorded dialog video as a semi- guided task in a small group work among peers while the last task was a free task, which learners were required to video -recorded their own authentic conversation with native speakers in a real situation with their own choices. Thirdly, classroom observation form was used in order to evaluate learners' improvement while learners were taking part in learning activities observed by the teacher as a researcher and the other instructor as her colleague. Fourthly, the self-assessment forms were delivered to learners at the end of each lesson to allow learner to assess their own performance. Fifthly, questionnaires were delivered to learners after the post test to reflect their opinions on the research treatment and lastly, a small group semi-structured interview was conducted to represent self-perceived language improvements and opinions on the treatment.

Research design and Data collection

This study was a classroom based research using one group pre-post test design with mixed method, both quantitative and qualitative methods. The data were collected by 6 research instruments:1) the pretest and the post test, 2) the series of seven tasks, 3) the class room observation form, 4) the self-assessment form, 5) the small group semi-structured interview and 6) the questionnaire. The quantitative data were analyzed by a SPSS program and then presented in forms of percentage, mean ($\bar{\chi}$), standard deviation (S.D.), and *t-test* including Likert (1932) scales while the qualitative data were presented in form of descriptive narration.

Analytical design

The analytical design of this study was based on *Eduard R. Tufte (1997).* The design *focused on cause and effect reflecting the causes of the target learners' speaking problems with their negative effects before the treatment and also the solutions for their speaking problems and their positive effects after the treatment as* displayed in figures 1 and 2.

Figure 1 The Cause and Effect Diagram of Problems in English Speaking
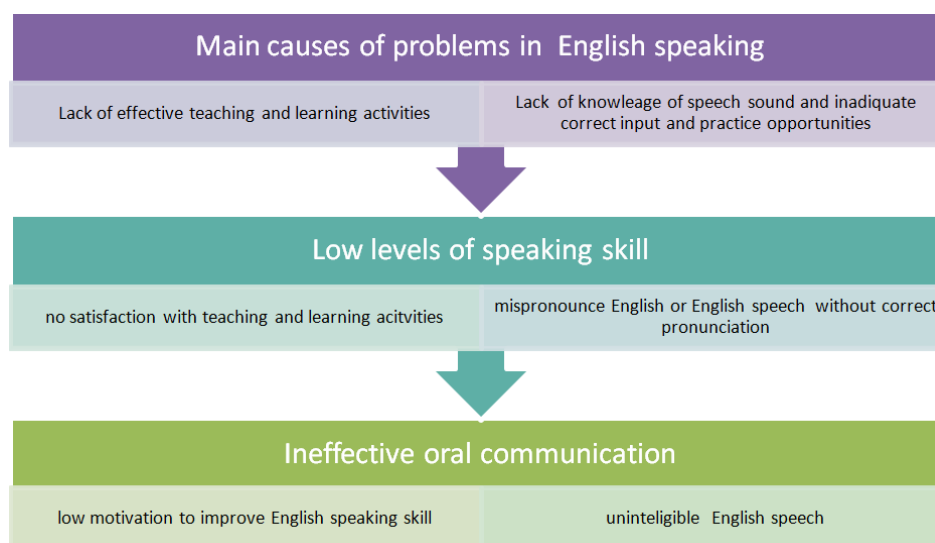

Figure 1 presented the main causes of the learners' problem in speaking English with the negative effects; that is the learners lacked of knowledge of English sound with an inadequate correct input and effective learning activities with opportunity to practice speaking skill. As a result, the learners had a low

level of speaking skill leading to no satisfaction with teaching and learning activities. This in turn entailed mispronunciation or English speech without correct pronunciation. This directly resulted in their ineffective oral communication also causing low motivation to improve their own speaking skill eventually leading to unintelligible English speech. However, the solutions for their speaking problems can be illustrated in figure 2.

Figure 2 The Cause and Effect Diagram of Speaking Skill Improvement
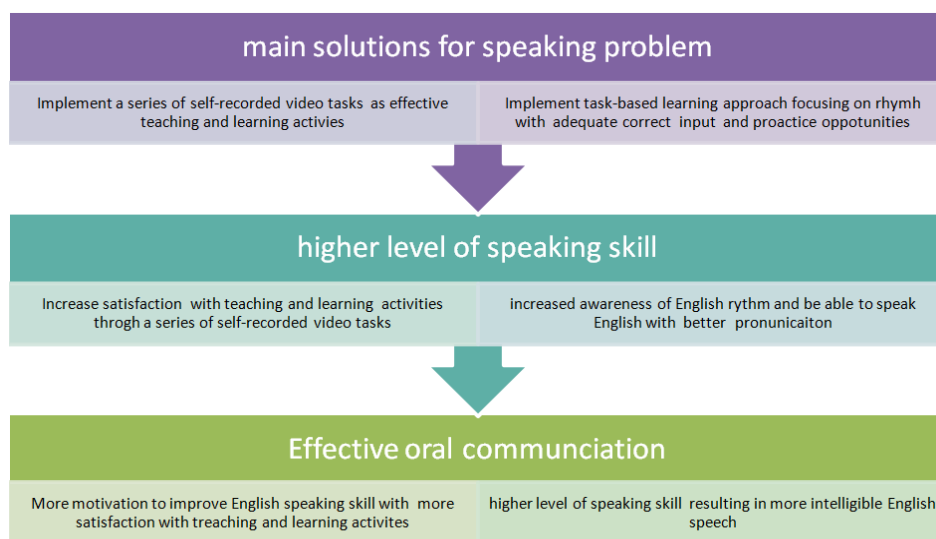
Figure 2 reflected how to solve the problems in English speaking skill of the target learners through the implementation of a series of the self-recorded video speaking tasks focusing   on English rhythm. The implementation of a series of specifically designed dialog tasks proved to be effective teaching and learning activities. It provided the target learners with adequate correct input and ample opportunities to practice and expose to the authentic language resulting in their higher level of speaking skill with increased satisfaction with the treatment and raised awareness of English rhythm in connected speech. This directly led to their effective oral communication with higher intelligible speech resulting in more motivation in improving own speaking skill and higher level of satisfaction with a series of the self-recorded video speaking tasks focusing   on English rhythm.

Results

The results in terms of speaking skill improvement were reflected through these research instruments:

1. Pre/Post tests showed the average improvement of the learners in terms of speaking skill with English rhythm at the end of the study as a result of the implementation of the series of self-recorded video dialog tasks with the higher post test mean scores at 3.35 than those of the pre test at 2.59 with the statistical significance at 0 .000 ($p < 0.05$) as shown in table 1.

Table 1 The Statistical Significance of the Pretest and Post Tests

Tests	$\overline{x}$	S.D.	*t-test*	Df	Sig (2 tailed)
Pre test	2.59	0.55	-8.65	17	**.000
Post test	3.35	0.48			

**$p < 0.05$ (n = 18)

2. Six Self-Recorded Video Tasks as a Semi-Controlled Task also signified learners' improved speaking skill at an average level through the increased mean scores of task 1 to 6 growing from 2.6 at the first task to 3.6 at the sixth task as shown in figure 3.

Figure 3 Results of six self –recorded video tasks
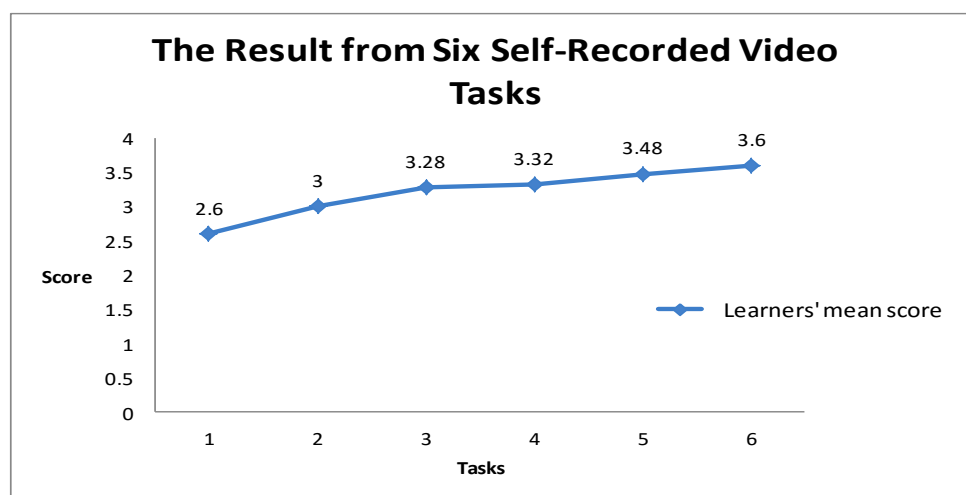
3. The Free Task also denoted the learners' speaking skill improvement at the average level with the mean scores at 3.10 out of 5. This task had proved their real ability in using what they had learnt inside the class to *communicate with an English speaking foreigner in a real life situation* which is different from those six tasks which they *communicated with their own peers in a role play.* None of their communications was broken down. Instead, they could get their message across with their intelligible connected speech with acquired English rhythm. This could be counted as a real success of the learners even though it was at an average level.

4. Self-Assessment Form reflects the learners' great satisfaction with or very positive opinions on the implementation through the higher mean scores in statements no. 1 to 4 with the mean scores ranging from 4.84 4.83, 4.61 to 4.54 respectively as well as their own perceptions on their average speaking skill improvement as shown in table 2.

Table 2 The Mean Score of all Aspects in the Self-Assessment Form

No.	Aspects for being assessed	Scores		Interpretations
		$\overline{x}$	S.D	
1.	I aware of rhythm.	4.61	0.69	agree
2.	I enjoy doing the activity.	4.83	0.57	agree
3.	I actively involved in an activity with efforts.	4.84	0.44	agree
4.	I have well prepared for their activity.	4.54	0.47	fairly agree
5.	I can complete their tasks successfully.	4.32	0.62	fairly agree

5. Classroom Observation results also demonstrated the learners' speaking skill improvement through observing the speech outcome of three learners who were classified to be more able, averagely able and less able learners based on the results of the pre-test. They were purposively collected to represent the three types of learners. The overall results indicated that the more able, average and less able learners had shown gradual progress in developing their own pronunciation through more and more correct stressed, unstressed syllables and pauses reflecting their more intelligible speech with English rhythm.

6. Questionnaire results signified that the learners fairly improved their speaking skill with English rhythm reflected through their own perception that they could *fairly* speak English *well* with English rhythm. In other words, they *averagely* improved oral and listening skill as shown through table 3.

Semi-Structure interview's result did reflect both the target learners' speaking skill improvement and good opinions on the research treatment. It firstly signified increased awareness of English rhythm both in listening and speaking skills. Also all of the learners perceived that their speaking skill was improved through the treatment although some of them accepted that they still had some problems with inadequate vocabulary and mispronunciation. However, they agreed that they did enjoy these specifically designed self recorded video dialog tasks with higher motivation to improve it.

Table 3 The Finding from the Questionnaire

No.	Aspects to be Assessed	Total		Interpretations
		$\overline{x}$	S.D	
1.	I know how to speak English with rhythm before the study.	3.83	1.04	fairly agree
2.	I know how to speak English with rhythm after the study.	5.11	0.76	agree
3.	I enjoy practicing speaking English with rhythm.	5.33	0.69	strongly agree
4.	I feel enthusiastic to take part in the learning activity with more efforts to practice speaking English with rhythm.	4.94	0.64	agree
5.	I am always ready to join activities due to a well preparation.	4.33	0.77	fairly agree
6.	I feel my speaking skill has been improved.	4.72	0.67	agree
7.	I feel more confident in speaking English with rhythm.	4.67	0.77	agree

8.	I feel more motivated to improve my speaking skill.	5.22	0.88	strongly agree
9.	I try to seek for an opportunity to improve my speaking skill as much as possible by self-study.	4.50	1.04	fairly agree
10.	I can speak English with rhythm.	4.28	0.96	fairly agree
11.	I find learning to speaking English with rhythm useful.	5.39	0.85	strongly agree
12.	After learning to speak English with rhythm, I can better understand English through listening.	4.89	1.13	agree

Conclusion and Discussion

From the findings of the study, it is undoubtedly that all of the research objectives did appear to be achieved effectively both in term of learners language improvement and good opinions on the research treatment. This clearly reflects the success of the study in enhancing not only the learner's speaking skill but also their satisfactions through their positive opinions on the research treatment. This was mainly brought about via frequent exposures to comprehensible input through the authentic model of language with a plenty of opportunities to practice and actual use what they acquired through a series of tasks both inside and outside the class for realistic communication with enjoyment through using their technology i.e. a digital camera in their Iphone in helping to learn the target language for their selfies. This is supported by the the Acquisition-Learning hypothesis, Input Hypothesis and Affective Filter Hypothesis out of the five Krashen's language acquisition hypotheses (Krashen, 1981) hypothesizing that learners would sub-consciously acquire the target language effectively via comprehensible input in the less or without anxiety. Also, Sumdangdej (2007) showed positive effects of correct and comprehensible input on improving Thai learners who just started learning English pronunciation while Schulz and Bartz, (1975) implemented dialogues in meaningful situations closely related to learners' daily life resulting in helping learners gain oral communicative competence. Interestingly, the power of technology in assisting language learning especially through selfies which are one of the most popular trends for young generations in this globalization did prove to facilitate their English learning with greatly high motivation for improving own language skill. This was in line with the work of Christianson, Hoskins and Watanabe (2009), Demar (2014) Shi (2010) and Yamkate & Intratat (2012) in using task based approach and self-recorded video tasks to improve oral skill.

Suggestions

Main recommendations for further study out of the findings and discussions are using high technology such as computer based learning or e - learning or web-based learning or online learning especially allowing selfies for motivating learners to improve their own language learning out of their consensus and cooperation.

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Analysis of Test Items on Difficulty Level and Discrimination Index: Basis for Improving the Unified Grade 8 Science Quarterly Test

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Item analysis is essential in improving test items. Difficulty index and discrimination index are the parameters used in item analysis to evaluate the test. This study was intended to analyze the Unified Grade 8 Science Quarterly Test in terms of its difficulty level and discrimination index as well as the correlation between them. The study involves 60 multiple test items from the Unified Division Grade 8 Science Test for the first quarter. Purposive sampling was used and a total of 148 Grade 8 learners took the test. Each item in the test was analyzed for item difficulty and discrimination using the researcher made Electronic Tool on item analysis. Findings reveal that 43 out 60 (71.67%) of the test items survived on the basis of their difficulty level and discrimination index. A significant positive correlation between item difficulty and item discrimination was established with an R-value of 0.725. Results of the study would guide educators in test development and construction, as well as in the development of the program to enhanced teachers skills in test construction.

Introduction

Assessment plays a major role in determining students learning the outcome. One of the major roles of teachers in teaching learning process is preparing and administering many formal teacher-made tests during the school year. Tests are, therefore, indispensable tools in the educational enterprise. It is an integral part of teaching and learning process. But along this line, most of the classroom assessment involves teacher-made test that is not highly valid (Carrol & Moody, 2006). According to Popham (2008), a teacher should utilize assessment in order to understand the learners' prowess at the learning outcome and adjustments should be made to the instruction given to learners based on an assessment. Thus, according to Xu and Liu (2009), they suggest that there is a need for classroom teachers to constantly update their knowledge regarding assessment practices.

On that note, with the introduction of the K-12 Curriculum since 2012, numerous training has been conducted to the teachers but most of the said training was primarily focused on the curriculum content and the innovations on the teaching-learning process. Less emphasis was given on the enhancement of teachers skills on assessment and primarily on test construction. Thus, most of the teachers would agree that construction of test item during an examination is a dilemma.

To address this problem, test item-analysis on the ready-made test or even in developing own tests has been implemented. Item analysis is a process in which both the students' answer and test questions are examined in order to assess the quality of the items. According to Gronlund (1998), item analysis allows us to observe the item characteristics and to improve the quality of the test as well as

classroom instructions. It helps select and retains the best items in the test, guides in revising and modifying test items and rejecting poor items. This would help create a valid and reliable quarterly summative test, identify least learned competencies and could help teachers increase NAT achievement scores eventually.

This study attempts to analyze the unified South Cotabato Division First Quarterly Test in Grade 8 Science administered for the School year 2017-2018.

The researchers were able to formulate and come up with an electronic template on test item analysis using the MS excel which facilitates the easier conduct of test item analysis. With the use of this, teachers would be able to make a variety of classroom decisions based on information derived from test item analysis.

Item analysis methods provide test information that the teachers can use to improve the way they teach, the way they construct the test and the way they assess. By acting on this information, teachers can become a better teacher and eventually realize the Vision of the DepEd- that is to produce a functionally literate learner.
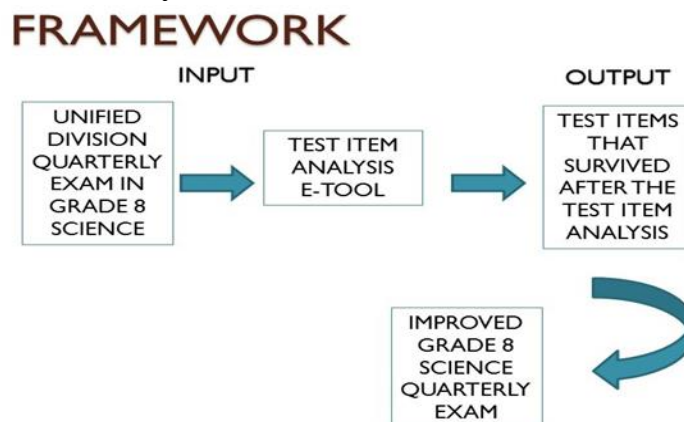
Statement of the Problem

This action research aims to analyse the unified South Cotabato Division First Quarter Test in Grade 8 Science administered during the first quarter of School year 2017-2018 using the researcher made Electronic tool on Test Item Analysis.

More specifically, this study seeks to answer the following questions:

1. What are the item statistics (difficulty and discriminating indices) of the Unified   Division First Quarter Test in Grade 8 Science?

2. How many items survived after the item analysis on the basis of their difficulty and discrimination values?

3. Is there any correlation between item difficulty and item discrimination indices of the Unified Division First Quarter Test in Grade 8 Science?

Figure 1: Framework of the Study

FRAMEWORK

INPUT

OUTPUT

UNIFIED DIVISION QUARTERLY EXAM IN GRADE 8 SCIENCE → TEST ITEM ANALYSIS E-TOOL → TEST ITEMS THAT SURVIVED AFTER THE TEST ITEM ANALYSIS

IMPROVED GRADE 8 SCIENCE QUARTERLY EXAM

Scope and Limitation

The scope of this study includes the Unified Grade 8 Science First Quarter Test of the Division of South Cotabato conducted at San Miguel National High School for first quarter of SY 2017-2018.

Review of Related Literature

The focus of this study is on test item analysis based on Classical Test Theory (CTT). Classical Test Theory has been used for decades to determine reliability and other characteristics of measurement instruments. In the paper presented by Mead & Meade (2010) they claim that test item analysis using CTT is fairly straight forward. CTT as a body of theory and research could predict or explain the difficulty of questions, provides insights into reliability of test scores and help us toward coming up with an assessment of how to improve the test by maintaining and developing a pool of good items from which future assessments can be drawn.

Overview of Test Item Analysis

Item analysis is a general term that refers to the specific methods used to examine student responses to individual test items in order to assess the quality of those items as well as the quality of the test as a whole (Shakil, 2008). According to Khrisnan (2013), Item analysis is the set of qualitative and quantitative techniques and procedures used to evaluate the characteristics of items of the test before and after the test development and construction. He further stated that the goal is to help it's developer to improve the test by revising or discarding items that do not meet a minimally acceptable standard. An item is a basic building block of a test, and its analysis provides information about its performance. Item analysis allows selecting or omitting items from the test, but more important, item analysis is a tool to help the item writer improve an item. Galton, Pearson, Spearman and Thorndike were some of the researchers that have contributed immensely to the theory of test item analysis.

Purpose of item analysis:

According to Suruchi & Rana (2014), the two purposes of Item Analysis are; first, to identify defective test items and secondly to indicate the areas where the learners have or have not mastered. They further stated that item analysis measures the effectiveness of individual test item in terms of difficulty level and its discrimination power.

Instructional Assessment Resources (IAR 2011) believed that an item analysis involves many statistics that can provide useful information for improving the quality and accuracy of multiple-choice questions. Item analysis involved statistics that help in analysing the effectiveness of the items and improving test items or questions. These statistics can provide useful information to determine the validity and accuracy of an item in describing learners' ability from their response to each of the item in a test. The common classical test item analysis statistics are (a) Item difficulty (b) Item discrimination (c) Distractor analysis and (d) Reliability. This paper therefore will only cover the two major statistics of Item difficulty and discrimination. In the paper presented by Bichi (2013), he stated that any of the two item statistics can be used to judge the quality of the items.

Interpreting the Item Analysis Report

Item Difficulty

Item difficulty is the percentage of students that correctly answered the item, also referred to as the p-value. According to Freeman as cited in Suruchi & Rana (2014), difficulty index of an item maybe defined as the proportion of the examinees that marked the item correctly. The range is from 0% to 100%,

the higher the value, the easier the item. Generally, items of moderate difficulty are to be preferred to those which are much easier or much harder. The following formula is used to find difficulty level.

$$DL = Ru+Rl/Nu+Nl$$
where:

DL = Item Difficulty

Ru = the number students in the upper group who responded correctly

Rl = the number students in the lower group who responded correctly

Nu = Number of students in the upper group

Nl = Number of students in the lower group

A general guideline for the interpretation of an item difficulty index values is provided in the following table:

Table 1: Interpretation of Item Difficulty Index

Percentage Range	Difficulty Index	Interpretation	Recommendation
81% and above	0.81 and above	Very Easy	Discard
61% - 80%	0.61 – 0.80	Easy	Revise
41%- 60%	0.41 – 0.60	Average	Retain
21% - 40%	0.21 – 0.40	Difficult	Retain
20 % and below	0.20 and below	Very Difficult	Discard

*Source: Henning (1987) as cited in Bichi (2013)

Item Discrimination:

Item discrimination refers to the percentage difference in correct response between the low and high scoring learners. It is the ability of an item to discriminate between high and low performing learners (Adegoke, 2013). Numerical value of discrimination index may range from -1.00 to +1.00. Discrimination power is estimated using the following formula:

$$DI = RU-RL/NU(or)NL$$
Where,

DI = Discrimination Index

Ru = the number students in the upper group who responded correctly

Rl = the number students in the lower group who responded correctly

Nu = Number of students in the upper group

Nl = Number of students in the lower group

In 1986, Ebel and Frisbie (as cited in Suruchi & Rana, 2014) gave the following rule of thumb for determining the quality of items with respect to their discrimination index.

Table 2: Interpretation of Item Discrimination Index

Discrimination Index	Interpretation	Recommendation
0.40 and above	Very Good Item	Retain
0.30 - 0.39	Good Item	Scope of Improvement
0.20 – 0.29	Fair Item	Revise
Below 0.20	Poor Item	Discard
Negative Value	Worst Item	Definitely discard

*Source: Ebel & Frisbie, 1987 (as cited in Suruchi & Rana, 2014)

The higher the discrimination index, the better the item. Items with low discrimination index are often ambiguously worded and should be examined while items with negative index should be discarded and should be examined why a negative value was obtained (Quaigrain & Arhin, 2017).

Research Methodology

A. Research Design

This study employed both quantitative and descriptive design. Quantitative includes the statistics on index of difficulty and index discrimination of individual test item. Descriptive is on the basis of judging each item with the results on difficulty and discrimination index with the used of researcher made electronic tool on item analysis.

B. Research Participants

This study made use of a purposive sampling. Participants were 148 Grade 8 students of San Miguel National High School where the teacher-researcher taught.

C. Research Instruments

The Unified Division test in Grade 8 Science for first quarter was used. The said test was constructed by a pool of Grade 8 Science teachers of South Cotabato Division and the researcher was also one of the teachers who made the test. Researcher made Electronic Item Analysis Tool using MS Excel was used to analyse the data obtained from the test. The result on difficulty index and discrimination index would be used to improve the quality of Unified Grade 8 Science First Quarter Test.

D. Data Gathering Procedure

Conduct of Unified Grade 8 Science First Quarter Test

⬇

Used of Electronic Tool on Item Analysis

⬇

Items that Survived after Item Analysis

⬇

Improved Grade 8 Science First Quarterly Test
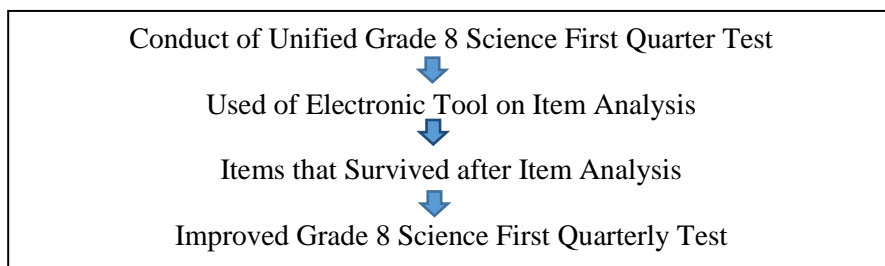
E. Data Analysis

The 60 multiple choice test items from the Unified Division Grade 8 Science First quarter test was administered to Grade 8 learners of San Miguel National High School. Learners' answers were entered into the E-tool which automatically determined the number of correct responses. Data from this were linked on the electronic tool on item analysis which automatically determined the difficulty index and discrimination of every item in a test. The electronic tool judged the item whether it was a poor item or a, good item; very good item or an item that needs revision. Correlation between the difficulty index and discrimination index was obtained using the Pearson's Correlation.

Results and Discussion

Research Question 1: *What are the item statistics (difficulty and discriminating indices) of the Unified Division First Quarter Test in Grade 8 Science?*

Table 3 presents the item statistics in terms of its difficulty index and discrimination index of the Unified Division First Quarter Test in Grade 8 Science.

Table 3: Summary of Test Item Statistics

Variables	Test Items
Number of Items	60
Number of Examinees	148
Mean Scores	24.59
Standard Deviation	7.89
Mean $_{Difficulty\ Index(p)}$	0.42
Mean $_{Discrimination\ Index(D)}$	0.32

The total number of item in a test was sixty (60) and the 148 learners took the test. The item mean score is 24.59 with standard deviation of 7.89. The mean for item difficulty index of a test is 0.42 while the mean for item discrimination is 0.32 as presented. Item statistics in terms of difficulty index and discrimination index of individual test items using the Electronic Tool in Item Analysis is shown on Appendix B.

Research Question 2: *How many items survived after the item analysis on the basis of their difficulty and discrimination values?*

Table 5: Distribution and Proportion of Items Based on Difficulty Index

Item Difficulty Index	Total Items
Very Easy $(p \geq 0.81)$	0 *(0%)*
Easy *(p 0.61-0.80)*	8 *(13.33%)*
Average *(p 0.41- 0.60)*	24 *(40%)*
Difficult *(p 0.21- 0.40)*	23 *(38.33%)*
Very Difficult *(p $\leq$ 0.20)*	5 *(8.33%)*

Based on the set standards for interpreting difficulty indices, 8 of the items (13.33 %) were considered as easy, 24 items (40%) were average, 23 items (38.33 %) were difficult and 5 items (8.33%) were very difficult.

Table 6: Distribution and Proportion of Items based on Discrimination Index

Item Discrimination Index	Total Items
Very Good Item (D $\geq$ 0.40)	26 (43.33%)
Good Item (D 0.30 - 0.39)	7 (11.67%)
Fair Item (D 0.20 – 0.29)	10 (16.67%)
Poor Item (D below 0.20)	7 (11.67%)
Worst Item (Negative Value)	10 (16.67%)

Proportion of Difficulty Index of Test Items

- Very Easy (0.81 and above)
- Easy (0.61-0.80)
- Average (0.41-0.60)
- Difficult (0.21 - 0.40)
- Very Difficult (0.20 below)
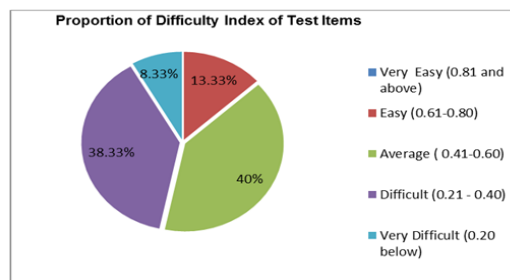
On the basis of discriminating index criteria set, the results indicates that out of 60 items of the Unified Grade 8 Science First Quarter Test, 26 items (43.33%) were very good item, 7 items (11.67%)

were considered good items, 10 (16.67%) items were considered fair and needs revision while on the contrary a total of 17 items has to be discarded in which 7 of these items (11.67%) were considered poor items, and 10 items (16.67%) were worst items since they have negative value on discrimination index. Said items have to be discarded because they failed to differentiate between students of different abilities.

The focus of this study was to analyse the Division Unified Grade 8 Science First Quarterly Test in terms of difficulty index and discrimination index. Considering the opinion of Varma (2008) as cited in Bichi (2013) that discrimination index should be taken as the indicative to judge the item quality, findings reveal that **43 out of 60** items (71.67%) have survived after conducting the test item analysis.

Research Question 3: *Is there any correlation between item difficulty and item discrimination indices of the Unified Division First Quarter Test in Grade 8 Science?*

Table 7: Result of Correlation between Difficulty Index and Discrimination Index

Item Statistics	No. of Test Items (N)	Mean	SD	r	
Item Difficulty Index	60	41.90	14.66	r = 0.725**	0.00
Item Discrimination Index	60	0.32	0.242		

**Correlation is significant at the 0.01 level (2-tailed)

Figure 2: Scatter Plot between Difficulty Index and Discrimination Index
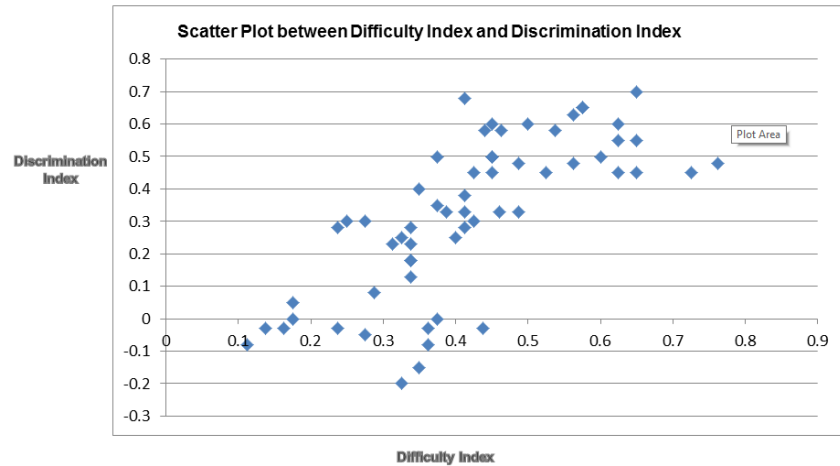
Figure 2 shows the relationship between difficulty index and discrimination index. The graph indicates that as difficulty index increases discrimination index also increases. However when the difficulty index value is less than 0.20, the discrimination index value becomes negative.
Information from Table 7 above indicates a significant positive correlation r = 0.725 between item difficulty and item discrimination index value. This shows that the test items on average have 41.90 level of difficulty and 0.32 discrimination values. Based on this result, it can be concluded that there is a significant positive correlation between item difficulty and item discrimination.

Conclusion and Recommendations

Mozaffer and Farhan (2012) emphasized the importance of teachers understanding and using statistical analysis of test materials in order to improve their teaching strategies and test construction skills. The use of electronic tool in item analysis as employed on this study is a simple yet valuable tool for teachers and administrators. Findings of this study emphasizes the important role that item analysis play in determining the quality of assessment tools especially the quarterly test given to the learners which comprises the part of their academic performance. The study has been able to establish that individual item in a test with a moderate difficulty and good positive discrimination power is ideal for a good test. However, an items having zero or negative discrimination power with very low or high difficulty estimates should be completely revised, improved or out rightly rejected. Item analysis results that are generated may be influenced by many factors which includes learners' having poor understanding of difficult topics, ambiguity in wordings of the question, instructional procedure applied and even learners' intelligence level. With the use of item analysis, teachers would be able to make variety of decisions in constructing the test, employment of varied instructional procedure and even determining the topics that needs further remediation. With this significant role played by item analysis in evaluating and improving assessment tools, it is recommended that;

1. Item analysis should be done in test development especially in construction of the Unified Division Quarterly Test in all subject areas.
2. The use of the Electronic Tool on Item Analysis is highly recommended for an efficient way conducting Test Item Analysis.
3. Trainings on test development and construction should be regularly organized for teachers to be more skilful and competent in test construction.
4. Teachers at the school level are also encouraged to do the test item analysis to come up with valid test items and increased their skills in test construction.
5. At the division level, education supervisors should initiate development of Unified Quarterly Test in different subject areas using the Electronic Tool on Item Analysis.

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Evaluating the EFL Courseware at Thai Nguyen University of Information & Communication Technology

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CALL (Computer Assisted Language Learning) has proven its high effectiveness in the trend of information and communication technology (ICT) applications in education and training in general and teaching English in particular. The project *"Building the software system for supporting the learning, teaching, reviewing and self-assessing English"* funded by NFL Project 2020 and Thai Nguyen University (TNU) was piloted at University of Information and Communication Technology (ICTU) from August 2015 to May 2016. The participants were 400 first-year undergraduates and 15 EFL lecturers at ICTU. Positive feedbacks via survey questionnaires from the lecturers and the students were sent to the project group. Better study results made by the first group of 200 students using the courseware compared with the ones made by the second group of 200 students who did not use the courseware were also the proof of its effectiveness. This bright perspective opened a broader implementation in the next stage of the project.

Keywords: *CALL; courseware; multimedia; evaluation; effectiveness*

Introduction

The use of ICT is one of the factors that changed the Vietnamese students' practice of learning English as a foreign language. Such views are in synchrony with the official directive from the MOET, which urges EFL lecturers to integrate multimedia and digital technology into their teaching. At TNU, the project *"Building the software system for supporting the learning, teaching, reviewing and self-assessing English"* has been carried out by ICTU project group since 2015. The project aims at supporting English teaching and learning at TNU and enhancing CALL abilities of both lecturers and students. In order to examine the quality of this English language teaching (ELT) multimedia courseware, it is necessary to conduct quality evaluations on it. Thus, we examined and evaluated this multimedia courseware piloted at ICTU, TNU.

Theoretical Review

Computer assisted language learning (CALL)

CALL has been defined as *"the search for and study of applications of the computer in language teaching and learning"* (Levy,1997).

Corresponding to the evolution of computer technology in the past decades, the development of CALL can be categorized into three stages: behaviouristic CALL, communicative CALL, and integrative CALL (Warschauer & Healey, 1998). The first stage of CALL has been termed behaviouristic or structural CALL, which was characterized by route learning in the forms of pattern and drill exercises and explicit instructions of grammar. Communicative CALL emerged in late 1970s and stressed that students should be encouraged to produce language in authentic communicative settings instead ofmanipulating prefabricated forms. The mid 1990s witnessed the emergence of the integrative CALL which sought to integrate both basic language skills and computer technology more naturally and fully into language learning. Nowadays, the digitalization of language materials through information technology provides multiple channels for students to obtain information, which unobtrusively breaks the traditional view of input of language learning. Not only can multimedia courseware redirect learner's attentional resources, but also it has the potential to enhance the salience of language features. Highlighting, colour-coding, underlining, and font manipulation are typical examples of visual input enhancement (Sharwood Smith, 1991).

CALL was introduced into Vietnam in early 2000s and the research on English instructional courseware in Vietnam lagged behind that of their foreign peers who started to investigate courseware in 1990s. Furthermore, in the past decade, English multimedia courseware has been widely used in English teaching at tertiary level. Therefore, there is a need to conduct an evaluation on the quality of courseware, which could not only guide courseware design but also facilitate the development of future courseware evaluation.

Courseware evaluation

Systematic evaluation of CALL courseware generally fell behind the development efforts (Flagg, 1990). Courseware evaluation refers to the process of measuring the appropriateness and effectiveness of a particular instructional system (Colpaert, 2006); (Hubbard, 2006). Hubbard stressed that judgments made by instructors and learners should be at the core of CALL software evaluation so that teachers' and learners' considerations could be combined to yield assessments of the appropriateness of a piece of CALL courseware in a given context. Several research has been done to evaluate multimedia learning materials from both teachers' and students' perspective (Jamieson & Chapelle, 2010); (Van Doremalen, Boves, Colpaert, Cucchiarini, & Strik, 2016).

Methodology

Contents of the courseware

The frame of the courseware includes five main parts: *Lecture Notes – Language Reference – Practice – Mini-test – Trial Exam.*

The course books integrated in the system are English Unlimited with 2 levels from A2 to B1. Currently, three TNU university members are using them as the main course books. These books aim at developing the language knowledge and skills as in Common European Framework Reference (CEFR) from A1 to C1. The four skills associated with Vocabulary, Grammar, Pronunciation, Cultures are integrated in each book.

The English curriculum at TNU has from 10 to 12 credits, which is equivalent to 200 lecturing hours. With the average input level of English is A1 while the English output standard is A2 and B1. This means one level raise of students' language competence. Based on previous studies, in order to reach this

goal, 300 to 600 class hours and self-study should be met. However, due to time constraints, it is hard to exploit the course books. Therefore, the integration some parts of these course books were integrated into the courseware so that students can study on their own, i.e., grammatical practice, reading, listening, writing, pronunciation and mini-tests. Both TNU lecturers and students can exploit the learning and teaching recourses.

The *Grammar Reference* is designed with theme-based units in which learners can be supported online anytime when they want to check grammar theories. They are in both English and Vietnamese so that student can understand easily.

The *Lecture Notes* are lesson-based are designed for teachers and students to use in class or at home since they are available online. Teachers can actively share or upload their teaching materials with other teachers or students under the control of an professional administrator.

The *Practices* are collected and processed to avoid copyright violation. They follow the lecture contents supporting learners to review what thay have learnt in class for each unit. Teachers also can assign further practice for students in the online system to assess their self-studying and participation. Some audio and video are recorded by English native speakers who are our foreign students at ICTU. The vividly-designed exercises can motivate learners to study online.

The *Mini-tests* are designed along with the contents of each unit so learners can review and assess their progress themselves.

The *Trial Exam* level from A2 to B1 is collected, processed and mixed to created different trial test for learners to practice and self-assess before they take real English output exams at ICTU.

Participants

The first group of participants were 200 non-English major undergraduate EFL students and 15 EFL teachers at ICTU, TNU. The questionnaire survey was administered in a laboratory where the instructors taught the students English skills using the courseware. The teacher questionnaire survey was carried out in a meeting room after the teachers delivered their lessons.

The second group of participants were 200 non-English major undergraduate EFL students who did not use the courseware. Both are at the same level of English language competence (A1) based on their placement test results. After 10 months, both groups took the same final exams. The results of the final semester exam results were compared.

Instruments

The first group of participants were given the survey questionnaires to evaluate the courseware after 10-month-use.

Eight courseware evaluation criteria include:

(1) The contents provided in the courseware are appropriate with the standardized curriculum.

(2) Users can use the system at the different stages: building knowledge, reinforce and improve skills, knowledge application, testing.

(3) The courseware creates the better and favourable teaching and learning environment than other traditional ones, which assists them to be more active and creative.

(4) The courseware ensures the learning objectives evaluated by the teachers for the targeted students.

(5)The system assists users with creative activities and with adjusting or adding information to the system.

(6)The courseware is suitable for psychological of learners without overloaded knowledge and stress-free interface (colour, design, audio….).

(7)The system helps users to solve problems emerging while using and give timely feedback.

(8)The system can archive the studying results and duration for learners and also for the purpose of evaluation or research.

The evaluation based on eight criteria with a five-point Likert-type scale: *(1) Totally agree, (2) Agree, (3) Not sure, (4) Disagree, (5) Totally disagree.*

Survey results

Table 1. Questionnaire survey results

Criteria	Totally agree	Agree	Not sure	Dis-agree	Totally disagree
Crit 1	133	65	9	5	3
Crit 2	146	54	7	6	2
Crit 3	125	72	6	8	4
Crit 4	117	75	12	8	3
Crit 5	131	65	8	7	4
Crit 6	123	69	14	6	3
Crit 7	112	70	18	7	3
Crit 8	134	75	4	2	0
Average	**196**		**9.75**	**9.25**	
Percentage	**91.2**		**4.5**	**4.3**	

From the table above, we can see that majority of the participants totally agree/ agree (91,2%) with eight courseware evaluation criteria while the number of participants who are not sure, disagree or totally disagree was minor (4,3-4,5%).

Compared final exam results

Table 2. *Compared final exam results*

Group 1 (Use the courseware)					
Grade	A	B	C	D	F
Semester 1	15%	48%	22%	12%	3%
Semester 2	17%	45%	25%	11%	2%
Group 2 (Do not use the courseware)					
Semester 1	5%	20%	49%	19%	7%
Semester 2	7%	21%	45%	22%	5%

From the study results collected from Department of Academic Affairs of ICTU, we can easily see that the percentages of student getting grade A, D, F from both group are almost the same. The remarkable difference can be shown in the percentage of students getting grade B and C. In the first group, nearly half can get grade B while in the second one, only 20% of them can reach B.

Courseware analysis

Strengths

More importantly, first group of participants assessed the strengths and weaknesses of the online system and gave some useful suggestions for the project group. The strength of the system can be noted as follows. Firstly, the contents are evaluated to be appropriate with the ciriculum and asociated strictly with the course book English Unlimited. Every lesson has 4 contents: *Lecture Notes – Grammar Reference – Practice – Minitest*. Practice part is really useful for learners with vivid design and connected with the grammar focus and vocabulary. It helps to develop students's listening, reading, writing and pronunciation skills. Minitests is applied after learners finish each unit so they can have quick reflection from what they have learnt. From this, they can adjust their learning method suitably. A2-B1 trial exam bank in the software system is designed on Cambridge ESOL format, which assists students to get accustomed to test sample with different skills and levels. They can self-assess their own progress and actively practice for the output exam by TNU when they are in their first year. Secondly, learners' studying results are achieved during the learning process so lecturers can easily supervise their student learning progress through *Course Management, Class Management.* They can also know the self-studying hours by students via *Online learning duration*. This can count automatically students self-learning duration through their practice, review and revise for exam. With the parts that need teacher's evaluation and marking, students can send their works directly to their teachers and get feedback via SMS and email system. Students are managed in class according to their levels of English profiency and are assigned homework individually. During their online study, students can send MSM, email or they can share their learning experiences via our forum or Facebook. Students can make their own study plans and save their study results, which make teachers easier to evaluate their students and vice versa. This software system is connected to Intelligent University (IU) so teachers can actively manage their own classes automatically. Thus, students are more active in learning English online because both participation in class and online are assessed by teachers. Thirdly, the intergrated system creates more favourable conditions for not only teachers but also students to teach and learn English online. Teachers can design further practice or tests for their class under the control of professional admin. They can also exploit the availble teaching resourses in the software system. Moreover, e-Lessons with vivid and harmonious

design make students feel more comfortable and stress-free for students to study continuously in 1 or 2 hours a day.

Weaknesses

Courseware users pointed out several weaknesses of the courseware. Firstly, it does not have functions for developing speaking skill or voice recognition for learners to improve their pronunciation. Secondly, it does not have interactive activities or games for widening learners' vocabulary. Thirdly, the evaluation and marking by teachers do not implemented immediately. In fact, with the large amount of students' writing works sent by students, teachers have difficulties in solving them at once, normally within 24-48 hours. Last but not least, the number of questions for revising for A2-B1 exam is not adequate. Within the scope of this project, we provide 1000 questions for A2 exam and 1000 questions for B1 exam.

Conclusion

After 10 month-piloting, the courseware proved to be partially successful in supporting ICTU lecturers and students in their teaching, learning, reviewing and self-assessing English. Learners could be more active and independent in their self-study while teachers could save much time in their class management. Moreover, the shortcomings of the courseware were adjusted to cater for the practical needs from both lecturers and students. The next stage of the project is using the courseware for the whole undergraduates at ICTU then if any TNU university members find it useful, ICTU is willing to share.

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Home School Instructors' Beliefs and Practices of Arts Integration in Promoting Young Learners' Motivation in English Language Learning

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This study aims to identify home school instructors' beliefs, practices, and young learners' motivation on arts integration in English language teaching and learning. The methods used to collect the data are a questionnaire and a semi-structured interview. Forty-three home school families in the North of Thailand provided responses to the questionnaire while 5 home school instructors and 5 young learners participated in the interview. Findings revealed that there was a strong relationship between beliefs of self-efficacy and practices of arts [$r=.57$, $n=43$, $p<.000$]. The interviews showed that integrating arts with English instruction allowed children to express their imagination and ability. The home school instructors took the key role in providing prior conditions for young learners to enjoy learning and using the English language related to their interests.

Keywords: Home school/Arts Integration/English Learning/Motivation

Introduction

English has become the predominant language of business and the larger society; thus many non-English speaking people are now learning the language.

In Thailand, Thai people have been learning English since their elementary years because it is a compulsory subject taught at school. Although they have been studying English for many years, many of them still have difficulty understanding and speaking the language. Many Thai people at present are aware of the importance of English and they are now paying greater attention to develop their language ability to communicate on equal terms with other countries. Thus, English teaching and learning is not limited only to schools. Many families try to support their children to learn English as a second or foreign language as much as they can to develop their communication skills. At present, there are many choices and ways to learn the English language; for example, language institutions, which serve students from the private sector, government authorities and self-study participants. Some families take the responsibility to teach their children through home school educational system. Home-schooling families claim to pay more attention to the importance of English as an important tool for communication.

Home-schooling is the education methodology in which the family takes responsibility to teach children at home or to provide space suitable for a learning context (Rouse, 2015). From the researcher's observation and conversations with many home school families in Chiang Mai, there was a view that they place great importance on becoming proficient in the English language. Many families use English as a medium of communication. Some families revealed that they taught English to their children from a very young age to familiarize them with English sounds and words. Some parents pointed out some of their reasons for supporting children to learn English. For one, it is the international language; two, it is a primary tool for learning in the 21st century; and lastly, the language of the internet is English.

An integrated curriculum facilitates learners to develop their literacy skills, or academic skills, with no boundaries between subjects. Today, creative activities, especially in the arts, are becoming more adaptable to mesh with academic content, including the English language. The integrated curriculum is relevant to encourage educators to stimulate and motivate learners' absorption of the targets of a lesson in a way that focuses on the student and the world around them. Hence, the interesting approach which relates to the home-schooling context mentioned above, "Arts Integration", can be defined as "an approach to teaching in which students construct and demonstrate understanding through an art form. Students are engaged in creative projects which connect an art form and another subject area and meets evolving objectives in both." (Silverstein & Layne, 2010. p.3) Arts integration seeks to support academic achievement and also improve the social behavior of learners.

The arts provide learners multiple modes for demonstrating learning performance and competency. The varieties of artistic skills engage learners in the content of other subject areas. The art integration approach, say, advocates, is suitable to use with young learners because they have short attention spans, and they need a variety of activities to sustain their interest. They are motivated to understand the world around them and need experiences that allow them to learn through exploration and discovery (College Board, 2012). Therefore, the educators using this approach should provide appropriate teaching techniques and instructions to motivate learners and to help them concentrate on the lesson. In essence, enjoyable activities and a relaxing learning environment can drive children to engage in order to learn the new material, in particular, language.

Learning a language should be joined with real communication and is influenced by the environment. Young learners are better at learning languages if they get exposed to them naturally and long-term (Kalendová, 2008). Children's brains are capable of absorbing much more information, and they are privy to acquiring language in a natural way. Dunn (2015) suggested that "young children are natural language acquirers; they are self-motivated to pick up language without conscious learning, they have the ability to imitate pronunciation and work out the rules for themselves" (p.1). Arts are as important to children's development as is learning. The arts assist in developing the right side of the brain and also cultivate important skills that benefit other aspects of the children's development. The act of making art expands a child's ability to interact with the world around them and helps self-expression and communication. (Kohl, n.d.). Moreover, artistic abilities allow children to work through feelings and emotions. Jean Piaget's studies from 1896 to 1980 suggests that learning through the environment means that the teacher has to provide a variety of activities to motivate students to discover new ideas and thereby construct their own knowledge, a founding premise of the theory of constructivism (Satterly, 1987).

Learning English with arts integration is helpful for young learners in several ways as mentioned above. Nowadays, many countries are more interested in this approach and the increasing popularity can be found in many schools in other countries. For example, in the United States, many schools place importance on using arts integration with other subjects such as science, mathematics, social studies, and language. For instance, in Wiley H. Bates Middle School in Annapolis, MD, a report reveals the achievement of using arts integration claiming that "English language learners increased their

achievement in reading and math by almost 30 percent" (Nobori, 2012). The teachers believed that this approach could motivate and encourage children to understand the lessons while they have fun learning.

There is an importance placed on artistic tasks in order to motivate young learners to learn, but not everyone can plan it into their instruction easily. Sometimes it may be difficult to apply arts integration in the school even though it is beneficial due to many factors. Charlesetta Dawson (2007) studied these factors affecting elementary teachers' beliefs about arts integration and their practices and found that the teachers believed that using arts was important. The study reported that most teachers were ambivalent concerning their belief about self-efficacy to use arts. Some teachers revealed they did not get support from the school to use arts in integrated lessons. In this study, most teachers used an art form in the classroom only about once a month. The highest percentages of those arts practiced included music and visual arts. The study indicated that the motivational factors for each teacher to use arts in their teaching included the learning environment, helping everyone be engaged, motivating the students, development of the whole child, and self-motivation. Most of the teachers reported that they would like to use arts more if they have no constraints from the school and if their ability in that art form was not a concern. Therefore, most teachers believed in the importance of using the arts in learning, but it was not easy to integrate it into their teaching. In contrast, the home school instructors were free to organize their instruction around children's interests and satisfaction.

For those reasons, this study aims to investigate the cognizance of instructors about arts and English language learning. Will they place arts in their teaching? This study will examine what their beliefs entail and how they practice artistic tasks, focusing on English instruction. Home school educational systems are not limited only to parents who are the teachers of children, as sometimes the family is provided other teachers suitable for content areas depending on convenience. Thus, in this study, the teacher is generalized as someone who is responsible for teaching children as an "instructor".

Purpose of the Study

The study has three main purposes as follows:
1. To investigate the home school instructors' beliefs about arts integration in English language instruction.
2. To study the home school instructors' practices of integrating arts in English language instruction.
3. To study the young learners' motivation in English language learning when integrated with arts.

Methodology
Participants
There were 43 home school instructors who completed a survey for quantitative data, from whom 5 instructors were selected to interview for qualitative data by purposive sampling. The interviewees were respondents who have expressed beliefs on integrating arts in the teaching of English and who are conveniently accessible to give more information about their practices of arts in English instruction. Furthermore, 5 children from the families who were participants in the interview phase were invited to be interviewed about their motivation in English language learning.

Data Collection
In order to accommodate the respondents, the questionnaires were distributed to 56 home school instructors via Facebook and mail. There were 43 home school instructors who had responded to the questionnaire. After collecting and analyzing the data from the questionnaire, the researcher followed up with interviews to gather more in depth information. The interview phase emphasized instructors'

behaviours when teaching English with the arts to indicate the ways they applied the arts in teaching. Each person was individually interviewed and it took about an hour for each person.

Subsequently, the researcher gave a separate questionnaire to children to ask about learners' motivation in English language learning when integrated with arts. Then, the interviewer asked children to expand on their opinions toward arts integration in English language learning.

Data Analysis
Quantitative data from the questionnaires were analyzed by using descriptive statistics and correlation. Descriptive statistics describe and summarize the findings of questionnaires concerned with the measure of central tendency, variability mean, and standard deviation. Pearson Product-moment correlation analyzed the relationship between variables in order to clarify the relationship between instructors' beliefs about the importance of arts, frequency of practicing arts, beliefs about self-efficacy of using arts, and beliefs about supporting the use of arts.

Qualitative data was analyzed by using thematic analysis. Thematic analysis identified the main themes and was drawn from interviewee responses concerning their practices with arts integration. Some themes that were expected to emerge from the qualitative data include: kinds of arts, how to use arts, and identifying the motivational issues to integrate arts in English language. Regarding the young learners' interview, it was aimed to reveal how they felt when instructors used arts in English language instruction, what kind of arts they have done in English language instruction, and how arts integration motivates them to learn English.

Findings

1. Home School Instructors' Beliefs about Arts Integration in English language Instruction

Table 1 Summary of Descriptive Statistic for Four TWAS Subscales

	N	Minimum	Maximum	Mean	Std. Deviation
Beliefs about Importance of the Arts	43	1.70	5.00	3.85	.87
Frequency of Practicing Arts	43	1.13	4.75	3.30	.94
Beliefs about Supporting the Use of Arts	43	2.22	4.11	3.47	.37
Beliefs about Self-Efficacy of Using Arts	43	1.67	5.00	3.34	.87
Valid N (listwise)	43				

This TWAS contained 40 items and examined the beliefs of integrating arts in English language instruction under four main issues: the importance of arts in English language instruction, frequency of practicing art integration, instructors' self-efficacy of using arts in English instruction, and instructors' support of using arts in English language instruction.

Items 1-20 focused on the importance of various arts activities. It consisted of 4 types of arts; songs and music, drama, dance, and visual arts. These questions were rated by the respondents as to how important to integrate arts in English language learning in different roles. It was revealed that the majority of respondents (40.81%) reported that it was very important to integrate arts in English language learning, followed by those (23.60%) who said it was important, and finally, a small group (21.98%) who said it was somewhat important. The maximum of this subscale was 5.00 and the minimum was 1.70 with a mean of 3.85 and standard deviation of .87. Therefore, most of the participants reported that they believed that the arts are important to English language teaching and learning.

Items 21-28 focused on the frequency of practicing arts integration that instructors use in their teaching. It was revealed that the majority of respondents (29.38%) used arts once a week in their teaching, followed with respondents (24.29%) who reportedly used arts daily, and a smaller group (16.95%) who said they rarely used arts in their teaching. The maximum of this subscale was 4.75 and the minimum was 1.13 with a mean of 3.30 and standard deviation of .94. Therefore, according to the result, it was found that 46.5% of the participants reported that they practiced some level of arts in English language teaching by listening to a song or music with their children in their daily routine, followed by 37.3% of the participants who reportedly used a musical activity with their children daily, and 32.6% of the participants who actively created many works of art with their children daily. Therefore, the participants applied different kinds of arts in their instruction depending on time available.

Items 29-33 and 37-40 focused on the support of using the arts in teaching and learning. A plurality of respondents (32.81%) strongly agreed in their support of using arts in their teaching, followed by those respondents (21.45%) who agreed about using arts, and finally those respondents (19.38%) who disagreed about the value of using arts in their teaching. The maximum of this subscale was 4.11 and the minimum was 2.22 with a mean of 3.47 and standard deviation of .37. Therefore, most of the home school instructors in this study supported integrating the arts in teaching English to their children. Items 34, 35, and 36 focused on beliefs about self-efficacy related to confidence and ability to practice arts activities. A plurality of respondents (30.23%) believed in self-efficacy of using arts, followed with those respondents (27.91%) who neither agreed nor disagreed with the questions about self-efficacy of using arts, and respondents (19.38%) who disagreed about self-efficacy of using arts. The maximum of this subscale was 5.00 and the minimum was 1.67 with a mean of 3.34 and standard deviation of .87. Therefore, no conclusions can be drawn about their beliefs concerning self-efficacy of using arts in English language teaching.

Table 2 Summary of Correlations between the Four TWAS Subscales

		Beliefs about Importance of the Arts	Beliefs about Support the Arts	Beliefs about Self-Efficacy	Frequency of Practice Arts
Beliefs about Importance of the Arts	Pearson Correlation	-	.450**	.546**	.309*
	Sig. (2-tailed)		.002	.000	.044
Beliefs about Support the Arts	Pearson Correlation		-	.399**	.126
	Sig. (2-tailed)			.008	.422
Beliefs about Self-Efficacy	Pearson Correlation			-	.576**
	Sig. (2-tailed)				.000
Frequency of Practice Arts	Pearson Correlation				-
	Sig. (2-tailed)				

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 2 presents the resulting correlation between the four subscales. There were two large correlation coefficients and three medium correlation coefficients as presented respectively in the following.

The first large coefficient was in the correlations between beliefs about self-efficacy to use arts and frequency of practicing arts, in which $r = .576$, $p < .000$, with the statistical significance at the 0.01 level (2-tailed).

The second large coefficient was in the correlations between beliefs about importance of the arts and beliefs about self-efficacy, in which $r = .546$, $p < .000$, with the statistical significance at the 0.01 level (2-tailed).

The first medium coefficient was in the correlations between beliefs about importance of the arts and support of using arts, in which $r = .450$, $p < .002$, with the statistical significance at the 0.01 level (2-tailed).

The second medium coefficient was in the correlation between beliefs about support of using the arts and self-efficacy, in which $r = .399$, $p < .008$, with the statistical significance at the 0.01 level (2-tailed).

The last medium coefficient was in the correlation between beliefs about importance of the arts and frequency of using the arts, in which $r = .309$, $p < .044$, with the statistical significance at the 0.05 level (2-tailed).

2. Home School Instructors' Practices of Arts Integration in English Language Instruction

This section presents the types of practices of arts integration in English instruction of home school instructors. The interviewees revealed their methods of integrating arts in English language instruction. The thematic analysis was used to interpret data from the interviews. The results can be described as follows: 1) kinds of arts integrated in English language instruction, 2) ways to integrate arts in English language instruction, and 3) instructors' motivation of integrating arts in English language instruction.

2.1 Kinds of arts integrated in English language instruction

All instructors believed in utilizing the arts and incorporated it into their teaching through various means, depending on the children's interests. The interviews actually served to divide the art forms used into four distinct kinds of art as follows:

Song and Music

According to the interviews, it was found that most instructors were familiar with song and music and therefore easily integrate it into class time. Most songs were English tunes for children related to practical life skills and useful in daily life, for example, the song "days of the week", which is largely about animals, shapes, colors, conversations, etc. Music is the favorite tool for children because the sound, rhyme, melodies, and music videos draw the children's interests. Due to a wide range of music that is readily available, the instructors could access the sources with convenience. One instructor mentioned that songs were quite prevalent on websites like YouTube. Additionally, the instructor revealed that songs and music were often used in learning because they were enjoyable.

"I always downloaded English songs from YouTube without payment, young children really love songs and music; they enjoy and become active when they get into movement". (Instructor 1)

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Visual Arts

Visual arts are an interesting tool with which to encourage children to learn language. The interviews brought out the fact that there were several methods in relation to visual arts that instructors mentioned and integrated in their English language instruction. Drawing and painting were mentioned most frequently, followed by crafts, sculptures, story tales, and cartoons.

Drawing and painting- Some instructors mentioned that drawing was one kind of art that children were interested in doing because children had a chance to unravel a silence within their imagination; they could tell other people what they thought through pictures.

"Children would draw whatever they saw and show their imagination so during drawing activities I can insert the new vocabularies casually". (Instructor 2)

Crafts- most instructors revealed that crafts used in children's learning environment include making animal masks, toys, and cards. The craft activities were used to help learners to acquire new vocabulary.

Sculpture- to learn by doing and observing things around us, for example, making Japanese clay as animals, fruits, and pottery.

Story tales- stories with pictures related to basic sciences and children's stories encourage learning about practical life.

Cartoons- represent the cartoon movies that children will practice listening to and speaking along with in order to develop their skills.

Dance

The instructors revealed that dance played an important role in the children's emotional and physical development. Even though children could learn language through dance activities, simple "movement activities" were appropriate to bring about the same results as learning dance.

"Dance is one type of movement activity, and movement activities develop the brain's working system". (Instructor 2)

Drama

From the interview, most instructors revealed that drama was good for children learning language, but it was not often used in their instruction. Sometimes when they had meetings or activities with the home-schooled group, they would let children perform a drama with friends for practicing language. However, drama was not a common activity.

"We live in the countryside of the city, so it's difficult to take children to watch a drama performance very often". (Instructor 3)

2.2 Ways of integrating arts in English language instruction

This part presents how instructors integrated arts in English language instruction. In this study, four notions can be seen in which instructors shared the same method: motivating children to learn English language, learning new vocabulary, practicing pronunciation, practicing listen.

Motivating children to learn English language

Most instructors said they believed arts facilitate children to learn and most of them use it to motivate children to learn happily. Most of them brought arts to introduce the lesson and adjust children's feelings to relax while learning. Some instructors mentioned that they employ the arts to encourage

children's expressions of emotion while some talk about the use of art to allow children to show their ability and help them express their thoughts as shown in the quotes below.

"We start to insert artistic activities to encourage them to have fun and bring them into a happy mood". (Instructor 4)

"Children just draw what they think by themselves, sometimes I assign them to do something and let their imaginations run away with drawing". (Instructor 1)

"Songs and music are more attractive to children especially a song from which they can memorize vocabulary". (Instructor 1)

"Drawing is one kind of art that children are commonly interested in doing; they draw whatever they see and show their imagination". (Instructor 2)

"Art activities help children to learn longer than usual". (Instructor 5)

Learning new vocabulary
      Most instructors revealed that integrating arts in English language instruction helped children to learn more new words. Children understand the meaning of words by using it in real situations and also while they were doing the activity. Some instructors suggested that children understood the meaning of words by listening to the songs with music video. Some instructors even shared about how children can learn new words related to methodologies and materials of art works, and learn how to identify the type of colors, shapes, appearances, organs, and so on. Ways of integrating arts to the lesson depends on children's interests as shown in the quotes below.

"Children love cartoon movies, it is a good model for children to learn about daily life and they will get more words from that". (Instructor 1)

"Children will remember the vocabulary by listening to the songs together with the gestures of the songs". (Instructor 2)

"Drawing is one kind of art that children are commonly interested in doing; they draw whatever they see and expose their imagination, so during that time, I can insert the new vocabulary casually. For example, children draw a bird but they do not know how to call it in English, then I let them know "this is a bird". (Instructor 2)

"Sometimes we have craft activities; I speak English as a medium of conversation, to explain the instructions and name the materials in English". (Instructor 2)

"While making "Kanom Bua Loi" (Thai dessert) in the form of animals shapes or anything, they will get more new words while doing this activity" (Instructor 4)

"When we are doing art activities together I will teach them new vocabulary while teaching. I will explain the instructions in English and I will describe and name the materials and tools in English". (Instructor 5)

"Making clay and creating it in the form of animals, vegetables, and then practicing calling them by name in English. Sometimes, I show them to color on different materials such as leaves, flower petals, and fruits. And then I teach them new vocabulary while doing the activities". (Instructor 3)

Practicing pronunciation

Many instructors felt that songs, music and cartoon movies helped children to practice English pronunciation as shown in the quotes below.

"Normally we use song daily, and children practiced their pronunciation from that. My children like to watch scientific cartoons". (Instructor1)

"Songs are different from a book because they teach us different accents and usages for pronunciation and help us understand many accents of English". (Instructor 4)

"Cartoon Movies with soundtrack is really helping children about listening and pronunciation, they absorbed the original sounds and accent from the characters". (Instructor 5)

Practicing listening

The most interesting part about art integration is many instructors believed that songs, music and artworks help children to practice English pronunciation as shown in the quotes below.

"I let children listen to the song and then let them draw and explain what they got from the song in English". (Instructor 1)

"Because we use English while we are doing the activity, they will practice listening and improve their communication". (Instructor 4)

"When children are in a real situation, they can see, listen, speak, and touch, they will understand easily". (Instructor 2)

"I always use English to explain and name the materials of each project, to lead children familiar with sound of language". (Instructor 3)

2.3 Instructor's motivations about integrating arts in English language instruction

From the interview, it can be seen that most instructors teach children language at first and then bring in the arts to encourage them. Eventually, instructors found that children are happy with arts activities and become more expressive. The quotes in the following present the instructors' motivation to integrate arts in their teaching utilizing different aspects.

Instructor 1 explained that children like to draw and they are happy with coloring and drawing. She emphasized by underlining her comment that:

"Children have imagination, they can express what they think, imagine, and also their feeling. Gathering the things around us such as arts and language together it will be worth it for children learning and motivate them to expose their ability".

Instructor 2 believed that when children are happy with something they will pay attention and want to learn it - including the English language, which is why the arts are important to encourage children's learning. Moreover, she always reiterated that artistic and movement activities can develop children's brains as she says:

"The best way of children learning is movement, children feel happy when they move, and it is in the nature of children".

Instructor 3 articulated the reasons why she incorporates arts into her instruction by saying:

"We cannot invite foreigners to stay with us, so we just use the rich resources around us to support our children in learning. Arts are the tools to help us motivate children to learn"
.

Instructor 4 believed that arts promote children's emotions and their concentration. That leads her to bring in artistic activities with her teaching as she says:

"Children should play and imagination will come up with playing, then they learn casually. Young children absorb and learn very fast. Just let them play and do what they are interested in".

Instructor 5 revealed that arts can be placed in any field of learning, and arts promote concentration, according to her comment:

"In reality, arts have a place in many subject areas. Children can learn everything without boundaries. Arts attract children's interest and make children stay with something for a long time".

The interview results also showed how instructors believe in the ability of children and they think that arts can help children to demonstrate their feelings and express their imagination. They believe that children at a young age should learn by playing; it is proven to be a most valuable time of learning. Art is a quality tool to motivate children to express their emotions and imagination. The vast array of artistic activities that can be employed in our lessons will no doubt help children to have more concentration throughout life. Furthermore, art is important to children and is all around us, making it easy to integrate into learning.

3. Young learners' Motivation in English Language Learning
This section presents the results of the interview to expand the understanding of young learners' motivation from the questionnaire. The findings were divided into four aspects and one critical incident including learners' satisfaction, relevance of the content and learners' interests, learners' attention, and learners' confidence.

3.1 Learners' Satisfaction
All young learners revealed that they enjoyed art activities for learning the English language. They felt happy and relaxed while learning with arts.

"I feel happy when I sing a song with my mom and my sister. I got many words from that". (Learner 1)

"I liked making a card and decorating it myself. I learned how to call the materials in English. I like to listen to songs and music because I can dance along and learn new vocabulary". (Learner 2)

"I liked to make art activities with my mother and younger sister, I felt happy to stay with them...When I learned arts with my mother, I learned many things, it was very fun. I learned new words, and I also practice using my hand muscles". (Learner 3)

"I liked to sing along the music, I can learn English language and feel relaxed at the same time". (Learner 5)

3.2 Relevance of the Content and Learners' Interests
These quotes below indicate that young learners' motivation of instruction integrated with arts were relevant to their English learning and related to their interests.

"When I draw something, my mother will tell me how to call it and teach me how to write that words in English, that makes me remember and understand the meaning easily. (Learner 2)

"Song and movies help me to understand many accents of English language, and they help me to practice listening. When I read a song's lyrics I thought I knew its meaning, but when I listened to the song it surprised me how words were pronounced (they were quite different). Is it true to pronounce like that? It was so funny". (Learner 3)

"I like to listen to the song and also drawing. I think arts could help me to learn English language, sometimes during learning I got something unexpected from that activity, for example, mixing two colors together could make a new color and I learned to call each color in English language". (Learner 4)

"I like to learn about health and science, my mother taught me about food and vegetables through making clay. I got new vocabulary about nutrition and science words". (Learner 5)

3.3 Learners' Attention

They mentioned that arts activities were beneficial to them. Moreover, arts activities drew their attention on the lessons and projects. The variety of art works brought young learners to have a good attitude with learning.

"English songs were really fun, I could sing along and dance with my mom and my sister. I can remember many words when I listened to it several times". (Learner 1)

"I am not sure how arts help me to learn, but when I draw a picture I use my imagination. I will plan what I will do first and what I will do next. For example, when I draw a man, I will plan where to put the man in the paper". (Learner 3)

"Drawing book related to insects and animals were really attractive to me. I can stay with it for more than two hours a day. I can colour them and learn how to call them. Sometimes I went to find them in the forest with dad". (Learner 4)

"My mother always let me make art activities and then she gave me many new English vocabulary, it was so excited to learn a new thing". (Learner 5)

3.4 Learners' Confidence

Some learners revealed that they felt confident to learn English when they did what they were interested in doing, and they can achieve those kinds of activities in lessons.

"Learning English with the arts were not really difficult, sometimes I could do it by myself". (Learner 4)
"Learning with the arts make me feel that English was not bored but it was interesting that I can use it in the real life". (Learner 5)

Discussion

Based on the findings, the instructors revealed that they had enough time to teach the arts along with the English language instruction even if they did not consider themselves as creative. This is connected to Bandura's study about self-efficacy which defined one's beliefs about his/her capability to produce thoughts and behavior (1994). Instructors who have a strong sense of self-efficacy are more likely to succeed in many ways.

The instructors believed that listening to songs and music was important because they helped learners in many ways: being familiar with the sounds of English language, practicing English pronunciation, learning new vocabularies, gaining insight into English-speaking cultures, learning word forms, and learning sentence structure. In this study song and music were used the most which is

consistent with Charlesetta (2007) who mentioned that songs and music were most often used by teachers. Therefore, most instructors are aware of the importance of song and music, so they practiced them in their instruction in one direction.

There are many kinds of arts generally used to facilitate in teaching and learning. However, this study focused on four kinds of arts: song and music, visual arts, dance, and drama. According to this study, song and music is the one used most often to integrate in English language instruction because they have many advantages for young learners and materials are easy to find. In addition, visual arts were also used in the instruction, but these kinds of arts varied from each family. Generally, instructors used drawing, crafts, sculpture, and cartoon movies related to visual arts. All kinds of arts are beneficial to young learners. Moreover, Schwartz (2015) stated that "arts integration seems to be the best form of differentiation out there because it taps into so many different interests and abilities and forms of learning".

Integrating art forms with instruction were important and helpful to children's learning in many ways. Instructors in the present study integrated arts to teach English language at the same time. The approach to bring arts to teach language at the same time joined the arts integration approach. This approach, learners create and demonstrate understanding through an art form, shows that learners are engaged in creative tasks when English language is connected to an art form and meets evolving objectives in both (Silverstein & Layne, 2010. p.3). Hence, arts integration is related to the interdisciplinary approach. In this approach, "teachers organize the curriculum around common learning across disciplines in which emphasize on literacy in different subject areas and understanding informational texts. Teachers will need to teach subject content at the same time as they teach literacy skills" (Drake, 2012).

In this study, the instructors integrated arts into their instruction for two main goals: motivating children to learn and using arts as crucial materials of learning without boundaries between subjects. The instructors introduce artistic activities to inspire children to have good feeling and promote a creative atmosphere while learning. Arts can encourage children to feel alive and actively learn the new language. According to Krashen's Affective Filter Hypothesis, teachers can use songs and music to reduce any negative feelings of learners. Arts are the ways to open the world of learning language for young learners as with LeFrancois's study which indicated that integrating arts into instruction is also a part of realistic learning, as stated "the heart and soul that complement mind and body, a powerful integrative force that teaches the whole child—social, creative, emotional, intellectual, and physical" (New York State Education Department, 2010).

In this study, the instructors used arts to help them teach English language. Learners learned through the arts activities and instructors inserted the knowledge of language during the activities. This is consistent with Murphey (1992) who emphasized that using songs can assist young learners to improve their listening and speaking skills, therefore possibly facilitating them to practice pronunciation. Songs can be suitable tools in learning new words and sentence structures.

Most instructors in this study shared the same teaching approach as they used English language as a medium of communication while doing art activities. They integrated arts as media of teaching and learning. Instructors believed that engaging in visual art activities can help the practice of calling out the names of elements and principles of designs while making art works, practicing to read the name and instruction of materials of arts making, practicing to write the description and stories of art works, and learning new vocabulary. Children will learn language casually at the same time as joining activities, as with the work of Musielak (2012), who said "while making things, children also make meaning" (p.1.). Integrating visual arts in learning language aligns with the concept of using visual stimuli in second language acquisition as most of the language teachers in this study seem to agree that the use of visuals

can develop language teaching, in that they help instructors to bring the real world into the learning. Therefore learning is more interesting, exciting, and meaningful. Visual art is particularly powerful when it allows children to communicate when they cannot express it through writing. There is a correspondence to Albano's statement: "I think a picture is much more than an image, especially when I teach English. Pictures are essential when it comes to engaging students who are learning a new language at any level. They can be successful study aids during lessons, and they can act as useful prompts to help students when they are practicing speaking" (Albano, 2013).

As well, noticeable from the interviews, many instructors revealed that they integrated visual arts in English teaching by doing activities; while children are making art work they communicate with their instructors in English and practice to name their materials in English. In this way, children learned language. However, most instructors reported that integrating song and music in English language instruction was important. They notice many advantages of using song and music to add value to young children's language learning in relation to listening, speaking and pronunciation skills, vocabulary, word forms, and sentence structure together with culture and enjoyment. These are the reason why most instructors believed in the importance of song and music.

Conclusion

This study investigated 1) the home school instructors' expressed beliefs and practices of arts integration in English language instruction, and 2) the young learners' expressions of motivation in English language learning when integrated with arts.

The study indicated that the relations between beliefs about self-efficacy and frequency of practicing were positively correlated at the high level ($r = .576$, $p < .000$). The instructors integrated arts into their instruction and frequently practiced about once a week. The art forms that were mentioned the most were song and music, followed by visual arts. The interview of the instructors revealed three key findings: kinds of arts integrated in English language instruction, ways of integrating arts in English language instruction, and instructors' motivations to apply arts integration. Most instructors believed in the importance of arts integration and used different kinds of arts which focused on learners' interests. Regarding young learners, the findings showed that they were motivated to learn English language when integrated with arts.

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Enhancing Grade Nine Students' Paragraph Writing Ability through Specifically Designed Task-Based Learning Activities: A Case Study of Bann NongPakLoad School, Chaiyaphum

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This research attempted to enhance grade nine students 'paragraph writing ability at a Ban Nong PakLoad school in Chaiyaphum province. Four specifically designed task-based learning activities were implemented as research instruments with purposively selected 7 samples out of 63 populations from five schools in the province. Learners' needs were identified through needs analysis via semi-constructed conversational interview questions. Students' writing ability was assessed by three inter-raters i.e. a researcher as a teacher herself, an expert in English and a native speaker. The results of pre/posttest and four paragraphs from four tasks signified that the target learners' paragraph writing ability was averagely improved with statistical significance at 0.00 (p < 0.05). The result of classroom observation and questionnaire also reflected a great satisfaction with the research treatment for facilitating their learning to write English paragraphs with more motivation and confidence.

Key words: English Paragraph Writing Ability, Grade Nine Students, Specifically Designed Task-Based Learning

Introduction

It has been well accepted that English is important for a new generation in the twenty-first century. This is because English is an international language which most of the population in the world speak.

Thus, Thai students need to be able to effectively communicate with English especially to keep up with the greatest changes in ASEAN with English as a working language. It is necessary to prepare Thai learners to become competitive by learning to use the language for communication especially with English writing proficiency as English writing ability is an important tool in the workplace (McWhorter, 2001).

Particularly, this study focused on improving a writing skill of the students at grade nine as it has been found that they had difficulties in writing English. However, according to the Basic Education Core Curriculum B.E. 2551, students are required to write a short basic paragraph out of their own interests related to a wide range of topics using simple and compound sentences and discourse markers with the

topics related to their own family, school, environment, foods and drinks, interpersonal relationship, hobbies, recreation, health, buying and purchasing, weather, education and careers, travels, public services, places, sciences and technology (The Ministry of Education, Thailand, 2008).

As a result, it is clear that ability in writing English is important for Thai learners. Although the Basic Education Core Curriculum B.E. 2551 requires English writing skill as one of the four main English skills at all levels in Thai educational system, teaching writing in Thailand has been experiencing a lot of problems. Thus, Thai students are struggling with English writing problems, especially at paragraph writing. Although Thai learners have realized the importance of English to some extent, they still lack interests and motivation to improve their writing ability. Instead of putting a lot of efforts to learn to write better, they just ignored it. This resulted in their low English writing proficiency (Oranpattanachai, 2013).

Similarly, Pawabunsiriwong, (2004) revealed that the main cause of recursive writing problems of most Thai students was due to the lack of writing strategies, especially at the planning stage. This was because teaching writing in Thai educational system generally focuses only on the writing stage, not the pre and post writing stages to help learners from planning their writing to editing their own writing.

In particular, the target learners of this study were grade nine students at Ban NongPaklord school which is one of the educational opportunity expansion schools under the management of the Primary Education Service Area Office 2 in Chaiyaphum Province. This means the school aims to serve the needs of the fewer opportunity students in a remote rural area. It is a small scaled school with only two teachers of English for 133 students from primary to higher secondary levels. This obviously reflects the inequality of education in Thai society. Before the research was conducted, these target students did not have a teacher of English but their English courses were taught by other subject teachers so they hardly learned how to write in English appropriately. This directly resulted in their low English writing ability as it is the most difficult skill to acquire.

In order to solve the writing problems of the target learners, this current study implemented task-based learning (TBL) activities due to their advantages and the specific writing problems of the target learners who need more guidance and opportunities for practices in all three steps of writing i.e. pre, while and post writing stages. As the task itself is defined as 'an activity which requires learners to use language, with emphasis on the meaning to attain an objective" (Bygate, Skehan and Swain, 2001) and the aim of a task-based learning is to enable learners to focus on meaningful communication with ample opportunities to practice a linguistic skill resulting in their more comfortable feelings with grammar and vocabulary learning which are pre-taught in the pre-tasks (Haemer, 2001).

All of the problems concerning English writing ability and the lack of the empirical research study for improving low writing ability to write a paragraph through task-based learning activities, this gave rise to this research study which attempted to improve their paragraph writing ability via a task-based learning. This was reflected in the research objectives in the following section.

Objectives

Based on the study's problems and rationale mentioned earlier, its main purposes are to analyze specific needs of the grade nine students in learning to write a paragraph in English at Ban NongPaklord school in Chaiyaphum province in order to enhance the target learners a paragraph writing ability in English through the specifically designed task-based learning activities. Also, this study aimed to satisfy their specific needs in learning to write a paragraph in English via specifically design task-based learning activities. With these specific purposes, the present study was designed based on this conceptual framework.

Conceptual Framework

As this current study attempted to improve paragraph writing ability of the grade nine students based on the requirements of the Basic Education Core Curriculum B.E. 2551 which expected them to be able to write a short paragraph with different topics, the study started with needs analysis to identify what topics they want to write. The learner needs could be interpreted as wants, lacks and needs and other kinds of needs in terms of learning materials, teaching techniques and learning activities (Hutchinson, T and Waters, A.; 1987 and Richterich, R., & Chancerel, J.,1978). A part from the needs about what to learn and how to learn it, the other kings of needs are about how their performance is assessed to reflect their real ability. Also, the learners needs can be considered in terms of immediate or present or future needs (Robinson, P.,1991). Thus, the needs analysis of this study focused on the topics they would like to write among those required by the national curriculum and their problems in writing English paragraph as well as their preferred learning activities. Moreover, needs analysis is viewed as the first step in designing academic course.

Also, this study covers the writing process based on Krashen's model (Krashen, 1984 cited in Richards and Renandya, 2002) which states that "many good writers employ a recursive, non-linear approach-writing of a draft which may be interrupted by more planning, and revision leading to the reformulation, with a great deal of recycling to earlier stages". This is represented in diagram in Figure 1.

Figure 1 The writing process
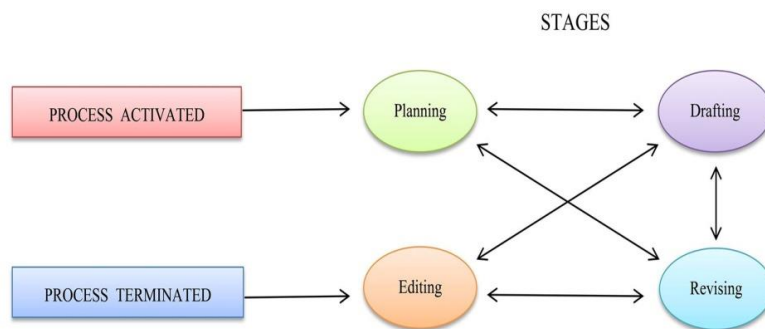
Source: Richards and Renandya (2002); Krashen, 1984 cited in Richards and Renandya, 2002; Hogue and Oshima (1997); Eschholz and Rosa (2008).

Moreover, Scrivener (1994) suggested using guided writing to help learners become a better writer through providing some ideas, choices of key words and grammatical points with alternatives to prepare writing step by step.

In addition, Nunan (1996) suggested using a model at a first step for learners to copy and imitate in helping them to expand their sentences from guided words in order to develop sentences and then a paragraph. Similarly, Rainmes (1983) also suggested starting from guided or controlled writing to free writing as in this figure 2.

Figure 2 Writing steps with purposes

Accuracy			
		Fluency	
1	2	3	4
1copying	2doing exercises	3 guided writing	4 free writing
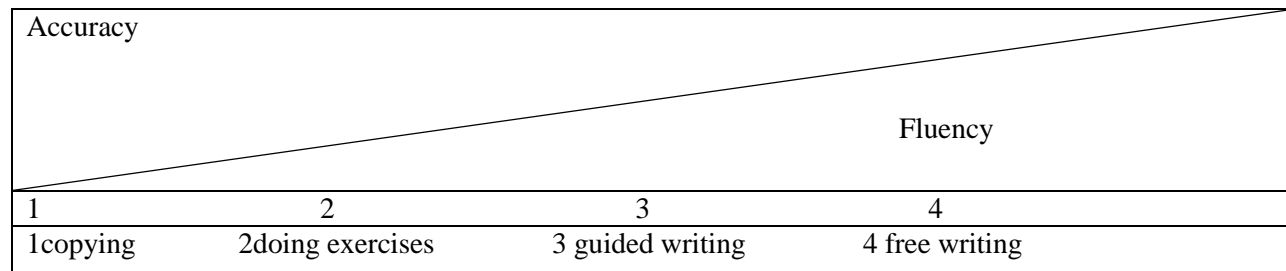
In particular to a paragraph writing, Krizan and Logan (2000) suggested four main features of good paragraph, 1) topic sentence stating the theme or the main idea of the paragraph, 2) supporting sentences giving primary support to the main idea through further explanation, 3) details sentences supporting these explanation and 4) concluding sentence to summarize the main idea of the paragraph or restate the topic sentence.

Another main theoretical concept to cover in this study is an activity to learn to write English paragraph which refers to task based learning activities in this study. Task-based learning framework consists of three components i.e. pre-task, task cycle and language (Willis, 1996). As task -based learning offers an alternative for language teachers without pre-determining what language will be studied in each lesson as the lesson is based around the completion of a central task. Instead, the language to be studied is determined by what happens as the students complete it as shown in this figure.

Figure 3 The task-based Framework
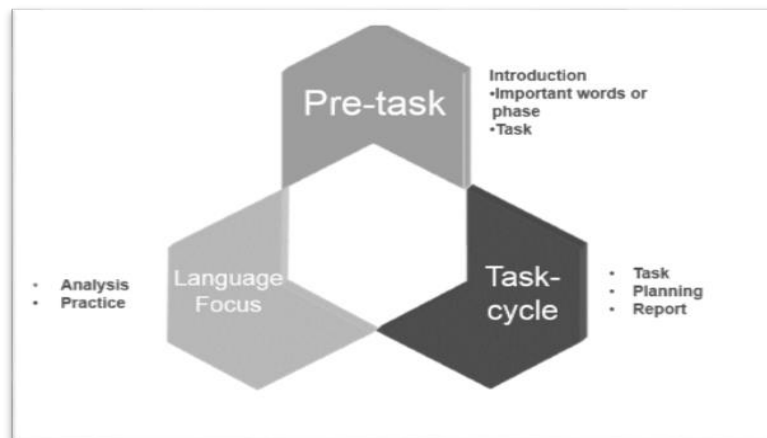
Source:Willis (1996)

In sum, the conceptual framework of this study predominantly consisted of needs analysis in terms of what topics need to be learnt and what preferred learning activities were based on their needs and problems in learning to write a paragraph in English. This is closely linked with how to satisfy their needs effectively. This is also related to how they need to learn to write a paragraph which refers to the task based learning activities as a research treatment to enhance the target learners' paragraph writing ability. How the research was conducted was reflected through the research methodology which was described in details in the next section.

Research Methodology
1. Participants and instruments

There were 63 students from all five educational opportunity expansion schools under the same management of the Primary Education Service Area but 7 samples were purposively selected as the researcher was their teacher at the Ban Nong PakLoad school. These students were taking the Basic English 6 course in the second semester of the academic year 2016. All of them had had scores lower than the standard ones reflecting their poor level of English proficiency.

Five main kinds of research instruments for collecting both quantitative and qualitative data were: 1) semi-structured conversational interview questions for finding out their needs and problems in learning to write a paragraph, 2) the pretest and posttest to measure learner's improvement after the treatment in terms of a paragraph writing ability, 3) a classroom observation form to reflect both the learners' writing ability and satisfaction with the task based learning activities, 4) a questionnaire to reveal both the learners' paragraph writing ability and satisfaction with the task based learning activities, 5) the four paragraphs of each learner as an outcome of the task based learning activities. These research instruments were approved by three language experts before they tried out with a parallel group of learners in a similar school nearby in the same educational area for their validity and reliability.

Research design and Data collection

This study was designed as a case study with both quantitative and qualitative research methods. The findings in terms of the learners' development in terms of a paragraph writing ability and their satisfaction with the specifically designed learning activities were presented quantitatively and qualitatively. The quantitative data from the semi-structured conversational interview questions, pre/posttests, classroom observation form and the questionnaire were collected and analyzed using the Wilcoxon signed-rank test which is a non-parametric statistical hypothesis test and then presented in forms of population means(μ) and standard error (σ). Particularly, the paragraph writing ability of the learners were graded by three inter-raters who are the researcher as a teacher herself, an expert in English and a native speaker of English. Their written paragraph was assessed within the five aspects i.e. content, organization, vocabulary, grammar and mechanic with the scores ranging from 0 to 5. Also, the qualitative data from a classroom observation were analyzed based on the objectives of the study and then presented in a narrative description.

<div align="center">Results</div>

The findings in term of needs from the needs analysis through the semi-structured conversational interviews showed that the three most needed topics for learning to write a paragraph in English were *My daily routines*, *My family*, and *My friend out of others like, My favorite sports, My school, My leisure times, My or My hobbies, My future, My childhood, Going shopping and Telling Story as required by the Basic* the Basic Education Core Curriculum B.E. 2551. Interestingly, their needs found through the interpretations of their problems were about how to find the right choice of words and sentences to form a good paragraph. More importantly, all of them (100%) clearly stated what they lacked most was how to form an idea to develop a good paragraph.

The findings in terms of the learners' improved paragraph writing ability from the pre/post tests showed the overall level of improvement was just above the average level. However, the comparison between their writing ability before and after the treatment clearly indicated the significant improvement of their paragraph writing ability before and after the study reflected through greatly increased mean scores of all learners at the end of the study with a strong correlation among three inter-raters and a statistical significance at .001 with $p < 0.05$ as shown in table no 1.

Table 1 The findings from pre/ posttests with statistical significance

Tests	μ	σ	T-test	Df	Sig
Pre test	3.85	1.00	6.25	6	.000
Post test	16.85	2.24	13.88		

**p < 0.05 (n = 7)

The results in terms of statistic evidence did confirm the success of the implementation of the task based learning activities in enhancing the writing ability of the target learners in writing a paragraph supported by differences between the summary means of each learner in the pre and posttests with the statistical significance at .00 and .001 with p < 0.05.

Moreover, other findings in terms of their paragraph writing ability improvement from each task writing assessed by the same three inter-raters in five aspects with the same criteria strongly confirmed the improvement of the learners paragraph writing ability through the increased means from the first task to the last one as shown in table 2.

Table 2 The improved learners' writing ability assessed by three inter-raters

Inter-raters	Task 1	Task 2	Task 3	Task 4	μ	Σ
A researcher as a teacher	12.71	12.29	14.43	14.43	13.46	1.12
An expert of English	12.86	11.43	13.14	13.28	12.67	0.84
A native speaker	14.43	14.71	17.14	17.57	15.96	1.62
Average of mean scores by three inter-raters	13.33	12.81	14.90	15.09	14.03	1.13

In addition, the findings in forms of learners' satisfaction with the research treatment i.e. tasking based writing activities from the questionnaire proved that all the learners were greatly satisfied with the testament as their needs were successfully met reflected through the overall means over 4.71 out of 5 as shown in table 3.

Table 3 The findings from the questionnaire

No.	Aspects to be investigated	μ	Σ
1.	The tasks are easy to understand.	4.57	.535
2.	The activities are interesting.	4.43	.535
3.	The tasks are useful and enjoyable.	4.71	.488
4.	The tasks facilitate how to write a paragraph successfully.	4.86	.378
5.	I want to learn to write more from similar task.	4.71	.488
6.	The tasks help better understanding of choosing appropriate words.	4.71	.488
7.	After learning through these tasks. I feel more confident to write a paragraph in English.	4.86	.378
8.	I think I can write better in a further assignment.	4.71	.756
9.	I believe my ability in paragraph writing has been increased through these task based learning activities.	4.71	.488
10.	Task-based learning activities are effective to motivate me to learn how to write in English much better.	4.86	.378
	Total	Total mean	Total S.D.
		4.71	.491

Additional findings in forms of learners' satisfaction with the research treatment were from three open-ended questions at the end of the questionnaire about *Which task do you like most?, Which task do you like least? and What suggestions do you have for improving this course?* They clearly revealed positive outcome as all the learners (100%) like all of the tasks. Surprisingly, their suggestions indirectly revealed their needs and problems in as well as motivation for writing a paragraph in English. For example, most of them 5 out of 7 (71%) stated although they liked to learn through task based writing activities, they still wanted more guidance like more examples and so on for developing ideas in forming a good paragraph.

The final source of findings in forms of both improved paragraph writing ability and satisfaction with the research treatment were from the class observation focusing on how well the learners completed their tasks, actively involved in doing the tasks, enjoy studying, put efforts on writing tasks and submit their tasks in time. The findings revealed that all of the learners could fairly complete well and submit the tasks in time with overall mean scores at 3.64 and 3.57 respectively. However, the greater success was with effectively meeting the needs of the learners. That was the much higher means of "Enjoy studying (3.82), actively involved in doing tasks (3.86) and Put efforts on writing task (3.89)" did significantly show high level of learners satisfaction with the research treatment.

Conclusion and Discussion

This research study aimed at enhancing the paragraph writing ability of the lower secondary school in grade nine at a Ban Nong PakLoad school whose writing proficiency was lower than the expected standard as they were less opportunity students in an opportunity expansion school who lacked of teachers of English subjects. However, after the implementation of the task based writing activities based on their needs, their paragraph writing ability was improved at an average level but with significantly high level of satisfaction with the research treatment.

In terms of satisfying the learners' needs, it is obvious that the implementation of the task based learning activities directly met the target learners' needs effectively. All of them had positive opinions on this special treatment reflected through their higher motivation for learning to write a paragraph in English with more joys, confidence, patience, efforts and enthusiasm because of the advantages of task based learning approach with free of relevant personalised language and more exposure to language based on their own needs for communicating with enjoyment and motivation (Frost, 2017).

In forms of the improvement of the learners' paragraph writing ability, although some of them could not form a good paragraph, their writing ability at a sentence level did highly increase compared to that before the study. This might be because of the limited time and numbers of tasks for practice writing as it takes time to successfully acquire writing skill because writing was the most difficult skill to acquire especially true for writing in different language due to a variety of factors such as different vocabularies, sentence structures and writing styles and so on (Rainey, 2003, Willis, 1996, Connor, 1996 and Byrne, 1982).

Despite of disappointing rate of writing ability improvement which is just above average level, it is realistic and acceptable outcome. This is because obviously some of the target learners could not even write a sentence at the beginning of the course but at the end of the course they could produce a sentence and combine them in a form of a paragraph. Just this evidence, it is believed that this treatment is a good choice to help improve their writing skill step by step although none of them could produce a free writing task assigned in each lesson plan in this stage due to their limited writing ability. It can be concluded that the implementation of the task based learning approach seemed to work in this study in gradually developing the students in grade nine to write in English better.

Although the level of their paragraph writing improvement is just above the average level, its positive effect in terms of great satisfaction with the task based learning activities in meeting their learning needs shows the good direction in solving their writing problems in English in the near future.

Suggestions

The success of this study can be claimed through directly satisfied the needs of the learners effectively both in terms of what to study and how to study. Thus, the research suggests identifying the learner needs as well as the learning problems before designing the course and implementing any teaching and learning method. Also, the action research with the circle of improvement throughout the course as well as an on-going needs analysis is also recommended to better serve the learning needs of the learners successfully. In addition, more guidance from the teacher and assistance from their peers were important especially for learners with low level of English proficiency as well as more opportunities for practice.

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Reading and Comprehension levels of Intermediate Pupils in Glamang Elementary School: Basis for Reading Enhancement Activity Program (REAP)

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This study determined the reading and comprehension levels of the intermediate pupils in Glamang Elementary School Basis for Reading Enhancement Activity Program (REAP).

There were one hundred twenty-eight (128) intermediate students who were the respondents of the study from Glamang Elementary School, Polomolok, South Cotabato. Findings revealed that the group of Grade six pupils had the highest percentage of independent level of comprehension; while the grade four group of pupils had the least percentage. In terms of an instructional level of comprehension, the Grade six had the highest percentage, while the grade four had the least percentage. In the frustration level, mostly of the Grade four pupils had a frustration level, and the Grade six had least the percentage.

The researcher developed and compiled appropriate intervention activities to enhance the reading skill of pupils who are slow readers and non-readers. These intervention activities may be used with slow readers and non-readers regardless of grade level.

Introduction

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. (http://www.k12reader.com/what-is-reading-comprehension/)

In the Philippines it is conventional wisdom to think that our competency in English gives us a clear-cut advantage in the BPO (business process outsourcing) industry. After all, English is practically our second language, so doing business with Westerners should not pose a problem at all. This kind of readiness has made us a worthy competitor in the global business arena. (http://www.philstar.com/business-life/551404/low-proficiency-reading-comprehension-may-threaten-global-competitiveness)

The researcher described the reading and comprehension levels of intermediate pupils. The researcher developed a collection of enhancement activity program in reading with the hope that those found in reading difficulties like the slow and non-readers will be able to cope with the reading skills expected of their grade levels. Thus, helping them to become fluent readers and improve their academic performance.

On the account of the aforementioned national and local situations, the researcher was encouraged to investigate and describe the reading skills of the intermediate pupils of Glamang Elementary School particularly in reading and comprehension levels.

Statement of the Problem

This study described the reading and comprehension levels of intermediate pupils in Glamang Elementary School as basis in developing an Reading Enhancement Activity Program (REAP).

Specifically, this study answered the following queries:

What is the comprehension level profile of the three groups of subjects?

What is the reading level profile of the 3 groups of subjects?

What is the reading speed profile of the 3 groups of subjects?

What Reading Enhancement Program can be developed out of the results?

Review of Related Literature

Reading is one aspect in the communication process which includes listening, speaking, reading and writing. Reading is not a subject but rather an information gathering and utilization process. In other words, reading skills process skills and reach in to all subject areas.

It is very important to know the reading performance of the pupils since this skill is considered the key for gaining knowledge. One reads to attain knowledge that is useful in conducting new knowledge.

The study of Monter (2011) revealed the reading comprehension level of Grade Six pupils of Morning Star Montessori Inc., through the use of the Scholastic Reading Inventory Program. Indicators such as, pupils' demographic profile, reading attitude and environmental factors example teacher factor, school factor, and home factor were used to find out the significant relationship with the reading performance of the pupils. It was found that only the teacher factors did not significantly relate with the pupils' performance.

In this current study, reading was measured by word recognition and reading comprehension. Word recognition was measured by the correct pronunciation and speed in reading the Dolch's basic sight words, wherein, pronunciation deals with the correct letter-sound recognition and blending while reading speed is the time spent in orally reading the basic sight words. Reading comprehension was measured by getting the scores gained by the pupils in answering the four (4) levels of comprehension question example Test I, literal comprehension; test II, interpretative comprehension; Test III, critical analysis; and Test IV, Application and creation level of comprehension (Villanueva & Delos Santos, 2008).

Conceptual Framework of the Study

This study was supported by Valle (2003) who describes reading as a complex and continuous process from the early child's development and throughout his lifetime. Pupils have to master a great deal of decoding ability so they can pronounce of recognize words during the reading process and can drive meaning through the interpretation of printed.

Figure 1 Conceptual Framework of the Study

Input	Process	Output
1. Comprehension Level 2. Reading Level 3. Reading Speed	Problems Source of data Research Instruments Data Analysis	Reading Enhancement Activity Program (REAP)
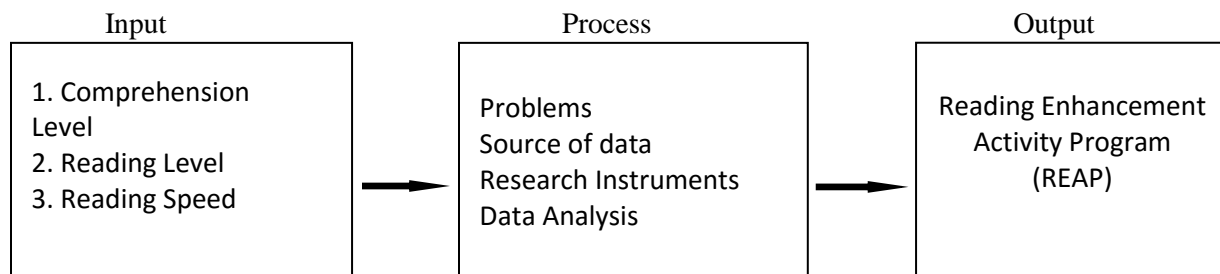
Figure 1 shows the conceptual framework of the study. The inputs were comprehension level, reading level, reading speed.

The processes were the problem, sources of data, research instruments and data analysis and the output was reading enhancement activity program.

Methodology

Research Design
This study was evaluative and descriptive in nature that built on the research and development (R & D) method. It presented the reading profile of the intermediate pupils of Glamang Elementary School using PHIL IRI 2005 tool. Based on the findings, the researcher developed and compiled appropriate intervention activities to enhance the reading skills of pupils who are slow readers and non-readers. These intervention activities may be used with slow readers and non-readers regardless of grade level.

Locale of the Study
This study was conducted in Glamang Elementary School, Polomolok West, Division of South Cotabato. This school is located in Barangay Glamang, Polomolok, South Cotabato.

Respondents of the Study
The respondents of the study were the Intermediate pupils of Glamang Elementary School. Table 1 shows the distribution of respondents of the study.

Table 1
Distribution of the Subjects

Grade	Total Number of Pupils		
	Male	Female	Total
4	20	21	41
5	20	25	45
6	13	29	42
Total	53	75	128

Research Instrument

The PHIL-IRI 2005 was the only instrument used by the researcher to determine the reading and comprehension levels of the intermediate pupils. Their common oral reading errors were also noted identified and recorded.

PHIL-IRI 2005 is a nationally validated assessment tool which presents a qualitative and quantitative description of reading performance of pupils from Grades 1-6. It primarily focuses on the oral assessment of reading levels of individual learners. The PHIL-IRI consisted of graded oral reading passages.

The wordlists precede each passage which contains 10-12 words found in the wordlist. Oral reading passages are graded paragraphs or stories that the pupils read during assessment. It has a 5-10 questions which are categorized as literal, inferential, critical and creative.

The PHIL-IRI 2005 was conducted to the One Hundred Twenty Eight (128) intermediate pupils individually by the researcher during their vacant periods and during lunch break.

Results

The Comprehension Level Profile of the Subjects

This study determined the profile of the Grades 4, 5, and 6 in terms of comprehension level. To do this, frequency distribution was used. Shown in table 2 was the result.

Table 2
Comprehension Level of the 3 Subjects

Comprehension Level	Grade 4		Grade 5		Grade 6	
	f	%	F	%	F	%
Frustration	17	41.46%	9	20.00%	7	16.66%
Instructional	15	36.59%	23	51.11%	17	40.48%
Independent	9	21.95%	13	28.89%	18	42.86%
Total	41	100.00%	45	100.00%	42	100.00%

Based on the results, the grade 6 group of pupils had the highest percentage of independent level of comprehension. While the grade 4 group of pupils had the least percentage. In addition, in terms of Instructional level of comprehension, the Grade 5 group had the highest percentage while the grade 4 had the least percentage. Likewise, in the frustration level, mostly of the grade 4 pupils group had a frustration level while the grade 6 had the least percentage.

The Reading Level Profile of the Subjects

This study likewise determined the profile of the Grades 4, 5 and 6 in terms of comprehension level. To do this, frequency distribution was used. Shown in table 3 was the result.

Table 3
Reading Level of the 3 Subjects

Reading Level	Grade 4		Grade 5		Grade 6	
	f	%	F	%	f	%
Frustration	18	36.00%	9	20.00%	6	18.18%
Instructional	26	52.00%	24	53.33%	16	48.48%
Independent	6	12.00%	12	26.67%	11	33.33%
Total	50	100.00%	45	100.00%	33	100.00%

Based on the result, majority of the pupils in grade 4 (36.00%) had a frustration level in reading. In addition, in the instructional level, grade 5 (53.33%) had the most number in their group. Moreover, in independent level, the grade 6 (33.33%) group registered the most number in the three groups of subjects.

The Reading Level Profile of the Subjects
This study further determined the profile of the Grade 4, 5 and 6 in terms of reading speed. To do this, frequency distribution was used. Shown in table 4 was the result.

Table 4: Speed Reading Level of the 3 Subjects

Speed of Reading	Grade 4		Grade 5		Grade 6	
	f	%	F	%	F	%
Slow	17	34.00%	8	17.78%	4	12.12%
Average	15	30.00%	12	26.67%	7	21.21%
Fast	18	36.00%	25	55.56%	22	66.67%
Total	50	100.00%	45	100.00%	33	100.00%

Based in table 4, results shows that, mostly of the slow readers were from grade 4 and the fast reader were from grade 6. This result implies that the speed level of the 3 groups of subjects in this study was directly proportional to its grade level. In conclusion, the higher the grade level, the most likely the fast reader and the lower the grade level, the slower reader.

Reading Enhancement Activity Program (REAP)
I. Introduction
After identifying the reading and comprehension levels of the intermediate pupils of Glamang Elementary School in word recognition and reading comprehension, a reading program was designed to the students' reading needs. The information collected served as the bases in making decisions for planning an appropriate school-based teaching and learning instruction as well as a reading program to improve the performance of pupils. The assessment results are considered in the preparation of the school improvement plan.

II. Objectives
The structuring of the reading enhancement program aims to:
      1. To increase the reading and comprehension levels of the pupils
      2. To increase the NAT performance of Grades III and VI by 2%.

III. Methods
Intervention Method

Teachers are given varied reading activities for the pupils to learn for a week. The same things will be taught across all grade levels but the level of difficulty will vary. The following activities are as follows.

Storytelling – using big books, the teacher will read and discuss the story presented.
Pair Show – the teacher will assign one good reader to assist his classmates who is a slow reader to read a passage or even a story.
Cooperative learning – This is a group activity they will read a story then answer the questions that the teacher has prepared.
Spelling bee – Teacher to pupil activity. This is done daily for the pupils familiarized the words. Words are taken from the story they had already read.
Readers' theater – they will act out the characters in the story.
Team Reading – This is composed of three pupils. They will read a story, and then they will answer as a group the questions that the teacher has in hand.
Oral Interpretation – Each pupil will read the story with proper facial expression, intonation and stress.
Retelling – Tell the story in his own words and understanding.
Role playing – Dramatize the given situation.
Summarizing – Write or retell the story briefly.
Film Viewing – The children will watch a film then they will identify the elements of the story.
Games – examples of this are picture & crossword puzzle, brainstorming and accomplishing activity sheets.
Nursery rhymes – short verses that pupils memorize and present in front of the class.
Mass Reading – choral reading, Directed Reading Thinking Activity (DRTA) will be used.
News casting – they will act out as the newscaster to present the latest news or issues in the locality.
Hosting – The pupils will interview personalities. They can also act out an emcee in the program.
Musical contest – The pupils will present a song whether song solo, duet or chorus.
Jazz chants – It is a group activity wherein they will chant a particular piece with choreography.

The mentioned activities will be divided into 10 months according to its level of difficulty. Some of the activities will be shown on stage.

For example: Oral interpretation will be learned by the children for a week, then, this skill will be presented for the following week.

The presentation in a school is to be presented by section will be divided into 2 categories.
Category A – primary grades
Category B – intermediate level

IV. Strategies
- To achieve the aforementioned interventions, the following strategies are noted;
- The School principal will call for a meeting of all reading teachers to organize a School Reading Team.
- Plotting of activities and time frame should follow.
- Require all concern teachers to attend trainings and seminars related to this task.
- Conduct monthly meeting for all members of the team for feed backing and consultation.
- Conduct pretest and posttest to measure the reading and comprehension proficiency of the pupils.
- Have a year-end revisit on the curriculum guide for innovations.

V. Activities

To realize the objectives in the implementation of the structured reading program of Glamang Elementary School, the following activities are categorized:

a. Independent learners
Cooperative Learning
Role Playing
Summarizing
All skills

b. Instructions learners
Cooperative Learning
Role Playing
Summarizing
All Skills

c. Frustration
Film Viewing
Pair Share
Activity Sheets
Choral Reading

There must be a comprehensive and intensive review on NAT with monitoring and feed backing. Different graphic organizers will be utilized for clearer picture of those mentioned teaching strategies.

VI. Time Frame

Month	Activities
June	Film Viewing
	Story Telling
	Pair Reading
	Choral reading
July	Nursery rhymes
	Accomplishing activity sheets/games
	Team Reading
August	Cooperative Learning
September	Spelling Bee
October	Retelling
November	Role Playing
December	Readers' Theater
	Summarizing
January	News Casting
	Hosting
February	Jazz Chant
March	Jazz Chant

VII. Budgetary Outlay

Activities	Expenses	Source of Funds
1. Trainings and Seminars of Teachers	P 10000.00	School Fund
2. Reproduction of Reading Materials	P 5000.00	School MOOE
3. Purchase reference books/textbooks for teachers	P15000.00	PTA Fund Stakeholders

VIII. Monitoring and Evaluation

To measure the efficacy of the program, the following are to be used:
- Post Conference of the school reading team with the principal.
- Feed backing
- Classroom Observation
- Peer Mentoring

Conclusions and Recommendations

Conclusions

Based on the summary of findings, the following were the conclusions made:
Results showed that the comprehension level of the pupils depend on their grade level. The lower the grade level, the more like the number of the pupils had a low comprehension level.

The reading level of the pupils varies directly proportional with the grade level. The higher the grade level, the more likely the higher the reading comprehension level.

The oral reading speed level of the 3 groups of subjects in this study was directly proportional to its grade level. Thus, the higher the grade level, the most likely the fast reader and the lower the grade level, the slower.

The product of this study was the reading and comprehension levels of the of the intermediate pupils and the reading enhancement program designed based on the mentioned profile which hoped to be a good instrument in the development or progress of the reading and comprehension levels of the pupils.

Recommendations

Based on the summary of findings, the following were the recommendations:
The subjects in this study must be exposed to different teaching methods and strategies by teacher in reading to improve their performance in reading and to increase their confidence to read independently.
The subjects in this study need to be exposed to more instructional materials in reading like books, articles, short reading selections and stories.

The pupils should be exposed to diverse techniques, strategies, exercises in performing reading activities for them to be able to attain the highest level of reading according to standards set by Department of Education.

The reading profile of this study should be considered as a basis of the school administrators to evaluate the reading performance of the pupils.

The proposed reading intervention and enhance program is recommended to further enhance the reading and comprehension performance of the pupils.

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**Designing an Automated Essay Feedback System
ROXIFYonline: HELPING STUDENTS IMPROVE THIER WRITING
THROUGH ONLINE FEEDBACK**

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This paper reports on the development of an automated essay feedback system for an English for Academic Purposes (EAP) course at City University of Hong Kong. After a large-scale pilot to test an automated scoring system, further development was needed to give students feedback on their writing. As it was decided that a commercial program would not be purchased, the researcher investigated learning to code and wrote her own computer program (Roxify). Results of the development process as well as student feedback are investigated here.

Key words: AWE (Automated Writing Evaluation), feedback, assessment, computer programming, Python

Introduction

Feedback on student's writing is an important part of the EFL learning context. In order for it to be effective, it should be immediate and useful to the student (Alderson, 2005; Hyland, 2006; Chan, 2014; Ferster, 2013). Instructors at City University of Hong Kong English Language Centre are overwhelmed by the amount of marking that is required each semester and as such in the past have included peer feedback in the writing process. Students want feedback and teachers feel obliged to provide it (Wen, 2013; Leki, 1991; Radecki, 1988).

Each instructor is required to teach five classes of 25 students each semester. In fall of 2016, the courses changed from 72 hours a semester previously to 39 hours a semester without any reduction in the material to be taught. The students in the course are required to write a 750 to 1000-word process essay. They must submit two drafts, one for teacher feedback, and a final version for grading. Along with the written teacher feedback, the students are also given a one-to-one thirty-minute consultation period with their instructor to discuss their writing.

Also included in the 2016 change was the cancellation of the valuable peer feedback sessions. In the past, this helped to free up some of the teacher feedback time as students were able to identify some of their weaknesses, and allowed them time to correct their errors before submission to their instructors (Paulus 1999; Mendonca, 1994).

With a maximum of 125 students per semester, there is a real need for an automated feedback system to help with the extensive amount of marking required for two drafts of each paper, the researcher designed a program for automated essay feedback (Roxify) to compensate for the loss of the peer feedback sessions that were incorporated in previous years and to lighten the instructor marking load (Weigle, 2013; Ware, 2006) and to decrease the amount of teacher burnout (Lee, 2014). As the current focus of Roxify is vocabulary usage, this should allow teachers to focus on other aspects such as structure, organization, style, (Ferris, 2003; Hyland, 2006; Zamel, 1985; Stevenson, 2016) and grammar (Chen, 2008; Li, 2015).

It is generally believed that learning to program is not easy for most people (Kölling, 1999; Jenkins, 2002). Teachers are not normally programmers and this can be a daunting task for them to learn. However, teachers may well be the best people to write educational software. In 1985, Higgins argued that all teachers should be given "the opportunity to learn programing." (Amiri, 2000) believes that language teachers are the most suitable people to learn computer programming-especially if they have studied a foreign language. He writes that "Language teachers know about syntax and semantics, rules and exceptions, …audience, …composition, and problem solving, all of which would be useful in learning a modern high-level event-driven computer language." End-user programming has yet to become a reality for most teachers (Goodell, 2003) so they therefore need to rely on commercial products for electronic feedback. To develop effective and useful educational software, there needs to be both a knowledge of computer programming and pedagogical content knowledge that can be provided to learners in a way they can understand (Shulman, 1986). There is a mismatch in that software engineers do not know pedagogical content knowledge and language teachers do not normally know how to develop software (Lee, 2011).

With 125 students each semester submitting papers all on the same day, it was found to be impossible to give quick feedback to students. In order to bridge this gap between the need to provide timely feedback to students and still be able to deliver useful help, the researcher decided to write her own automated feedback system. This process began with the aid of Metametrics corporation. A partnership was developed to use the existing EdSphere Lexile writing System as a storage system while developing a rubric and feedback mechanism to be used with the Lexile system.

Methodology

Lexile for writing
Pilot

In 2014, an initial cross-cultural pilot was conducted with students at X University of X and the school district of X. The students in both groups used Metametrics EdSphere Lexile Writing System (https://www.metametricsinc.com/lexile-framework-writing/). A total of 2501 papers from Hong Kong and 1079 papers from the United States were included in the study. Feedback was provided to the students based on their Lexile range. The study results were tabulated for students between the United States and Hong Kong. The papers were divided into three basic levels, elementary, intermediate, and advanced. The levels were devised as they already hold face validity for the students and require minimal explanation. Students with a Lexile writing score below 900 were classified as being at the elementary level, Intermediate students had a Lexile score between 901 and 1300, and advanced level had a Lexile score of above 1301. These were arbitrary cut scores based on prior research done by Metametrics (Schwartz, 2008). The students were given a one-size-fits-all generic feedback form with web links for them to type in for help on six domains that roughly corresponded with the Lexile self-rating system: Task Fulfillment, Academic Register and Stance, Organization, Sentence Complexity, Grammatical

Accuracy, and Vocabulary (see appendix 1). The majority of students found it to be unhelpful and did not act upon the feedback given. Based on the results, it was decided that the available commercial system was not best for students at City University. The input system was not easy for the students to use. They did not like inputting into the system itself and preferred to write their essays on a word-processing program and then entering them into the program. This is not possible with the EdSphere system to prevent copying from the internet. The researcher then began looking for an alternative that would be more in line with student expectations and provide more personalized feedback. Unfortunately, the programs available on the internet are either ineffective, riddled with errors, or priced out of the range of the students. Therefore, the researcher decided to write her own program to help ease the burden of at least a portion of the marking feedback.

To develop Roxify, the presenter took a MOOC, developed by MIT (MIT 2015) and presented on edX, to learn the use of Python. She then went on to produce an automated essay feedback system. The initial program used in 2015-2016 was offline and required manual input by the researcher to provide feedback to the students. This was used over two semesters with 76 students writing 3 separate essays with three drafts ($n = 228$) in the fall semester, and 18 students writing 2 essays; and an additional 24 students writing one essay with 3 drafts ($n = 109$) in the spring of the 2015-2016 academic year. Student feedback was taken into consideration and improvements on the program were included in the second semester version.

The system developed highlights at a variety of language features required for academic writing. These include the usage of the AWL (Academic Word List), cohesive devices, key vocabulary taken from source texts, number of duplicated words, pronoun usage, inclusion of sources, statistical metalanguage, reporting verbs used, and use of clichés. Each of the features analyzed was initially color coded and students were provided with a URL to copy and paste for additional help. In the second version, these features were updated so the students' errors were hyperlinked for easier access. Other features of the program include the percentage and number of times of each of the items was used, and the overall word count.

edX course and program format

The first attempt to produce an automated system was in Summer of 2015 after the researcher completed the online course in Python programming. This MOOC was provided by MIT and took place over 6 weeks. Basic programming language was addressed and it took the summer to learn to write the program. The researcher used the book *Natural Language Processing with Python* (Bird, 2009) to further her knowledge in the usage of the program. This program was chosen as the researcher had pre-existing knowledge of basic programming and Python is similar to that computer language. It is easy to learn, and accessible to teachers as unlike many other programing languages, Python uses English words and syntax that are similar to the language itself. The program was designed on a MacBook Air as a standalone program.

The current program has been built using modular programming. This allows the separate functions to be divided into interchangeable sections. Modular programming allows for a hierarchical modular system. This allows for the programmer to set higher importance level items to be tested for first without interfering with the testing of items at a lower level. Several small modules were written separately and then compiled to make an executable program.

Everything required to perform one function is written into a small section of code and can be added to or deleted without causing interruption to the overall program if an item is moved or deleted. The overall design of the program begins with an all-encompassing folder called dictionaries. Inside this folder are a number of dictionaries in the form of lists. These are each imported in turn to the main program. They are set up to be used for each of the items being tested. It was designed this way for ease

of change within the overall program, as well as keeping the program short and neat. This allows the programmer to add more information to the program as deemed necessary. For example, the first version of the program did not include folders for statistical meta-language, the first 2000 words of the General Service List (GSL), or reporting verbs used.

The system requires a number of steps to be performed by the user before the program can be run. All essays are uploaded to Turnitin (a plagiarism checker; http://turnitin.com/) on the university course management system. These must be downloaded and entered into a course specific folder. The program then uses AppleScript to signal the user find the correct folder of essays to be analyzed. Once the folder has been accessed, it then strips off the headers that have been incorporated into the Turnitin download. These headers are later incorporated into a comma separated values (.csv) results file.

Next, all the unicode characters are removed from the student essays. They are then cleaned for extra spaces and carriage returns. They then are tokenized in order to begin the Roxification as explained in the following paragraphs. The cleaned scripts are turned into a .csv file and an expanded .txt file of each of the student essays. The program is ready to run, but first checks to make sure the key vocabulary and source dictionaries are included in the same folder as the student essays. If not, an error message is posted to remind the user to enter them. If so, the program begins.

At this point, the dictionaries are all utilized to check for each item in turn. The first that is looked at is key vocabulary, followed by duplicate words. Key Vocabulary is determined by the repeated vocabulary for all source texts input into the system, and the duplicate words are checked at the rate of every 100 words. A word is considered duplicated if it has been used five times in every 100 words. The other sub-dictionaries are then processed.

After this step is completed, the program uses html to colorize the essay and to output html and pdf files. The results are saved in the initial student essay folder in .txt, .html, and .pdf file formats. The teacher then can forward the files to the student for further correction, or use them in consultations or classes.

Design of the study

The students wrote their papers and submitted them through the university Canvas system to Turnitin for plagiarism indexing. The essays were then downloaded as a csv file and converted to text files to be used in Roxify. The program then converted them to pdf and html files which the teacher printed off and or emailed the results to the students.

It was implemented in the fall semester of 2015-2016. This time, there were three classes of students ($n = 76$) involved in the study. The students in the study were divided into a control ($n = 25$) and experimental group ($n = 51$). The control group had 25 students consisting of 14 males and 11 females, three of these students were from mainland China so English was their third language (behind Putonghua and either a local dialect or Cantonese). The experimental group had 51 students, consisting of 37 males and 14 females in two classes, 4 of whom English is again L3 for.

All students wrote a 500-word diagnostic test consisting of a of a generic question on the feasibility of genetically modified food, a reading into writing argumentative essay of around 500 words on the topic of internet censorship. For this task, the students were given three articles to read and incorporate into their essays. And finally, a summary task of around 300 words was written on an article from the university magazine on the topic of eye tracking technology. The argumentative essay was a process essay in which the students wrote two drafts of the essay before final grading: one for peer feedback, one for teacher feedback, and one for final grading.

The students were divided into a control ($n = 25$) and experimental group ($n = 50$).

For the diagnostic essay and the summary task, both groups of students were given both computerized feedback and teacher feedback. For the argumentative process essay, the control group was graded for all aspects of language by the teacher without any computerized feedback. The experimental group was scored by computer for areas of vocabulary, organizational discourse markers, and indication of source usage. In order to not disadvantage any of the students, both groups given one-to-one feedback sessions with the teacher.

Feedback on this initial version was provided in the form of color coded text and number of times each item was used (see appendix 2). At the end of the semester the students were requested to provide feedback via survey using google docs.

After reviewing the results of the student survey (see appendix 5), the researcher investigated the addition of grammatical error correction to the program. To do this, the book "*Natural Language Processing with Python*" (Bird, 2009) was used. As the researcher was unable to accomplish the coding by the end of the semester, it was decided to change the feedback provided to other requests from the students. Along with the raw items count, it was decided to add percentage tested for in Roxify for each item type used in the student essay and copyable links to the feedback. Again, this was a standalone program located on the researcher's computer and results had to be generated in the same manner as the first semester.

This semester, the researcher had 2 groups of students taking different classes with two different types of writing. Because of this, it was impossible to have a control and experimental group for this reason, students were all were given computer feedback for areas of vocabulary, organizational discourse markers, indication of source use. As in the first semester, the first group ($n = 18$; 4 males and 14 females with 2 from Mainland China) wrote a diagnostic test of approximately 500 words, an argumentative essay of around 500 words and a summary task of around 300 words. The format for all three writings was the same as the first semester but the topics changed to social apathy for the argumentative essay and food safety for the summary. As with the experimental group of the first semester, the diagnostic essay and the summary task, they were given both computerized feedback and teacher feedback. For the argumentative process essay, the essay was graded for all aspects of language by the teacher and was given computer feedback for areas of vocabulary, organizational discourse markers, and indication of source usage.

The second group of students ($n = 24$; 18 males, 6 females with 9 having English as L3) in the spring of 2016 had the addition of approximately 1000 words a term paper. They also wrote an in class timed essay of 600 words and an essay of around 600 words at home. All papers were given feedback only by computer for above areas.

Feedback on this version was provided in the form of color coded text and number of times each item was used (see appendix 3). In addition, the students were given a hyperlinked PDF with URL's that could be copied and pasted to get additional help on problem areas (see appendix 4). At the end of the semester, the students were requested to provide feedback via a survey using google docs.

Results and Discussion

Pilot-2014

In order to determine the usefulness of the limited feedback that was given, a short questionnaire (see appendix 6) was handed out to three classes comprising 25 students each. The students almost unanimously agreed that the Lexile scores by themselves provided no insight into their writing ability. A majority of them indicated the online links were useful as a starting point but would have liked to have had more than were provided, or wanted the links to be more specific to the common error. 88% believed that the generic feedback provided was able to help them identify areas in which they needed

improvement. They did comment though that it was only useful because the errors were broken into the domains. They preferred this to a more holistic score. Finally, all students believed that the report would have been better if the errors they made were highlighted in the EdSphere report itself.

Teachers were also not impressed with the initial feedback in the form of a Lexile score. Many are still finding it difficult to understand the Diagnostic English Language Tracking Assessment (DELTA) report provided after a diagnostic test was given to all students in the first week of the semester. This added layer only served to further confuse them more. Like the students, they thought the online links were a good start but could be further developed. They did not like the generic feedback provided and all stated they would rather have an individualized feedback system for their students.

Version 1-Sem A 2015-2016

At the end of the first semesters usage of Roxify, the students were surveyed on their preference in the style of feedback they were given. 89% of the control group said they preferred one to one consultations while only 47% of the experimental group wanted a one to one feedback session.

When asked about the type of written feedback they preferred, the control group overwhelmingly wanted written comments by the teacher (71%). 13% wanted a mix of teacher and computer-generated feedback while only 8% wanted computer only feedback. Surprisingly, 48% of the experimental group wanted only computerized feedback. Prior to this research, it was believed that the students would only want the traditional form of feeeedback provided by the teacher. 28% wanted a mixed feedback format, and a mere 14% wanted only teacher written feedback. The results are promising in that the student uptake of computer generated feedback in the experimental group was greatly appreciated. At the end of the semester, the experimental group was given Roxified copies of their papers and almost unanimously maintained they would have liked this type of feedback (92%).

The teachers involved in the study were again interviewed at the end of this semester as to their perceptions of the usefulness of the program. They felt the program was useful for a number of reasons. They liked that it could be changed to focus on more specific areas of language and that it was adaptable to the needs of the students. One teacher asked to have AWL excluded from the program as she wanted students to find the usage on their own. They both felt that it helped to lighten their marking load slightly as they were able to eliminate the language competencies domain of the departmental marking scheme leaving them more time to focus on the ideas and structure of the paper. Unfortunately, there were only two teachers involved in the study this semester so the results are not conclusive.

Version 2-Sem B 2015-2016

This semester there was no experimental group, and feedback on the system was optional. At the end of the semester, the students were surveyed on the usefulness of the different aspects of the program. Only 30 out of 42 students responded. 53% of the students found the feedback provided by the system to be somewhat useful while 43% found it to be very useful. Only one decided it was not useful at all. He preferred only oral and written feedback given by the teacher and stated that the computer could not help his writing in any way.

Thirty seven percent (37%) wanted some type of computerized feedback while 30% each wanted written only, and written with a teacher consultation. When asked about usefulness of various aspects of the feedback. 37% said they found the color coding most useful. This was followed closely by 30% preferring the inclusion of AWL and 13% liking the focus on AWL. 87% of the students said they used the online links provided to work on improving their essays before submission of their final draft. This could indicate that while the students may say they don't want computerized feedback they do use it and would like to have it as a part of the course. Of the 30 respondents, only one felt it should not be made an integral part of the course. He declared it "too trouble" to open the email and click the links for feedback.

Other students said they would like to continue to use the program in future semesters as they felt it would help them improve their writing in other courses, or at least lead them to locations to help improve their writing.

The final question asked was "What other features would you like to see in the computerized feedback?" While 2 asked for deeper level feedback based on structure and one asked for a source integration checker, the overwhelming majority wanted an added grammar checker. This will be the focus of a future version of Roxify.

The results of the student interviews seem to indicate the continued use of Roxify for the students. The first two semesters the program was used, it was done only through the researcher's computer with results being mailed to the students. Not only is this time consuming, but it is frustrating for the students because they are unable to get instant feedback. This defeats the purpose of the program and it has been noted that it needs to be put online as soon as possible.

The two teachers who participated in the initial study both said the program could be usable in the drafting stages but wanted to add their own language to check or to remove some of the items. It is planned to add these features in a future version of Roxify. There are also plans to determine the key vocabulary based on student input sources. This will allow for a variety of sources not assigned by the teachers. Another of the upgrades will be to allow teachers to enter their own sources or vocabulary they want checked. The feedback provided by both teachers and students has been very helpful in updating the program.

There were four aspects of language that were investigated during all of the semesters of the course: use of AWL, discourse markers, key vocabulary taken from the source texts, and repeated vocabulary. In the following I will discuss the changes and/or improvements made by the students over the course of three drafts. The students in all groups will be discussed as a whole of experimental and control groups rather than as individual groups as the overall results are more important than the individual results.

The first aspect looked at was increased use of AWL. This is an important part of the EAP course. We encourage the students to study this list and include the language in their texts. Students were required to practice usage of the AWL in every class. Of the 93 students in the experimental group there was an increase in the usage of AWL in 54 of the papers. Only 19 showed a decrease. The remaining 20 stayed constant. The control group had 12 students use more AWL while only 2 showed a decrease. The feedback from the students was very positive on this area of Roxify. 70 percent of the students of the students agreed that this was one of the most useful areas of feedback provided.

The second aspect was key vocabulary. This area did not show great improvement. There were only 39% who used the synonym checkers to replace key vocabulary from the feedback, 40% showed an increase in the usage of key vocabulary while 19% remained the same. This is not surprising as only 36% of the students found the key vocabulary function useful.

Next I compared the use of discourse markers. The students felt most confident in their usage of discourse markers as only 23% thought this was an area of Roxify that was helpful. Only 17 of the 93 students used fewer discourse markers, while 18 used more. However, the quality of the use of discourse markers improved in all students. While the number they used didn't change as much as I'd have expected, they were no longer as confusing for the reader. The other major change was the lack of a transitional word at the beginning of each sentence; something very common among local students.

The final aspect of language I analyzed was the use of duplicate vocabulary. This function is always superseded by AWL and key vocabulary. I chose this option as I wanted the students to be more aware of using AWL and lifting language from the source texts. I am pleased with the results of this. First, 66% felt this was one of the most useful features of Roxify. Second, 47% of the students consulted a thesaurus and found replacement vocabulary while 34% seemed to misunderstand the purpose of the function and increased the number of words they were duplicating. Only 18% did not show any change. Although it was not a part of the initial version of Roxify, I discovered that overall 27% of both groups of students used few of the GSL words. This was not an expected outcome. I am hopeful that the synonym link helped them to choose vocabulary at a higher level than they initially used. I also did not investigate the overall number of misspelled words but noted that none of the students had spelling mistakes in their final drafts. This change cannot be credited to Roxify as I did not ask them to elaborate on their use of Roxify or Microsoft word to check their spelling. It may be they noticed the errors highlighted in Red on Roxify and changed them accordingly.

The program needs continual update to further improve upon the good features that have come to light. Overall, based on the findings of this study, Roxify has helped a large enough group of students to justify continued use of it. Student feedback has overall been positive towards the program as an overwhelming 93% said they would continue to use the program if they were offered it. When asked if they used the feedback provided, only 3 of the students said they did not. In the open-ended feedback asking why they used it, the comments were again quite positive. They replied with positive comments including "It points out the potential problems of my writing.", "Because it can help me re-check my essay many times in case I forget the comments. And the feedback is very thorough.", "I can replace the repeated words to a academic wordings.", "It is useful and easy to find the mistake in the essay."; and finally, most promising to me as the developer of the program, "I can easy to know where I should improve and it can give me the feedback soon." A number of students also requested an at home version of the program.

While Roxify is not a perfect program, and does not provide feedback on grammatical errors and is not online, the results so far show the potential of the program and the usefulness of it by the students. There is a sense of value for the students and there has been minor improvement shown over the first two renditions of the program.

Limitations

This study has been conducted only in the researcher's own classes, the results cannot be extrapolated to other groups. There is also the issue of researcher bias as the study was conducted on her own classes. The students participating in the study may have believed their grades would be affected if they replied unfavorably about the program. The ten students who used the program repeatedly were chosen for interviews because of their usage. They were given an additional monetary incentive to participate, and this too may have biased their answers. The participants were all Chinese speaking L1 students (Both Putonghua and Cantonese) in Hong Kong so this cannot be generalized to other nationalities of students. The feedback provided to the students was specific to the EL0200 course being taught at the ELC of X University of X and may not reflect the needs of other student populations.

Conclusion and Future Directions

The initial three rounds of usage have been promising in terms of fulfilling the brief of both freeing up teacher time to provide more organizational and stylistic feedback to the students. While student uptake of Roxify wasn't as desirable as the researcher would have liked, those who did use it found it productive. Results and requests from the student questionnaires have been analyzed and will be improved upon in the next update of the system.

In the next revision of the program, the researcher will incorporate NLP (Natural Language Processing) to add grammatical expressions to the system. In the online update, these features will be made clickable so students can choose which aspect of the program they want to use. As the time involved in manual input is excessive, the researcher has participated in another MOOC on edX in HTML, CSS and JavaScript Web Development (Microsoft 2016), developed by Microsoft. This will enable the online usage of the program for students.

Further research will be conducted on the effectiveness of the feedback provided to students. The program will also be made available to other teachers and students within the department to extend the subject base.

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Maximizing the Use of Whatsapp in Teaching English to Electrical Engineering Students in Politeknik Negeri Ujung Pandang

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The application of technology in English language teaching classroom provides opportunities for lecturers to be as creative as possible in sharing and transferring the knowledge to enrich skills of English through several features in social networking applications. Many social networking applications are free to be downloaded in students' smart phone for a variety of purpose; send and receive instant messaging, call, and browse the internet. Innovative lecturers can take advantage of the technology that students have on their phones in making the process of teaching and learning enjoyable and fun even when there is no internet available in the classroom. Abundant activities can be conducted and extended by a lecturer beyond the classroom when students later link to Wi-Fi. Alternatively, students can show each other's phones at different stages of activities. There are five basic features of WhatsApp; text, photo, video, audio, and emoticon or emoji can be maximized to cover the four macro skills of English; reading, writing, listening, and speaking. Students will actively participate and communicate to have a meaningful teaching and learning process.

Keywords: Whatsapp, english, engineering students

Teaching English in Politeknik Negeri Ujung Pandang

Teaching English especially to electrical engineering students in Politeknik Negeri Ujung Pandang (PNUP) needs more creativity since various educational backgrounds of the students and their miscellaneous level of English are the greatest challenges for every lecturer. The students were alumnus from senior high school, vocational high school, and boarding school. Electrical engineering at PNUP offers five study program namely electric engineering, telecommunication engineering, electronics engineering, computer and network engineering, and multimedia and network engineering. English is taught as General English and English for Specific Purpose (ESP) or English for Engineering, teaching activities can be conducted inside the classroom based on the schedule and outside the classroom where the students can meet the lecturers in their office during working hours. There are many methodologies in teaching English applied by the lecturer to trigger the enthusiasm of students in studying English. One of the method is by utilizing the applications from the famous social media namely WhatsApp. WhatsApp can be maximized to enrich teaching activities inside and outside of the classroom. The students can explore their English skills in reading, writing, listening, and speaking. Lecturers can integrate the tasks

via WhatsApp features to avoid boredom inside the classroom and can activate students' eagerness in learning English. There are five basic features of WhatsApp that can be deeply explored by lecturers to create a positive atmosphere during learning process.

WhatsApp

Yahoo employees Brian Anton and Jan Koom created WhatsApp by financially supported from Major Sequoia with 8 million dollar investment. They launched WhatsApp in 2009 and have been very successful apps. The name of WhatsApp acquired from the common English phrase "What's up?" meaning "What's new?" WhatsApp is an instant messaging application for smartphones that allow the users to exchange any kind of files namely images, videos, and audio or written messages by using their internet connection therefore WhatsApp is a good and ideal choice to send and receive SMS messaging relies on the active Wireless Fidelity (Wi-Fi) network. As a social networking platform, WhatsApp can be used also as a learning tool**.** Some of the popular messaging app's friendly and interactive features make it an ideal solution for lecturers and students. The purpose of WhatsApp is to assist communication, and at its most fundamental level, education is nothing but effective communication. WhatsApp offers a guide where lecturers can complete faster communication with their students. It also enhances the stage of communication between students and creates another sight for learning**.** Based on http://www.wapp4phone.com/facts/whatsapp-education/ WhatsApp has numerous advantages that all educators need to be aware of, some of them are as follows:

1. It allows free unlimited messaging from any phone that has a data plan or direct internet connection.
2. It can be used directly via web or application**.**
3. WhatsApp can be used on Wi-Fi without a data plan.
4. WhatsApp can be used to send any kind of files such as videos, audio messages, and pictures.
5. It can be used on a wide variety of phones, including Android, Windows Phone, BlackBerry, Nokia, iPhone devices. That means it can be used by persons with the most commonly available phones.
6. WhatsApp can be used to reach students via the technology they are most familiar with namely their phones**.** Not every student has access to a computer, but currently almost everybody has a smartphone. This makes WhatsApp an ideal solution for educators who work with lower-income students.
7. WhatsApp is very cost effective. People connect to it using devices they already have, such as their phones and their tablets.
8. Since WhatsApp is an app, it is a solution that students are already familiar with. Most students already know how to download an app and install it on their devices.
9. WhatsApp is a medium that students are familiar with: a messaging app. Most young people already message and text all the time, so lecturers will be connecting with them through something that they use every day.
10. Students do not have to be taught new skills in order to utilize WhatsApp because they are already familiar with both smartphones and messaging. This means the lecturer does not have to teach a new technology or skill in order to be able to reach out to the class.

Nowadays, educators must learn how to place themselves into a student's life. A messaging result such as WhatsApp is a perfect means of communication since students use it every day**.** By using WhatsApp, educators can incorporate the classroom teaching into the real world (http://www.wapp4phone.com/facts/whatsapp-education/).

WhatsApp Features

There are eight features of WhatsApp that make them distinct from other social networking platform. The complete explanations about the strength of each feature are taken from WhatsApp official website www.whatsapp.com.
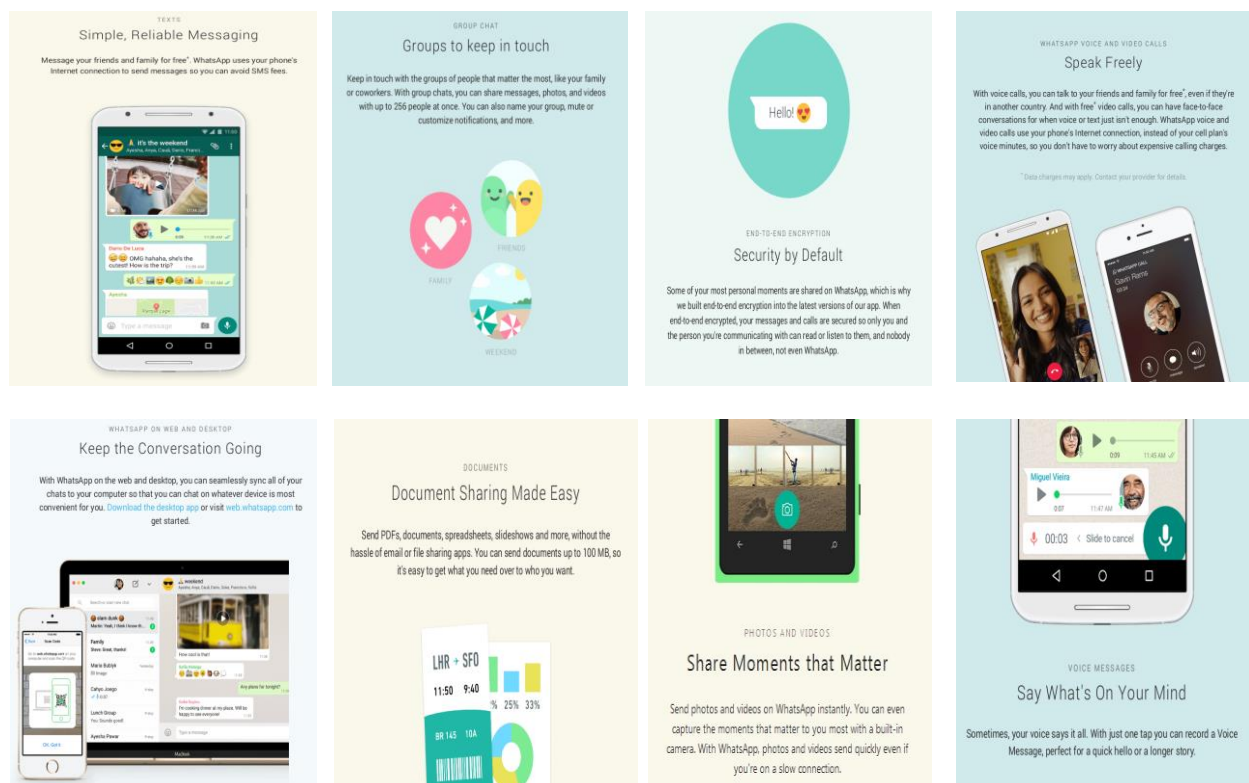
Maximizing WhatsApp Features for Offline and Online Classroom

Susilo in 2014 clearly stated that there are two benefits of WhatsApp for distance learning. First, it can be used as mobile learning device; and second, it is context free access to learning resources. In line with Susilo's previous research, Barhoumi in his 2015 research paper suggest that educators must practically utilized WhatsApp to pursue learning activities since it is integrating face to face learning and mobile learning. The results of the research show that WhatsApp is an enormous instrument for mobile learning when it is used in a blended course strategy. Since WhatsApp enables every student to cooperate and work as a team not only working alone individually. Working in team is a very essential skill in the 21st century, which is not completely covered in the traditional class. The conversation between students, whether in spontaneous or lead by the lecturers, produce an atmosphere of cooperation, solidarity, and coming together to solve problems and deal with challenges (Bouhnik and Deshen, 2014).

WhatsApp as a learning platform, used in order to improve the accessibility of learning materials and the performance of learning activities. In Iranian English learning context Ashiyan and Salehi (2016) concluded that by establishing a WhatsApp group, the students could communicate with their lecturer and classmates, transmit data, and assist learners to feel freshly. The researcher groomed a positive social atmosphere in order to build a feeling of belonging and community through WhatsApp groups. The students were able to share information when started to help each other's questions. By creating a dialogue, the students worked as a team. The WhatsApp teams apply the learning platform in order to increase the accessibility of learning materials and activities.

Philip Haines as the senior specialist for Oxford University Press, Mexico in 2016 via Oxford University blog oupeltglobalblog.com expressed that there are three major obstacles of the utilization of technology

in English Language Teaching (ELT). First is the accessibility and availability of technology and internet in the classroom. Second is the lecturer techno-phobia. Third is the lecturer acknowledges how to utilize the technology for language learning purpose. WhatsApp can help overcome these obstacles. If classrooms are not well equipped, lecturers can take advantage of the technology that students have on their phones, even if there is no internet available in class. Many activities can be set up by the lecturer and extended beyond the classroom when students later connect to Wi-Fi. Alternatively, students can show each other their phones at different level of activities.

WhatsApp features can be a teaching aid and a teaching material. There are 25 ideas offered by Haines of how to make good use of WhatsApp for language learning. For these interactive and communicative activities, Haines made use of the following five features: text, photo, video, audio and emoji that can be applied in the classroom. All of the ideas covered innovative and creative solution as a prompt for students in learning process.

text → text	**Gap fill** One student looks through their textbook and chooses a sentence. The student writes the sentence but leaves out one word and using the underscore (_) in its place. They send this to their WhatsApp buddy. That student needs to send back the missing word.
text → text	**Incorrect sentences** One student looks through their textbook and chooses a sentence. They write the sentence, but make a mistake of grammar, spelling or vocabulary. They send this to their buddy for correction. That student needs to send back the correction.
text → text	**Odd-one-out** One student writes four words. One of the words should be different from the other three in some way. They send the four words to their buddy. That student needs to identify the odd-one-out and write the reason for their choice.
🎧 → text or 🎧 → 🎧	**How do you spell...?** One student sends a recorded message asking 'How do you spell _____ ?' (with a word of their choice in the gap). The other student replies with audio or text with the correct spelling.
🎧 → 🎧	**Distance interview** One student records questions that they want to ask their buddy. They send these one at a time. The other student records and sends back the answers.
🎧	**Audio diary** Students records what they are doing at different times of the day. They can compare and see how similar or different their days are.
📷	**English in my community** Students take photo of examples of English they see written around their community.
🎥	**30-second presentations** Students prepare and record a 30 second presentation on topic of their choice.
🎥	**Tour guide** Students make a short video of a place they know well. This could be their house, neighborhood, school, etc. They could either give the commentary as they film or one student could be the presenter, while the other does the filming.
📷 + text	**What's in your bag/pocket?** Students take out things they have in their bag or pocket and take a photo of all the items. They then write the names of all the objects as a caption for the photo.
📷 + text	**Create a picture dictionary** Students take photos of objects around their house/classroom and write what each object is as a caption to each photo.
📷 + text	**I am eating...** Over the course of one day students take photos of everything that they eat and write what the foods are as captions for each photo. Students can then compare who has the best/worst diet.
📷 + text	**Describe a process** Students chose a process of an activity they know well (example: make a sandwich, download a video, change a tire, etc.). They take a photo of each stage and write a description for each photo as a caption.

	Photo story Students take a series of five or six photos that tell a short story and they write the narration for each photo as a caption.
	Photo diary Over the course of one day each student takes photos/selfies that work as a diary of that day. They write a description of what they are doing as a caption for each photo. Students can compare to see who had the most interesting day.
	Illustrate a feeling One student writes and sends the name of an emotion (example: happy, angry, in love, etc.) to their buddy. The other student has to illustrate the emotion with a selfie.
	Find the emoji One student choses an emoji and writes and send the name of it to their buddy. The second student needs to find and send back the correct emoji.
	Do as I say One student records and sends instructions for a set of actions to their buddy The other student needs to show comprehension by miming and videoing the actions described in the instructions.
	Change 3 words One student chooses a short text from the textbook. The student films the text and reads it at the same time, but instead of reading the text exactly as it is written, the student changes three words. The other student needs to watch and listen to what the first student said in order to identify which three words were changed. The second student replies in audio or text with the three words that were changed.
	Learning verbs When learning verbs, students make a short video of each verb and write the verb as a caption for the video.
	Mime it One student writes a verb and sends it to their buddy. The second student has to show comprehension of the verb by recording a short video of the action.
	Sentence dictation One student chooses a sentence from the textbook. They record the sentence and send it to their buddy. The second student needs to write out the sentence and send it back to be checked by the first student.
	Can you pronounce this? One student chooses a word from the textbook and sends it to their buddy, writing 'Can you pronounce _____?' (with the chosen word in the gap). The second student has to record the pronunciation of that word.
	Emoji race In pairs, both students send the name of an emoji to their buddy. Each student needs to find and send the corresponding emoji. This is done as a race.
	Emoji stories One student chooses four emoji and sends these to their buddy. The second student needs to write a very short story (or sentence) that contains all four of the words/concepts that correspond to the emoji.

Conclusion

As a popular and free application, WhatsApp undoubtedly has a special place for a positive impact in developing students' language skill. By various features in its application, this will help to broaden educators' creativity in designing and selecting innovative task. The process of learning will be focused on student centered and it will give many chances for the students in practicing via trial and error.

It assists the student in understanding language through four skills of English namely reading, writing, listening, and speaking.

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Using YouTube to Facilitate the Teaching of Global Issues through

Ernest Hemingway's Short Story, *Old Man at the Bridge*

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YouTube provides English language teachers and their classes a new means to facilitate teaching and learning. This study identifies how the video-sharing website, YouTube, can facilitate and enhance the teaching of global issues through literature like short stories in the English language classrooms. This study has three parts; the first part discusses the importance of incorporating global issues into English language classes. The second part discusses how using literature, in this case, the short story about the Spanish Civil War (1936-1939)

Old Man at the Bridge (1938) by Ernest Hemingway and YouTube video clips and audiobooks can help in teaching global issues. Finally, the last part suggests a teaching model and class discussion topics about the global issue reflected in the short story. The study concludes that YouTube is a great tool for facilitating the teaching of global issues through literature like short stories in the English language classrooms.

Key words: Global Issues, Global Education, Literature, YouTube

Introduction

Global issues refer to world problems such as war and conflict, hunger, poverty, oppression, racism, or environmental destruction and to concepts such as peace, justice, and human rights. These problems we face today call for adaptive, creative solutions that require a new direction in education. In response to these global challenges, most academic programs now include the teaching of global issues or global education as an important feature of their curriculum. Global education promotes positive values and assists students to take responsibility for their actions and to see themselves as global citizens who can contribute to a more peaceful, just and sustainable world (Anderson, 1996). Global education emphasizes:

- the unity and interdependence of human society
- developing a greater sense of oneself as a global citizen and an appreciation of cultural diversity
- affirming social justice and human rights
- building peace and skills for conflict resolution
- developing actions for a sustainable future

Global education also teaches students values, skills, knowledge and understandings. English language teaching can be adapted to meet the demand of the global conditions. Such worldwide issues can be taken by English language teachers to be suited for the teaching materials. Initiatives have been undertaken by teachers in an effort to understand and find the best methods for having students learn about global issues (Erfani, 2012).

Global Issues in English Language Teaching

As English language teachers in the 21st century, we live in perilous times. Our world faces severe global issues. We should prepare our students to deal with these problems; we are entitled to contribute to a better world through helping students become active and informed world citizens. Global education, which aims to enrich students' awareness of significant global issues, is an approach to language teaching that aims at enabling students to acquire and use a foreign language while empowering them with the knowledge, skills and obligation for the solution of world problems. The basis for global education consists of four main points: our planet faces serious global issues or world problems; the interdependence of our modern world; the attitudes of apathy, selfishness, and ignorance of many modern young people; and current education systems. A number of teachers feel that young people around the world are not being amply prepared to deal with global problems (Cates, 2002).

A growing figure of English language teachers are finding that global education , with the goals of a "global" approach to education including knowledge, skills, attitudes, and action, presents an exciting approach to their work which can promote global awareness, international understanding, and a commitment to working for a better world. Global issues can provide meaningful content for language classes. Language teachers throughout the world blend global issues and global education into their teaching in a variety of ways that involve language-teaching content, methods, materials, course design, and supplementary activities. Language teachers who want to add a global perspective to their teaching may do so in many ways. One of the ways is using literature to teach global issues.

Using Literature in Teaching Global Issues in the English Language Classrooms

Most of us will be able to recall a story or book that changed our mind, made us think anew, or invoked a stronger emotional response than many tragic news stories. Oscar Wilde once stated that literature reflects society and society shapes literature. Literature can be a powerful tool for generating understanding, interest and debate. It can provide and efficient means of teaching because students' interest is sustained and the story structure helps them to comprehend and draw relationships between the material world and their own personal world (Phanit, 2009).

Literature offers a bountiful and extremely varied body of written material which is important in the sense that it says something about the fundamental human issues, and which is enduring rather than momentary. Literature is authentic material. Using literature with students can help them to become more sensitive to some of the overall features of English (Collie & Slater, 2005). If carefully selected, it can open up themes which are common to us whatever our cultural background, and can thus act as powerful stimulus to the students' own reflective thinking, which will lead to more mature and productive group discussion. Reading literature provides students with an introduction to the reading of British and American literature. It concentrates on helping the students actually read what are sometimes difficult texts, while at the same time giving them help with literary history, biography, differences in genre, technical literal terminology, and literary criticism (Lazar, 2005).

Literature also exposes students to complex themes and fresh, unexpected uses of language. A good novel or short story can take the students to foreign countries and fantastic worlds. A play or a poem

can bring up certain dilemmas and powerful emotional responses. All this can be transposed to their real lives. Higher levels students may be so absorbed in the plot and characters of an authentic novel or short story, that they acquire a great deal of new language almost in passing (Khatib, 2011).

Global Issues in Literature: Reflections on War and Conflict in Ernest Hemingway's Short Story,

***Old Man at the Bridge* (1938)**

War and conflict in many parts of the world is a brutal global issue we face today. It can be briefly defined as a fight carried on by force of arms, as between nations or between parties within a nation (civil war) or combat, as by land, sea, or air. It only brings destruction of innocent lives.

Literature at times explores war and conflict directly, and literature about war and conflict is sometimes born from social and political violence. A work of art of any period achieves this quality by expressing a high level of social awareness, revealing a sense of the true social conditions and feelings of a particular era (Selden, Widdowson, & Brooker, 1997). Literary works on war and conflict can be forms of political thought; they both reflect on the political regime of culture in which they are written (Zuckert, 1998). Writers of these works understand and respond to the fundamental principles of politics: equality, consent, liberty, and individual rights, and the relation between political life and the pursuit of happiness (Nichols, 2002). Literature helps us rally around an image of ourselves. We compose our lives into stories and share them with others who do the same through conversations, public speeches, newspaper reports or artistic expressions like music and dance, theatre, painting, and writing (Steiner, 2002). Not only can using literature to teach the global issue of war and conflict provides another way to learn valuable political thoughts, but it also presents authentic material, persuades learners to develop personal involvement, and helps them to understand different cultures.

Short stories of war have a common tendency to record all events and affairs straight, using the realistic and naturalistic mode. They are generally written as a direct result of war. The short story *Old man at the Bridge* written by Ernest Hemingway, published 1938, has an anti-war theme. The story is about a conversation between a soldier and an old man who has to leave his hometown during the Spanish Civil War. Ernest Hemingway (1899-1961) is one of the many American writers who lived during the war time and was highly affected by it. He is mostly famous for his war novels such as *A Farewell to Arms* (1929) and *For Whom the Bell Tolls (*1940). Hemingway's association with war and how he went under its influence can also be traced in many of his stories. The representation of war and its destructiveness, both emotionally and physically, have been studied many times in his war novels and short stories. In the *Old Man at the Bridge*, Hemingway tries to show that how his main character-the old man- is affected by the war and its atmosphere both psychologically and physically (Amrollahi, 2015). The most predominant theme in this short story is the brutal impact of the war on neutral innocents. The story also artistically portrays the hostility, loss, and despair brought about by war.

YouTube in ELT Classrooms

A very beneficial technology for English language teaching, YouTube is a website designed for sharing video. Millions of users around the world have created accounts on the site that allow them to upload videos that anyone can watch. YouTube audiobooks and video clips provide English language teachers and their classes with a new means to facilitate teaching and learning. They can support and enhance the teaching of global issues through literature like short stories in the English language classrooms.

The rapid development of technology has indeed created more opportunities for the use of video to facilitate teaching and learning as video sources are now plentiful and readily available. With the internet becoming more important and accessible in today's generation, the number of internet sites that

offer online video sharing services is also increasing. Among them, YouTube is well known for its huge database and its popularity is indeed reflective through the number of upload and viewing. With its massive online video database and popularity together with its free accessibility, YouTube seems to have high potential as a resource to facilitate English language teaching and learning. This is proven through its rising popularity among English language teachers who are turning to YouTube as a resource especially in incorporating video for the purpose of English language teaching and learning (Morat & Abidin, 2011).

Teaching Model for Using *Old Man at the Bridge* to Teach the Global Issue of War and Conflict

The teaching model is based on the Content-based instruction (CBI) which has been found to be an effective approach to teaching English as a second language because with CBI, students can develop their language skills as well as gain access to new concepts, in this case the global issue of war and conflict, through meaningful content (Heo, 2006).

This teaching model of using literature to teach global issues is also grounded on the notion that social or political context together with the author's life and experiences outline literature, and, in return, literature reflects or mirrors the society. The level of students suggested for this teaching model is intermediate or higher.

In each part of the teaching model, YouTube video clips of the Spanish Civil War and Ernest Hemingway's biography plus an audiobook of the story *Old Man at the Bridge* are used during the lesson to enhance and facilitate the content-based instruction.

First of all, the instruction will start with the social and political context of the Spanish Civil War with a YouTube video clip, *https://www.youtube.com/watch?v=TDvz_53bjP4,* on the Spanish Civil War. After that, the teacher can present the class with the summary of the war from the video clip as follows:

Spanish Civil War, (1936–39), is military revolt against the Republican government of Spain. When a military coup failed to win control of the entire country, a bloody civil war followed. The Nationalists lead by General Franco received aid from Fascist Italy and Nazi Germany. The Republicans received aid from the Soviet Union, as well as from International Brigades, composed of volunteers from Europe and the United States. The war was an outcome of a polarization of Spanish life and politics that had developed over previous decades. On one side, the Nationalist, were most Roman Catholics, important elements of the military, most landowners, and many businessmen. On the other side, the Republican, were urban workers, most agricultural laborers, and many of the educated middle class. In 1939, Republican resistance collapsed, and it was only a matter of time before the Nationalists won. Barcelona fell in January 1939, Valencia and Madrid surrendered in March 1939 and the Republicans unconditionally surrendered on April 1st. The number of people killed in the Spanish Civil War can be only roughly estimated. Nationalist forces put the figure close to 1,000,000, including not only those killed in battle but also the victims of bombardment, execution, and assassination. This does not include all those who died from malnutrition, starvation, and war-engendered disease. There were also around one million displaced people who fled Spain during the war.

Next, the instruction will move to the biography of Ernest Hemingway. After watching a YouTube video clip on Ernest Hemingway's biography, *https://www.youtube.com/watch?v=0JQDe0GCNHg,* the teacher can present the class with the author's life and experience in the Spanish Civil War as follows:

Ernest Hemingway was born on 21 July 1899 in Oak Park, a suburb of Chicago, Illinois. Hemingway is noted for writing short, simple yet forceful sentences. His writing is straightforward and

compact, with short sentences and paragraphs devoid of wordiness. He participated in the three wars including World War I, The Spanish Civil War, and World War II.

When the Spanish Civil War broke out in 1936, Hemingway went to Spain as a correspondent for the North American Newspaper Alliance. From his humanist point of view, he condemned the fascists for their inhumane crimes: *"Never think that war, no matter how necessary, nor how justified, is not a crime." Old Man at the Bridge* (1938) and *For Whom the Bell Tolls* (novel, 1940) are two of the stories about the Spanish Civil War written by Hemingway. He died in 1961 at the age of 62. He is one of the greatest American writers.

Finally, the focus will be on the short story, *Old Man at the Bridge.* The story was written during the Spanish Civil War. It has just two pages in length (764 words); it is one of Hemingway's shortest tales. Print outs of the story can be given during this session, so the students can read along as they listen to the YouTube audiobook of the story, *https://www.youtube.com/watch?v=QHDdZnEcRSs.* The audiobook will take a little over four minutes, and it can be repeated if necessary. After this, the teacher can have a class discussion on the story and its reflection on war and conflict using some direct quotes from the story as follows:

▸ The setting of *Old Man at the Bridge* is a spot in the countryside during the Spanish Civil War. An old man with spectacles sits exhausted by the side of the road near a pontoon bridge that crosses a river. Peasant refugees and Republican soldiers laden with munitions and supplies flee the advancing Fascist army (lines 1-5).

> *An old man with steel rimmed spectacles and very dusty clothes sat by the side of the road. There was a pontoon bridge across the river and carts, trucks, and men, women and children were crossing it. The mule-drawn carts staggered up the steep bank from the bridge with soldiers helping push against the spokes of the wheels. The trucks ground up and away heading out of it all and the peasants plodded along in the ankle deep dust. But the old man sat there without moving. He was too tired to go any farther.*
>
> (Hemingway, 1938)

▸ The narrator (a soldier), who says that his mission is to cross the bridge and find out how far the enemy has advanced, does so and finds the old man who was sitting by the bridge when he crossed toward the enemy still sitting there when he crosses back. He begins talking to the old man and draws the information that the old man's hometown is San Carlos; he was the last person to leave the town. (lines 6-15)

> *It was my business to cross the bridge, explore the bridgehead beyond and find out to what point the enemy had advanced. I did this and returned over the bridge. There were not so many carts now and very few people on foot, but the old man was still there.*
> *"Where do you come from?" I asked him.*
> *"From San Carlos," he said, and smiled.*
> *That was his native town and so it gave him pleasure to mention it and he smiled.*

"I was taking care of animals," he explained.

"Oh," I said, not quite understanding.

"Yes," he said, "I stayed, you see, taking care of animals. I was the last one to leave the town of San Carlos."

<div align="right">(Hemingway, 1938)</div>

▶ The narrator, nervously awaiting the advent of the Fascist army and the ensuing battle between the armies, asks the old man about the animals. The old man says he has two goats, a cat, and four pairs of pigeons. He says an army captain told him to leave the town and the animals because of artillery fire. He says he has no family. He then begins to express concern about what will happen to the animals. He says the cat will be all right because cats can look after themselves, but he doesn't know what will happen to the other animals.

▶ The narrator inquires what the old man's politics is, and the old man replies he has none. He is 76, has come 12 kilometers and is too tired to go any further. The narrator tells him to walk up the road and catch a ride on a truck to Barcelona (lines 31-38)

"What politics have you?" I asked.

"I am without politics," he said. "I am seventy-six years old. I have come twelve kilometers now and I think now I can go no further."

"This is not a good place to stop," I said. "If you can make it, there are trucks up the road where it forks for Tortosa."

"I will wait a while," he said, "and then I will go. Where do the trucks go?"

"Towards Barcelona," I told him.

"I know no one in that direction," he said, "but thank you very much. Thank you again very much."

<div align="right">(Hemingway, 1938)</div>

▶ The old man thanks him, but continues to express concern over the fate of the animals he left behind. The narrator reassures him, saying the animals will be fine. The pigeons will fly away, the narrator says, but the old man continues to worry about the goats. The narrator tells him it is better not to think about it, and that he should get up and walk across the bridge to the trucks that are going to Barcelona.

▶ The old man tries to get up and walk, but he is too tired and sinks back down. In the end, the narrator thinks that the old man's only luck is that cats can look after themselves and that the day is overcast so the Fascists aren't able to launch their planes (lines 50-56)

> *"If you are rested I would go," I urged. "Get up and try to walk now."*
>
> *"Thank you," he said and got to his feet, swayed from side to side and then sat down backwards in the dust.*
>
> *"I was taking care of animals," he said dully, but no longer to me. "I was only taking care of animals."*
>
> *There was nothing to do about him. It was Easter Sunday and the Fascists were advancing toward the Ebro. It was a gray overcast day with a low ceiling so their planes were not up. That and the fact that cats know how to look after themselves was all the good luck that old man would ever have.*

(Hemingway, 1938)

This description at the end of the story is very powerful because it reflects the certainty of death when it comes to war. The old man is unable to cross the bridge because no matter where he goes, war will always affect him. Through this detail, it is evident that Hemingway is highly critical of war in general. The predicament of the defenseless old man who is without politics clearly demonstrates the author's condemnation of the senseless brutality and destructiveness of war and conflict.

After the class discussion on the story, the teacher can assign reading comprehension and critical thinking questions to the class as follows:

o What is the setting of the story? Give details from the story to support your answer.

o What kind of life has the old man been leading? What keeps him going? Use details from the story to support your answer.

o Why does the old man stop and not go across the bridge?

o The old man is a symbol of what? Explain.

o Explain why the narrator takes so much time to converse with the old man. Use details from the story to support your answer.

o What statements from the story suggest that the old man is about to give up on life? Quote specific statements to back your answer.

o How is the narrator portrayed in the story? How does he treat the old man? Give examples from the story to back your answer.

o How does Hemmingway show that war is disrupting the lives of the peasants? Is this portrayal realistic? Why or why not?

o What do you think is going to happen to the old man?

Extended writing or speaking exercises (individual or group work) can also be given as follows:

o How does the short story, *Old Man at the Bridge*, reflect problems in the present day world (global issues)? Support the answer with enough details and examples.

o If you could change the ending of *Old Man at the Bridge*, how would you do it? Describe the new ending.

Conclusion

War and conflict is a serious and tragic global issue. Since the end of the Second World War in 1945, there have been over 250 major wars in which over 23 million people have been killed, tens of millions made homeless, and countless millions injured. Today, the ongoing civil wars, just to name a few, include Syria, South Sudan, and Yemen.

English language teaching should also be an effort to make a better world and to motivate students to be much better citizens for the world. As English teachers in this global era, we have some responsibilities to react to global issues by at least create awareness of these issues among students. However, global issues can sometimes be a challenging topic for ESL students. By using literature (in this case a short story) together with YouTube, the concept of global issues becomes more understandable to the students since the story uses people to develop abstract concepts. Also, literature can develop students' critical thinking skills. YouTube audiobooks and video clips are great tools in facilitating the teaching of global issues through literature like short stories in the English language classrooms.

Global issues are not only the responsibilities of those directly related to them. Those problems are also the responsibilities of English language teachers. Education can be used to build peace in the world. Through education global issues can be reduced and even solved. Hence, our work as English language teachers is essential for a better world.

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A Story of a Smartphone-less Teacher Who Became Her Students' ICT Guru

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In this article, which focuses on the justified and effective use of selected online tools and platforms in teaching English as a foreign language, the author attempts to prove that constructivism- or connectivism-inspired technology-enhanced Project-Based Learning allows students not only to appreciate and master English but also to develop 21st-century skills. The author believes that despite possible impediments to the implementation of ICT in the classroom, new technologies can be successfully introduced if the teacher clearly specifies his/her ELT goals; finds the most appropriate tools to meet such goals; tests the tools; introduces them gradually; and does not get intimidated by his/her apparently insufficient expertise. The article discusses in detail such tools and platforms as Thinglink, Stripgenerator, Issuu, CMI2 App Generator or Experience, and explains how they can be used in attractive and motivating technology-enhanced ELT projects.

Introduction

The author of this paper is an EFL teacher and a teacher trainer with over 20 years of experience. She, who is keen on introducing to her ELT and teacher training all kinds of techniques and tools that are effective and appealing, has never been an enthusiast of new technologies. In fact, she got her first computer when she was already 25, and she treated it a lot like an advanced typewriter. Also, she still does not own a smartphone. In the past, she used to believe "good old analogue" ELT activities were adequate and effective enough to build her students' English skills. Gradually, however, her attitude changed. Having tested a range of online tools and platforms, with varying success, she is now of the opinion that in the age of ubiquitous technology it seems rational to include it in ELT. What may seem slightly unsettling, the author actually thinks this can be done irrespective of whether the teacher feels competent and comfortable using new technologies, which will be explained later.

She holds that an instructor should begin introducing ICT by deciding why he/she wants technology in his/her class. Then, he/she should select the most appropriate, methodologically justified tools that his/her students would find engaging. The tools should be tested (slowly and gradually, with attention paid to the most basic functionalities first) and introduced to students one at a time, to meet a very specific ELT goal. When doing that, the teacher should use the competency-based approach (Phelps and Graham, p. 14); move slightly into the background, trusting Sugata Mitra's findings (especially the one that "learning is a self-organizing system" - Mitra, p. 11); and let his/her students thrive on the adopted approach and use it to their major advantage.

The Foundations for Using IT in ELT class

The first reason why the author of this paper believes it is beneficial to use ICT tools and/or platforms in the ELT class is the fact that it facilitates adopting an individualized, student-centered rather than teacher-centered approach (Greaves et al., pp. 16-17). Secondly, she trusts it helps learners acquire and develop the desired 21st century skills and competencies, valued and sought for in the job market, which does not only imply ICT skills: it is just as much about collaboration (Murray in Davidson, p. 41), problem solving, and high-quality product development. The third, more immediate, reason is that learners should not be asked "to ignore the highly interactive parallel digital channel that they are used to co-inhabiting" (Peachey, 2017).

Believing all that was said above, the author also fully agrees with Bill Gates, who claims that "technology is just a tool. In terms of getting the kids [or teens, or adults] working together and motivating them, the teacher is the most important". In the author's view, an inspiring and encouraging teacher of that kind should be a facilitator, collaborative resource and assistant. He/she should by no means use ICT for its own sake, or for novelty's sake. It should be someone who knows *why* they are employing new technologies in their classroom.

a. Constructivism, Connectivism and Project-Based Learning

The theoretical approaches that laid foundations for adopting ICT in class were undeniably: constructivism and connectivism, coupled with Project-Based Learning. All three have been discussed at length by Solomon and Schrum (pp. 38-41), Phelps and Graham (pp. 129-135 and 140-142), or Boss and Krauss (pp. 127-137). Constructivism, which views learning as an active construction or generation of new ideas by the learner on the basis of his/her present and previous knowledge, and which places particular emphasis on the autonomous learner's active participation in the learning process (Warschauer, pp. 457-458), sees the teacher as a facilitator of the process, which this author fully agrees with.

The teacher should lead a learner to examine his/her existing knowledge on the topic, make research to acquire new information and use the two to solve true-to-life problems in collaboration with other learners. The ICT tools discussed in this paper should enable both the learner and the teacher to do so.

"Using Web tools helps the process along. Students are able to do more research, find useful information they would never encounter without Web access, and collaborate to create a product that shows how both a priori and new information are combined to become knowledge." (Solomon and Schrum, p. 39)

Downes's and Siemens's connectivism, on the other hand, in its bold attempt to become a "learning theory for the digital age" (Siemens, 2005), goes even further in its putting emphasis on the social and cultural context of learning, inevitably and inseparably connected with technology. It not only takes into account the impact of technology on teaching and learning processes, but it also claims that technology is actually altering (rewiring) our brains and shaping our thinking.

Siemens says: "The starting point of connectivism is the individual. Personal knowledge is comprised of a network, which feeds into organizations and institutions, which in turn feed back into the network, and then continue to provide learning to individual." (2005)

While one may not readily and necessarily agree with statements like "learning may reside in non-human appliances", or "learning is a process of connecting specialized nodes", it is hard to dismiss the idea that one may (or indeed does) learn through examining and probing ideas that are different from one's own, or that the "ability to see connections between fields, ideas, and concepts is a core skill", or that learning requires the assistance of the right people in the right context (ibid).

Project-Based Learning, on the other hand, in its new, reinvented, Web form, naturally supplements the two theories discussed above.

Perhaps the most important advantage of any ELT project, not just a technology-based one, is that it belongs in the realm of social learning, which is, as specified by Brown and quoted by Peters: "based on the premise that our understanding of content is socially constructed through conversations about that content and through grounded interactions, especially with others, around problems or actions." (p.10).

Thus, ICT in an ELT class – as seen by the author of this article - rather than being self-sufficient, ought to be a value added to reinvented Project-Based Learning, where we "maximize the use of digital tools to reach essential learning goals" (Boss and Krauss, p. 12, supporting Warschauer's view, p. 455; see also Motteram). Such constructivism- and/or connectivism-based technology-enhanced Project Based Learning allows learners to develop advanced and effective communication skills that – ideally – result in:

• an increase in curiosity

• an awareness of and insight into the mechanics of the world

• facilitation of cross-cultural understanding, compromise and collaboration

• development of inquiry skills, flexibility, digital-age literacy, creativity, innovation and

inventive thinking; as well as

• high productivity associated with successful usage of real-world tools to construct relevant and

meaningful products of superior quality (see Boss and Krauss, pp. 20 and 40-57; Solomon and

Schrum, pp. 34-44; Warschauer, p. 472).

Possible Impediments in the Implementation of ICT in the classroom
The author of this paper realizes from her own experience that is not easy to adopt ICT tools if a teacher has no or very little experience or guidance and has no personal learning network (see Stanley in Motteram (ed.), p. 46), especially when they are given a device such as a laptop or a tablet and told to develop their own rules of ICT usage in class, create their own IT-based curriculum, and use the device optimally to improve their students' EFL skills.

Technology can be very intimidating, particularly when one has no previous experience using it. In such cases, however trite it may sound, the most important rule an EFL teacher should adopt is: keep peace. They ought to take it slow, decide what works for them, and do one thing at a time instead of jumping into the depths of the internet and trying out everything at once. Even if they go to a conference and learn about a dozen tools another teacher found useful and thus recommendable, they need to examine the tools closely, decide what their needs are, what their students require, and only then make informed and wise choices.

The author agrees with Ertmer and Ottenbreit-Leftwich that "teachers will never have "complete" knowledge about the tools available, as they are always in a state of flux" (p.260), as much as she does with Phelps and Graham, who rightly claim that "there will always be new technologies to challenge the ways teachers think about approach classroom pedagogy" (p. 9). That is why she thinks it is not indispensable for ELT teachers to feel entirely confident about using IT in class, although she admits some level of expertise is necessary, especially in the environments that still remember and/or prefer a teacher who is a sage on the stage (King, 1993).

When introducing ICT to one's classroom, one should always bear in mind Brooks-Young's words. She regrets that educators often seem to begin with the technology and not with the preferred effects for the learners, which may be partly due to the fact that they feel insecure when it comes to new technologies (see p. 73).

Boss and Krauss support her in that respect and rightly point out to the fact that the ICT universe expands and Web-based tools multiply so rapidly that whatever is viewed as novel today becomes dated within minutes. They suggest that "instead of compiling an exhaustive list of tools, [we should] consider the [fairly stable] essential learning functions technology can deliver for project-based learning" (p. 53).

Their advice, much like this author's, is:
> "Once you identify the function you need, you can find an assortment of tools to choose from (with more arriving tomorrow) that perform the function and suit your context." (p. 53)

This view seems to be shared by Thornbury (2011), who astutely notices:
> "As evidence, not a day goes by without someone tweeting to announce a blog or website that offers '20 things to do with Wordle', or '100 ways of using Twitter in the classroom' and so on. Rarely if ever do you see '7 tools to help students with listening skills' or '100 apps that facilitate vocabulary acquisition'."

Selecting ICT Tools for Your ELT Class

An EFL teacher may then begin his/her adventure with ICT by asking him/herself the questions: *Why do I need technology at all? Is there any useful and effective ELT activity I have always liked that can be "revamped" in this way? Will the transformation make the activity more engaging and collaborative? Will I maybe succeed in turning the activity into a smaller or bigger scale project? Or maybe there is a chance that technology will transform a tedious, dull ELT task into an interesting one? Will all this result in my students' accelerated acquisition of English?*

Once these questions have been answered and a direction set, the teacher may begin his/her research to find the most suitable tools. It may so happen that the teacher would think their favorite activity is among the ones listed below. If so, the author will present a selection of ICT tools she found very useful, relatively simple, and free to use (which is quite important in the teacher world). She will also explain how she worked with the tools and what strategies she found effective.

The author wants to stress that there is no one best way to use ICT in the EFL class. Her suggestions should, therefore, be adapted to any teacher's particular needs.

In the author's view, some stimulating ELT activities that successfully motivate learners but can still be enhanced, are:

• making a poster on a chosen topic

• creating a comic strip with new vocabulary or a grammar point in view, or

• creating own magazine

However, improving an already attractive task is by no means "revolutionary", even if the activity is made more collaborative. The bonus new technologies provide is a chance to transform unattractive or boring tasks into simulating ones and make them a basis for Project-Based Learning.

a. Thinglink

If you want your students to do collaborative research and come up with a final product that is a presentation which looks like an interactive poster, Thinglink (www.thinglink.com) is perfect for that. It is very intuitive. It requires registration, upon which you are mailed a practical usage guide.

The basic purpose Thinglink serves is letting one "link things" (i.e. websites, videos, or photos) to images. It can be used to collectively and collaboratively create an interactive image on any given topic. The author got acquainted with Thinglink at an andragogy conference, and she tried it out on the very same day. Back then, she was involved in the Transatlantic Educators' Dialogue of the University of Illinois, and her group was to discuss the issue of bullying and creating safe spaces. She wanted to do it in an unconventional, visual way, believing that "a picture is worth a thousand words". Thus, she drew her own picture and used it as the background for an interactive poster, to which she linked appropriate and relevant information. The information on victims was added to victim figures, and the materials asking: "Are you a bully and you don't even know it?" were linked to bullies.

To create your own interactive poster, you simply click on your background image in any selected place, and a marker (a small circle) is added there. Then, you link the required information by copying a relevant web page address from the search bar and pasting it to the Thinglink bar labelled "Link or image address". Now the clickable link will become visible when you move your cursor over the marker. This tool (or a similar one) is very useful in Content and Language Integrated Learning.

b. Stripgenerator

Stripgenerator (http://stripgenerator.com) is versatile, useful and fun. You can use it, or another tool of a similar characteristics, for a wide variety of activities. Anything that can be presented as a dialog or interaction between characters can be tried out. For example, if you want your students to practice or review a grammar point or new vocabulary, make them create a comic strip focused on that particular aspect. You do not need to register to use Stripgenerator, but it is advisable. If you do not do it, you will not be able to edit your comic strip once you saved it. The author used Stripgenerator with her students to practice giving directions and commands. Students really enjoyed it, as it was not simply about revision, or even research, but also about creation: a process many appreciate. When revising giving commands, the author's students decided to make a comic strip about a father who teaches his daughter to ride a bike. They successfully used the grammatical forms they were to practice, and as an added value, they created a shareable product full of teenage humor. The only thing the teacher may want to be careful about when using the generator is some items that can be selected when creating a comic strip, such as weapons or a skull. There are teenagers who would insist on using such objects, so this is an area to work on. Other than that, the tool is very versatile and can be used throughout proficiency levels, as any number of frames or speech- and thought bubbles can be used. Your beginner students can practice drilling simple greetings, while your advanced group can create a strip featuring a debate on some social or political issue. To evaluate the strip, if you wish to do so, you can create a rubric and establish certain criteria. They can be, e.g., the number of expressions and/or structures used, the number of exchanges/frames, etc. - whatever you deem appropriate. As we want to use the tool with Project-Based Learning in view, one of the assessment criteria may be successful collaboration.

c. Issuu

Every teacher has a collection of students' articles, stories, poems, photos, drawings, etc. They often demand to be put together and showcased. Students working on a project may also want to gather all their (copyrighted) materials and edit them as a publication. In the hi-tech age, such a magazine can be published online, for the whole world to see and admire. Issuu (https://issuu.com) is ideal for that. The author of this paper used Issuu e.g. to publish her students' guidebook to their region, but she also regularly uses it to showcase the outcomes of literary and artistic projects she organizes, as this digital

publishing platform is very professional, and it gives you exactly what it promises: "the fastest way to launch your passion project with a great digital-reading experience".

To make the best use of Issuu, your students' works should be meticulously and elegantly edited as a Word document, for Issuu is a publishing (not editing) platform. Therefore, your publication will only be as elegant and well-designed as you make it. After you have saved your Word document as a PDF file, you just upload it to Issuu, add such necessary information as the title, date or description, and then publish it.

Your file will look like a professional online magazine or booklet, and you will be able to proudly share it with anyone worldwide.

d. CMI2 App Generator
This tool, even though still relatively easy to use, is more complex than an interactive image generator, a cartoon generator, or a publishing platform.

It requires registration, and it will allow your students (or yourself) to create a very simple training app for mobile devices – on a laptop or a desktop. App-creation, apart from being an attractive task in itself, can be perfect for practicing giving instructions – in a PBL mode. The author's students used the Generator (http://www.cmi2.eu/en-gb/app_generator) to create apps e.g. on how to be a perfect teacher or how to create a perfect world. The apps resemble YouTube tutorials, except here you can include a picture, a video, a text and an audio to explain some process. The teacher can also use the Generator to create simple tutorials for his/her students, e.g. a tutorial on a grammar point, or an instruction on how to do a test.

A very useful functionality of this tool is a simple built-in tutorial you can view at your own pace, coming back to the information that you missed. To create your own app, you need to upload an icon for your app and give your app a name. Then you can add a picture to the first screen, edit it, and insert some text (if you wish, it can be added as up to 4 checkboxes that the user of your app will have to tick). Instead of adding a photo, you can upload a short video, even one recorded by yourself, or an audio file that you can also record (if you use Chrome or Firefox). Then, the procedure should be repeated for the following screens.

As was the case with Stripgenerator, using this Generator, you can also evaluate your students if you wish to do so. Create a rubric with detailed requirements: for example, specify how many times some tense or grammatical form should be used, or how many newly acquired words should appear in the app. You can also assess how clear your students' instructions are, or how successful they have been working in a team, etc.

e. Experiencity
Experiencity (http://experien.city) is the most complex, so the author saved it for last.
It requires registration, and it allows one to create a wide variety of attractive location-based online experiences, e.g. an interactive walk. It is definitely an interesting alternative to guidebooks or descriptive essays, especially if your students are involved in some national or international project or exchange and want to feature their place.

The author knows from her own experience that teens get very excited when they visualize a visitor to their city, town, or village, and when they select the places he or she should visit. Once such places have been listed, students decide what can be done there, and what product the visitor can share as a result of doing that "something". Should it be a selfie? An answer to a question? A poem? A short video?

For each selected place you create the so-called "station" with information on how to get to the place, what to do there, and what to upload (e.g. a photo or a text proving that the visitor did what was required of them). Once several stations have been created, you "fence" an appropriate area, and the platform creates a route around the stations for you.

The author's way to use this tool is designing a project that may last as many as six months, since it requires a lot of brainstorming and vast research, which can be very time-consuming.

The rubric for the project should be very detailed and easy to follow. First, students decide who they want to create the walk for: what is the person's age? What are his/her interests? Is it outdoor activities, art, or a mixture of everything? Then, they examine online and offline guidebooks and leaflets, and they decide which particular spots could be of interest to their persona. Next, they choose a couple of places (preferably ones located at a walking distance, to make the walk practical). Finally, they decide what fun or interesting tasks can be performed at each of the locations. It may be pretending to be a giant in the world of dwarfs – if there is a tiny statue in the students' city, or it may be eating a local specialty whose photo will be uploaded to the platform, etc. The possibilities are endless, and they are only limited by your students' imagination.

An Experiencity project allows learners to work on all English skills effectively and intensively, and just on the basis of reaching the detailed goals of this project can you provide your students with end-of-semester evaluation. Your rubric can embrace all the processes, performance and products.

Conclusion

The author hopes that some tools she presented in this paper will prove useful to the readers, or at least will give the readers an idea of how to successfully use new technologies in EFL class.

The authors' students found the described collaborative activities attractive and motivating, and in personal communication they told the author that learning English in that way "was much more fun". One of her students actually confessed: "I wish they taught us like that in school". What should be borne in mind is that using such tools – as justified, worthwhile, effective and exciting as they are – is also time-consuming. You should give yourself and your students a generous amount of time for getting acquainted with new technologies, and in many cases – also for doing research and other project-related tasks.

Yet, this seems to be the only drawback. The constructivism- or connectivism-inspired technology-enhanced Project-Based Learning will let your students develop 21st century skills, just as much as it will let them enjoy and master English. Even if you do not own a smartphone, but you find some ICT tools attractive, try them out, one at a time, and use them in an appropriate, methodologically justified way. This way, you can still become your students' ICT guru, in addition to being their favorite EFL teacher.

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