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Table of Contents

Research Articles

Rohfin Andria Gestanti¹, Elok Putri Nimasari, Restu Mufanti <i>Re-overviewing Google Translate Results and Its Implication in Language Learning</i>	5
Dr. C. Gangalakshmi, Dr. R. Naganathan <i>Reflective Teaching – A Source for Reconstituting Teaching Pedagogy</i>	16
Yang Rui, Dr. Priyadarshini Muthukrishnan <i>Growth Mindset and Students' Perception of their English Language Teachers' Feedback as Predictors of Language Proficiency of the EFL Learners</i>	32
Dan Feng, Carmela S. Dizon <i>Effects of English Subtitled Video on the Test Performance of Filipino Students Learning Mandarin</i>	61
Diana Kartika <i>Analysis of the Use of Refusal Strategies in Japanese by Students of Japanese Literature at Bung Hatta University</i>	79
Elok Putri Nimasari¹, Restu Mufanti, Rohfin Andria Gestanti <i>SEKOLAH TOEFL as a Platform to Integrate Technology and Online Learning Resources in ELT</i>	90
Jonar T. Martin <i>English Speaking Anxiety of Physical Education Major Students</i>	105
Jennifer P. Santillan, Michael E. Santos, Jonar T. Martin <i>English Aptitude and Multicultural Personality of Foreign Students</i>	113
Luis Luigi Eugenio A. Valencia <i>Correlates of Grade 11 ESL Students' Reading Ability</i>	123
Suwito, Ah. Zakki Fuad, Arif Hidayat, Ida Novianti, Muflihah, Mazaya Conita Widaputri <i>Language Acquisition Through Sufism (A Case Study of Sufism Concept and Implementation of Learning English through Subconscious-Installing Method [LET-IM] in Kuantana Indonesia)</i>	143
Restu Mufanti, Andi Susilo, Rohfin Andria Gestanti, Elok Putri Nimasari <i>A Constructing and Analyzing Model for the Teaching of Grammar</i>	159
Dr. Thamer Alharthi <i>Formulaic Sequences as Predictors of Listening Comprehension: A Contribution to Research into Incidental Learning of Collocations</i>	170
Ida Nuraida, Liliana Muliastuti, Yumna Rasyid <i>The Influence of Cooperative Learning Model and Self-Evidence on Students' Speaking Ability</i>	190

Ria Arellano - Tamayo	204
<i>Spoken Discourse Analysis Along Adjacency Pairs in English as Second Language (ESL) Classrooms</i>	
Marie Claudette M. Calanoga, Ria Arellano - Tamayo	220
<i>Error Analysis of Student Interns' Reflective Journals: Basis for a Grammar Remediation Class</i>	
Eladia U. Rivera	237
<i>Communication Skills and Caring Behavior of Nurses</i>	
Michael E. Santos	249
<i>Utilization of English Language using Role Play in Teaching Filipino Female College Students in their Physical Education Class</i>	
Maria Claudette M. Calanoga	256
<i>Productive Vocabulary: A Predictive Variable of Pre-Service Teachers' Competence</i>	
Boyet L. Batang	271
<i>Language Learning Strategies and Communicative Competence of Public Elementary Teachers</i>	
Wachirapong Yaemtui, Supakorn Phoocharoensil	290
<i>Effectiveness of Data-driven Learning (DDL) on Enhancing High-proficiency and Low-proficiency Thai EFL Undergraduate Students' Collocational Knowledge</i>	
Elena Malushko, Ludmila Bolsunovskaya, Nikita Martyushev	315
<i>Development of foreign language listening competence of a master student in authentic professional podcast environment of higher educational institution</i>	



Re-overviewing Google Translate Results and Its Implication in Language Learning

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Abstract

Translation is the hardest process among all process in language learning. It requires the application of the advanced level of language aspects, including sentence restructuring, context analysis, meaning interpretation, and so on. It is a time-and-cost consuming process. Despite these difficulties, the requirement of translation, especially in the field of education is constantly increased because students from any major of higher education are expected to provide their paper assignment with adequate sources from credible journal articles that most of them are written in English. Besides, students are also required to have the abstract of their final assignments written in English. This concern becomes a big deal for students who are not majoring in English Department as they definitely find it difficult when it comes to translation. Finding other people or things to get the translation done, perhaps, is the most appropriate way to choose. Considering this situation, Google Translate, the most commonly known translation application, is decidedly used. Google Translate is an automatic cost-free machine translation that provides Multilanguage translation instantly. Having deep overview toward this application, this present article tries to examine the process of translation, how Google Translate works in providing translation results as well as its significance in teaching translation.

Keywords: *Google Translate, Teaching Translation, Translation,*

INTRODUCTION

For past few years, the rapid development of internet-based technology has become an inevitable aspect. It becomes a trending topic that internet-based technology, in form of online applications, now becomes part of daily routines. People tend to use the development basically for two general reasons; it eases them and it serves them speed. Buying things, reserving for tickets, paying for tax, searching for information, and chatting with people all around the world are some examples of what online applications serve without having people move from their seats.

Moreover, the services are done within minutes, even real-time service. Thus, people do rely on these kinds of online services.

As for students, using internet is fascinating since they can find any information related to their studies easily. Searching for literature, finding sample of project, reading learning material are the common things they do in terms of using the internet. They can also communicate with their miles-away friends or have real-time chatting with colleagues while keeping abreast of global issues from different countries using the services provided by the internet. This is the very reason that now, it is possible to build relationship with people from different countries who speak different languages. However, communicating using a language which is different from their current language requires another capability instead of merely being able to use the internet. It is “language comprehension.”

Language comprehension is someone’s ability in understanding the language completely so that the message and the information can be completely conveyed. The problem arises when the languages used are different. This condition may lead into misunderstanding since students, especially those whose specialization is not English, cannot get the real meaning. Therefore, doing translation is considered one of the suggested solutions that are offered in this field. As the results, the exact meaning and context of the message in a foreign language can be accurately perceived in English. In this case, translation is a helper that can solve this language barrier. However, finding a person who is available anytime to translate every single language is difficult. In addition, the result of translation is somehow affected and influenced by the translator’s competences (Mehrabiyan & Sharififar, 2015). Thus, once again, translation application becomes the one to rely on.

Recently, plenty of online translation applications are available. One of them is Google Translate. Google Translate is an online machine translation (MT) tools that serves multi-language translation (Li, Graesser, & Cai, 2014). It is said as multi-language translation application because it can translate any text from more than 90 languages. Besides, it can be said that Google Translate is the most popular online translation application that starts getting attention since early 2000s. For students, using Google Translate in their learning is the easiest way to understand information that is written in English. What they have to do is type, even copy and paste the words or sentences in the Google Translate webpage box and a direct translation result is made available in an instant. Google Translate serves the fastest translation and it can be accessed at any time on any electronic

platform for as long as there is internet connectivity. At a glance, it seems so easy to do. However, there are many things to consider about Google Translate.

Broadly speaking, Google Translate is one of machine translation that translates words based on its database. In the other hand, language is a system that is arranged based on particular rules. The problem is sometimes, Google Translate could not meet the grammatical rules of particular language. Several studies have been conducted and proved that the level of its accuracy is still questionable. Even though Google claimed that it has released a new system called as Google Neural Machine Translation system, a system that allows the machine to mimic the function of human brain and provide more accurate translation, it is not merely that it serves a better translation result than what human translation do. One of the reasons is because the different way Google Translate and human translate in working on translation. Therefore, there are possibilities that the Google translation result in target language is significantly different with the source language.

In term of language learning, using Google Translate result is slightly inappropriate, particularly in academic writing since students may convey different meaning that what should be expressed in academic words. In this case, students should be more familiar with the academic words for their academic writing (Sukirman, 2018) since Google Translate tends to translate words in non-academic ways. It is not that students are not allowed at all to use Google Translate, but there must an assistance and editing or adjusting process while using it, so students will not get the wrong idea about the text or information they are reading on.

TRANSLATION AND MACHINE TRANSLATION

Translation can be defined as conducting an activity to mediate the meaning from a source language into a target language (Zainudin & Awal, 2012). Also, translation is a process of transferring the meaning from source language to receptor language on a structurally simple level that is stylistically and semantically done to meet the equivalent expression in the receptor language (Shaheen, 1991). Then broadly speaking, translation means reproducing the most natural, closes equivalent of words from a source language to a target or receptor language by considering the original message and style. Considering this definition, the most important thing to be considered in translation is transferring the same meaning from source language or the original text into the target language by keep adjusting the style to the current target language so that the

result is accurate as well as natural. Therefore, those three aspects; source language text, target language text, and meaning are inseparable aspects in the process of translation.

Generally, the process of translation involves several steps. They are analyzing the source text, transferring the meaning of source text into the target text, and the last is restructuring the text into the target language based on its adjustment. As adopted from Nida and Taber (Nida & Taber, 1969), simply, the process of translation is displayed in figure 1.

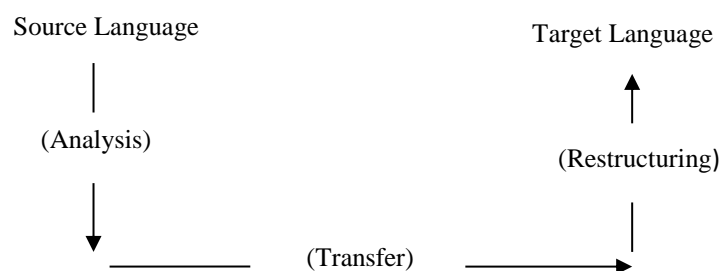


Figure 1 *Process of translation*

Furthermore, in a deeper translation process, there is another step supposed to be conducted that is testing the translation result. Testing the translation result is worthy in order to check and make sure the result of translation is accurate in meaning and style.

Testing, or may be re-analyzing the translation result is significant since getting the meaning that is exactly the same as source language words is quite difficult. This is due to the different system of both languages. Besides, a translator strategy in providing translation also becomes one of the biggest aspect that influence what equivalent word is used. Translator's tendency in using foreignization and domestication in translating certain texts has significant influence in the resulted text (Torghabeh & Salavati, 2015). When this matter occurs, what can be done is trying to find the similar words containing the closest meaning to the original form, and testing it to make sure it is accurate in meaning. Therefore, finding the closest natural equivalent is the most appropriate term to be used in translation.

Equivalence is a condition in which the words chosen in target language can represent the exact meaning of words being translated from source language. Equivalence is not like the exact meaning yet it becomes the best replacement of the translated words. However, translation is not a simple task that everything is done once the equivalence is taken. Every translation result is required to fulfill the requirement of a good translation so that it becomes qualified.

Translation result is ideal when it meets the three requirements, namely accuracy, clearness or readability, and naturalness (Murwantono, 2008). Translation is accurate when the message or idea of source language text is transferred and reproduced as exactly same as possible into the target language text one. Translation is clear when the meaning of source language text is delivered thoroughly, readily and completely understandable by the intended target language text subject. This aspect sometimes is addressed as communicative translation. Lastly, translation is natural when the style or the form used in target language text is the way natural as smooth as possible yet appropriate with the source text. The role of equivalence is considered in this aspect.

Actually speaking, considering these ideal requirements of translation is a complex process for a translator. That is why translation may take some long times to be done. However, the rapid demand of translation results in developing technologies that can assist human translation. It is expected that the technology can ease and simplify the translation process. The current technology in the field of translation is known as Machine Translation (MT, here after). MT is an integrated part of computational linguistic that utilizes specific software to translate text from one language to others (Al-Tuwayrish, 2015). Using MT means handing over the translation activity to be done by machine. For years, MT gain more attention as it increase its availability of computing power, linguistic data, and the growing need for automation after sets of linguistic rules were manually added by linguists and translator for each language pair (Doherty, 2016). As this translation machine is fulfilled by the availability of the human translation data, it results the different style of translation result that influences the current trend in translation. The high demand of translation requirement in any field due to the trading, globalization of communication, worldwide business, etc pursue the development of the machine translation in advanced.

Actually, the general role of machine translation is supposed to assist, possibly fully assist the human translation to provide the target language text to meet the ideal translation. Referring this, MT is great help as it serves a touch of technology that is expected to ease, simplify, and reduce cost of translation. However, when MT is considered as a full translator, it experiences a

great deal of difficulty in adjusting the meaning and finding the equivalence since human language is complex system and involves complex aspects (Azer, 2015). Several previous studies have been conducted concerning evaluations of machine translation and have proven that it is not as appropriate as of human (Al-Tuwayrish, 2015; Azer, 2015; Kadhim, Habeeb, Sapar, Hussin, & Abdullah, 2013). However, some studies also showed that the translation result of MT is worthy, particularly as the first aid in foreign language learning (Lin & Chien, 2009). This debatable condition indicates that a deeper analysis concerning the use of MT is still required. This is also supported by the current situation in which as for recently, the use of MT is significantly increase as it is indicated by the rapid use of several applications that provide instant translation. The advance development of the internet gives strong influence to the development of MT. one of the most developed machine translation out of the time is Google Translate that nowadays, it is known as the most popular machine translation as people prefer looking for it rather than the actual human translation (Bahri, 2016). It proved that machine translation has a big role in the field of translation.

GOOGLE TRANSLATE AS A PART OF MACHINE TRANSLATION

The development of machine translation is in advance. It is proved by the significant development processed by machine translation developer compared to its first encounter in 1930s (Doherty, 2016). Among these, one of the most outstanding machine translation is Google Translate. Google Translate is a web-based free machine translation developed by Google Company that provides text translation from one language to another language in wider range of languages (approximately more than 90 languages) (Bahri, 2016; Ghasemi & Hashemian, 2016). Simply, it can be said that Google Translate has become the easiest way in producing translation text.

As what has been explained in the previous part, translation involves a series of process in decoding and encoding the language. For Google Translate, it also involves some processes of translation. Previously, Google Translate is considered as Statistical Machine Translation in which Google Translate respectively use statistic data from its online database to find the meaning during the process of translation. When this machine is required to translate a text, Google Translate searches any structure of written material found in the internet, and looks for the similar pattern of text being translated. After that, the machine takes one most similar pattern and meaning and put

it in the form of certain sentences based on the source text. It can be said that Google Translate only can translate the same pattern available in the internet (Gestanti, 2012).

Nevertheless, in 2016 Google announced its new system that is called as Google Neural Machine Translation system. It is a new machine translation system that is based on Artificial Neural Networks and Deep Learning. These two bases have been known to be key difference between human and simple machine translation techniques. Shortly afterward, Google announced another new system, Zero-Shot Translation with Google's Multilingual Machine Translation System. This system is said to be able to avoid awkward translation of their supposed meanings. This progress is said a truly great, as it clearly demonstrates an improvement to make computers understand semantics and meanings, not likely just simple syntactic mappings of words and phrases between individual language pairs (Agapiev, 2016).

Despite the advance development and improvement of Google Translate, the result of its translation is quite debatable. It may be the modest machine translation, but in some points, it fails in recognizing several patterns of language, such as subject-verb agreement, special terms of several fields, long, complex sentences, etc. (Azer, 2015; Ghasemi & Hashemian, 2016).

As any other pieces of technology or application, Google Translate also encounter some concerns. First, Google Translate is freely accessed by everyone for any purposes, not merely the language learning. In this case, people are effortless yet useless in absorbing the whole meaning of the language. This concern may become a great deal when students who are not majoring English use this device and the resulted text plainly without any advanced assistance. Moreover, since this technology is freely accessed, anyone who even not majoring in translation field may edit or change the preference in the application. The worse is that the inappropriate translation result edited by anyone may appear when someone types the word and since there is no correction upon the edited words, it is difficult for common people to adjust the meaning. Even, it may lead to a misunderstanding over a language (Editor, 2017).

GOOGLE TRANSLATION RESULT AND TEACHING TRANSLATION

The previous part has fully described concerning the quality of Google Translation result. Even though it is still quite debatable, Google Translation result may still worthy to be included in the field of language learning, particularly teaching translation. Translation is an unavoidable part of language teaching. As a first encounter, there is high possibility of both teacher and student to

involve the use of Google Translate in the teaching and learning process as it is the easiest way in producing translation. Concerning this possibility as well as referring to the description of the quality of Google Translation result, an analysis of Google Translation result and its use in teaching translation is required. In this case, this analysis is limited to overview concerning the Google Translation result and its use in teaching translation that is closely depicted from the aspects of Google Translation result and teaching translation.

In foreign language learning, translation plays an important role since it helps students enhance their language understanding. That is why a proper explanation of translation process should pass over the students so that they can break down the language aspect as they are learning it. Teaching translation requires the teacher to provide certain translation strategies the students may choose to use. Moreover, these strategies should help students to enhance their profile as student-translator. Having good reading ability in a foreign language, having adequate knowledge of the subject, having sensitivity to both source and target language, and having competence to write the target language delicately, clearly, and accurately are some criteria of good translator that particularly become the objectives of teaching translation that should be accomplished by students once it is conducted (Gerding-Salas, 2000).

Teaching translation is not a simple task, even it is more complex than single translation activity. During this process, students are taught several aspects of language in translating text namely condition of text, types of attitude, attitude imprints, modality of discourse, meaning and significances, significant resources, writer's point of view, and tone and attitude. These numerous aspects requires teacher to provide the students appropriate translation strategies so that they can adjust the meaning, find the closest equivalence, and finally produce an accurate translation result.

Keeping this concept in mind, one of most inappropriate use of Google Translate in teaching translation is that it cannot teach students what strategies to use as well as differentiate the language aspects they should focus on. Even though Google Translate is trying to develop a higher technology to make the result as close as the human translation, Google Translate fails in recognizing the feel and attitude of the language. Moreover, Google Translate commonly fails at recognizing the pattern when it comes to special term of specific field. One word may have several equivalences in another language, and the closest equivalence based on the context is one that should be chosen and adjusted in translation. In this case, Google Translate may reproduce the words in a general meaning that leads students to have different interpretation compared to its

original meaning. Thus, the use of Google Translation result in teaching translation may be worthy when it is used as the first encounter in finding one or two unfamiliar words during the lesson. However, when it comes to advance learning, Google Translation result may be no longer appropriate unless it is assisted with human translation after conducting thorough analysis. This result is in line with the result of previous study that found some flaws in machine translation and necessity in assisting the translation's result (Oktaviana, 2018).

CONCLUSION

To sum up the review, it can be concluded that Google Translation result is said to be the most successful machine translation respectively. Its role as the machine translation has provided great contribution in the field of translation. Translation is a complex process that involves complex aspects of language. Therefore, Google Translate as a part of machine translation may have great deal in this case. Google Translate is merely a machine that can never beat human translation in term of translation quality. Thus, it may be beneficial to be involved in teaching translation as the human assistance, not the main source of translation. Since the quality of Google Translation result is still debatable, further, deeper investigation concerning the use of Google Translation result in teaching translation should be made in the future.

Considering the results presented before, there are some implications of this study that are addressed for teachers, students as readers, and further researchers. For the teachers, this study implies that teaching translation is of high significant yet requires high competency. It needs competency in linguistics, grammar, and sentence order. In addition, integrating some learning models of those areas, i.e. constructing and analyzing model in translation may provide a better result in term of sentence construction (Mufanti, Susilo, Gestanti, & Nimasari, 2019). Thus, teachers should be aware of how teaching translation takes places so they could transform the materials in the most significant ways. For the intended readers, they should know that a good translation results go through lots of works in which machine translation may could not cover all of them. Therefore, conducting thorough checking when attempting the result of Google Translation as they know how the quality of the result is. For further researchers, conducting research on the result of machine translation and teaching translation is recommended, particularly examining the application of Google translation result in the process of teaching learning process by using students' need of learning translation as the basis. As what some studies found, students' need is one of the significant bases to be used in providing good quality teaching activities (Gestanti, Nimasari, & Mufanti, 2019; Nimasari, 2016).

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Reflective Teaching – A Source for Reconstituting Teaching Pedagogy

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Abstract

Modern teaching aids have gone through the roof for inculcating language skills among the Second language learners. Though focus has been given solely on the utilization and the development of teaching aids, it is another dimension which needs fine-tuning in the part of teaching. A teacher whether a fresher or an experienced is supposed to have a change in their teaching pedagogy every now and then. One such practice which enhances pedagogy is the Reflective teaching. This reflective teaching needs self-analysis of the classes handled as well as

it acts as a feed back to the teachers themselves. In this method the teacher will ponder on how he/she handled the class; what the positives and negatives are in the class; where manifestation is needed for further success and finally analysis is done whether he/she could justify that the students have understood the concept. This paper throws light on fine-tuning the effectiveness of teaching using self-analysis and developing one's own pedagogy to be successful in imparting the knowledge among the students. Further, it highlights the mistakes which a teacher does in the classroom and comes with a suitable solution for the same. This is tested with three topics handled in two different classes, where a faculty has used reflective teaching in one class and in another not applying the same in order to identify where it has an impact among the student's learning or not. It is proved in an empirical way that the class which has the impact of the reflective teaching in faculty shows good results. In all, the paper creates a positive awareness that reflective teaching has the power of reconstituting the teaching pedagogy by the teacher's themselves for the betterment of the students.

Key words: Reflective teaching, Pedagogy, feedback, self-analysis and teaching

Introduction:

Teaching is not an acquired skill whereas learning is an inherent skill. The objective of teaching lies in the knowledge sharing. In higher secondary education it goes to the extent of knowledge acquiring with practical implications from student's perspective. Present Indian Education System focuses on the methodology of knowledge sharing and imparting to the highest level but application to the lowest level. There are some schools and colleges in India where application oriented learning takes place but not in all. Under such postulations, creating a new pedagogy is a challenge to the teachers. Instead the conventional practices are forced to be followed by the persons who enter the teaching job in schools and colleges. They are not motivated if they test a new strategy. Instead they are pressed to follow the existing nomenclature of chalk and talk. The objective here is, whether the students listen or sleep; understand or confused, it is upon the teachers and students relationship in the given classroom set up.

Literature survey:

Reflective Teaching is a much adorned phenomenon but an unpracticed one. Everyone as a teacher wants to implement a new strategy in teaching. But owing to time and energy, laziness and pressed situations they are not able to implement any new teaching style upon reflecting their

own teaching. As stated by Loughran (2002), ““Reflection, in the words of a layman, “... simply means thinking about something,” but for some, “it is a well-defined and crafted practice that carries very specific meaning and associated action” (34). Ur (1999) states that, “the first and most important basis for professional progress is simply the teachers’ own reflection on daily classroom events. So, she gives emphasis to personal progress through reflecting on one’s own activities and practices that happened in the class and thinking.” Ur positively supports reflective practices to develop one’s own activities in their classroom.

Yang(2009) states that most of the teachers do not have critical reflection naturally and so he says that opportunities are to be provided for the student teachers. He further proposes that reflectivity is an acquired skill not an inherent one. Rollet(2001) states that “Experts rely on a large repertoire of strategies and skills that they can call on automatically, leaving them free to deal with unique or unexpected event... The wealth of knowledge and routines that they employ, in fact, is so automatic that they often do not realize why they preferred a certain plan of action over another. However, when questioned, they are able to reconstruct the reasons for their decisions and behavior”(p. 27). Here the teachers are imposed to exemplify what they have to change in their classroom.

Kennedy & Edwards (1998) have quoted three types of change suggested by Slater (1987) – “mechanistic or instrumental, interactive or ecological, and humanistic or individual”– which they view as three different models on a line moving from top-down, externally imposed, national systemic change at one end of the continuum to bottom-up, internally self-initiated, classroom-based change at the other”(p. 45). Tung (2018) states that reflection is a convincingly deciding factor of ESP teachers’, growing individual awareness and identity that addresses the shortcomings of current scenarios of teacher education. Three themes will be accordingly listed as to 1/ the devastating influences of the low pre-identified individual perception of English language learning and the discouraging teaching career, 2/ Reflective practice roots out ESP teachers’ teacher professional discourse, and 3/ Some possible suggestions to develop agency among teachers of English. (p.1). Tung implies reflective teaching to be one of the best methods of teaching pedagogy. Kaya et. al.,(2019) state that, “a teacher’s professional knowledge, beliefs regarding learning and teaching, along with the classroom practices, are in fact the reflections of identity. Thus, an understanding of a teacher’s identity along with the factors contributing to the identity construction, reconstruction and development is of paramount importance in teacher education and continuous professional development”(p. 58). Ponce (2018) states that “tenured and more

experienced teachers should be trained to learn the principles and practices of mentoring. Then, they will be assigned to mentor novice teachers so that these teachers will be helped in the course of their adjustments in the academic environment”(p.150). Ponce here implies that mentoring is needed for teaching improvement. Weda et. al.,(2018) state that “self-efficacy belief, motivation, and learning strategies need to be introduced to language learning in the classroom setting and the language learners need to have self-efficacy, motivation, and good learning strategies if they want to succeed in language learning”(p.168). As Weda states learning strategies are to be included in the learning forum and it is really a welcoming note. From the above mentioned literature review it is sure that reflective teaching has a good impact for teachers’ monitoring and development. This paper analyses the impact of the reflective teaching of the students in the student’s understanding ability which is considered as a gap in this research arena. It further demonstrates how the feedback attained from the students help in the usage of pedagogy for their academic improvement.

Research Gap:

A number of research works have been done on reflective teaching from the perspective of monitoring and self-tuning from the teachers’ side. But the impact of the reflective teaching on the students understanding, the change of pedagogy assimilated for better understanding and the results of the students’ understanding in terms of academic achievements especially with rural backdrop professional college students were not dealt with. In this research, the aforementioned points are analyzed exclusively on the basis the three parameters like subject-verb agreement, usage of cohesive devices and idioms in the students’ language usage. In all, no other researcher has worked on the aforementioned parameters and further, this paper substantiates that reflective teaching creates an impact on the students’ understanding the concepts using an empirical study. This paper moves from monitoring to methodology implication for clear understanding of concepts among the students.

Hypothesis:

Hypothesis 1:

Reflective teaching creates an impact in students understanding the concepts

Null Hypothesis:

Reflective Teaching does not create an impact in students’ understanding the concepts

Methods of Reflection:

Reflection on teaching could be done in multiple ways. Firstly, it is by writing a reflective journal or diary. It could even be in the form of a memoir. The teacher will note down what she/he has come across in the day's classroom. Everyday recording will help them to enhance their lecturing style. Secondly, advice from peers will help them to enhance the delivery style. The experiences and the pitfalls encountered by the peers will provide a cautious platform for the teachers. Thirdly, to have video tapping or audio recording of one's lecture. Here the mistakes done by the faculty get revealed clearly. The positive aspect could be highlighted. This will make the teachers to peep into the aspects like how much they talk, about what, whether their explanations are clear, whether they allocate time for students talk and their approach towards the students and the students' expectation towards teaching. Fourth is the feedback by the higher-cadre members. The seniors will come and listen to the class and suggest modifications. Next is the observation by colleagues and friends from your own department. In this method, we can receive comments and suggestions from heart-core from the friends group. The next one is the feedback from the students. In this context, the expectations from the students could be identified very easily. Based on the feedbacks, their understanding of lecture, their expectation, their difficulties could be identified and action research could be done to enhance one's delivery.

Target Group:

The researchers have planned to use their own classroom as the research forum. They handled two first year Engineering Classes. They have planned to use one section (A) as the controlled group and another section (B) as the target group. Both A and B had the same strength of 60 each with the same cognitive level.

Methodology:

As this is implemented to the first year students group, the shift in their paradigm from school to college has enhanced their vision and ideas. Hence the eagerness and new environment have created a fruitful impact in them to have open-mindedness to receive. But some students who are far away from native town suffer home-sickness. The problems felt by the researches at first were to bring all the students into the mode of listening to the class. General mode of teaching was implemented to A and B. The results of the students were average. Then for A, the same mode was continued. But for team B, the teacher collected feedback from the students upon the

difficulties faced by them. Then upon the expectations, modifications were made in the teaching pedagogy from chalk and talk method to Task-based learning and application oriented learning.

Pedagogy applied:

Both Team A and Team B were handled by the same course teacher. Both the teams were given 45 questions in the beginning and results were taken for consideration. In team A, no reflective practices were applied. Simply chalk and talk method and conventional teaching styles were used. For Team B, after the preliminary test, the faculty member received a feedback pertained to his teaching. The students gave feedback based on which the teacher modified his lecturing style from chalk and talk to task-based edutainment classroom. A detailed pedagogical application is given as Annexure I. The questionnaire in the mode of feedback is attached as Annexure II.

Testing strategy:

A test with 45 questions was conducted to Team A and Team B at first. The scores attained by them are given in Table 1. Similarly, after the implementation of Reflective teaching practice to Team B, another set of questions with same cognitive level is given to the students of Team A and Team B in which the students shown a remarkable difference in the attainment of scores. The scores attained by them after the implication of pedagogy are given in Table 2. The tested phenomena are subject-verb agreement (15 questions); usage of cohesive devices (15 questions) and usage of idioms (15 questions) in sentences. Multiple choice questions with cloze notes answering style were given to the students.

S. No	Test	Score (I)	Students No.(Team A)	Students No.(Team B)	Score (II)	Students No.(Team A)	Students No.(Team B)	Score (III)	Students No.(Team A)	Students No.(Team B)
1	Subject-verb agreement	0-15	35	33	16-30	18	15	31-45	7	12
2	Cohesive Devices	0-15	21	26	16-30	27	25	31-45	12	9
3	Idioms	0-15	29	24	16-30	22	29	31-45	9	7

Table 1

S. No	Test	Score (I)	Students No.(Team A)	Students No.(Team B)	Score (II)	Students No.(Team A)	Students No.(Team B)	Score (III)	Students No.(Team A)	Students No.(Team B)
1	Subject-verb agreement	0-15	19	7	16-30	26	31	31-45	15	22
2	Cohesive Devices	0-15	15	8	16-30	33	39	31-45	12	13
3	Idioms	0-15	15	12	16-30	27	29	31-45	17	21

Table 2

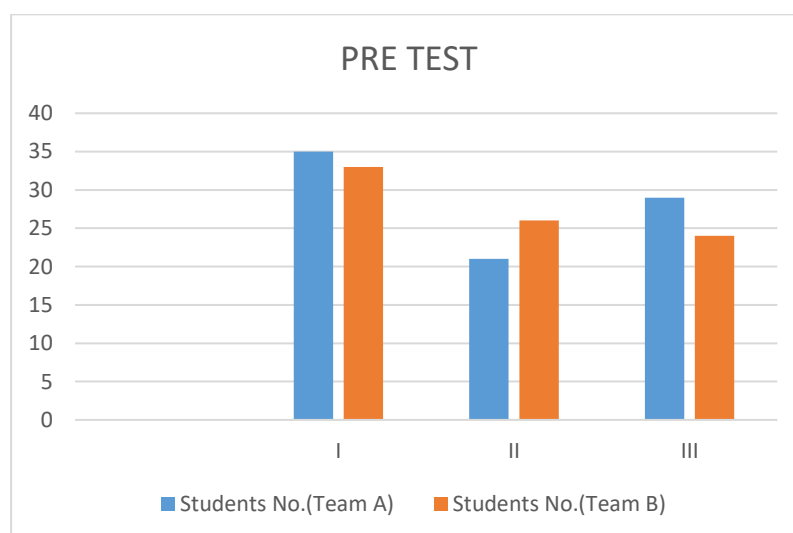


Fig. 1

Fig.1. represents the difference in scores attained by the two classes in Team A and Team B. I represents the number of students who have secured between 0-15 in subject-verb agreement. In all 35 students in Team A and 33 students in Team B have got between 0-15 marks in I. II represents the marks secured between 0-15 in the usage of Cohesive devices with 21 students in Team A and 26 in Team B. III represents the marks secured between 0-15 in the usage of Idioms with 29 students from Team A and 24 students from Team B.

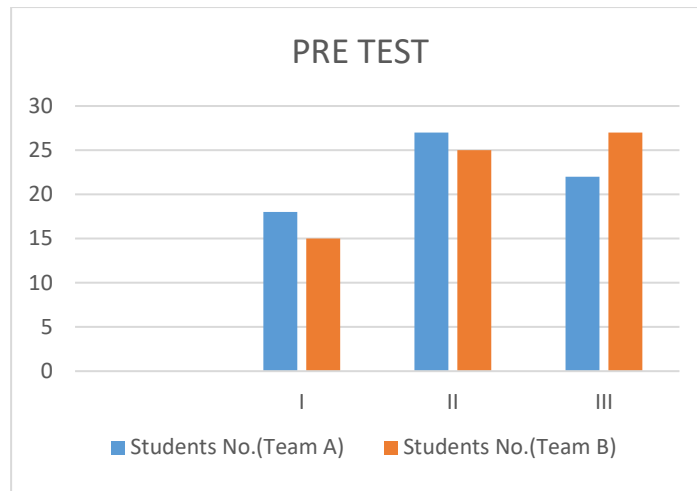


Fig. 2

Fig. 2. shows the difference in scores attained by the two teams between 16-30. I represents the number of students who have secured from 16-30 in the usage of subject-verb agreement. In all, 18 students in Team A and 15 students in Team B have got between 16-30 marks in I. II represents the marks secured between 16-30 in the usage of Cohesive devices with 27 students in Team A and 25 in Team B. III represents the marks secured between 16-30 in the usage of Idioms with 22 students from Team A and 29 students from Team B.

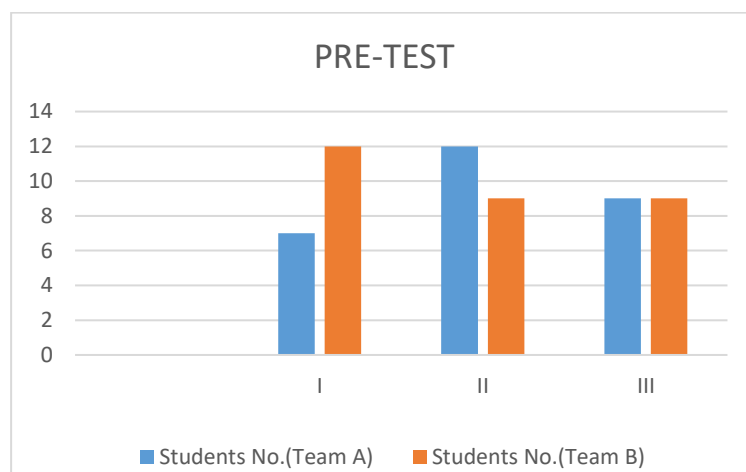


Fig. 3

Fig. 3. indicates the difference in scores attained by the two classes between 31-45. I represents the number of students who have secured from 31-45 in the usage of Subject-verb agreement. In all 7 students in Team A and 12 students in Team B have got between 16-30 marks in I. II represents the marks secured between 31-45 in the usage of Cohesive devices with 12

students in Team A and 9 in Team B. III represents the marks secured between 31-45 in the usage of Idioms with 9 students from Team A and 7 students from Team B.

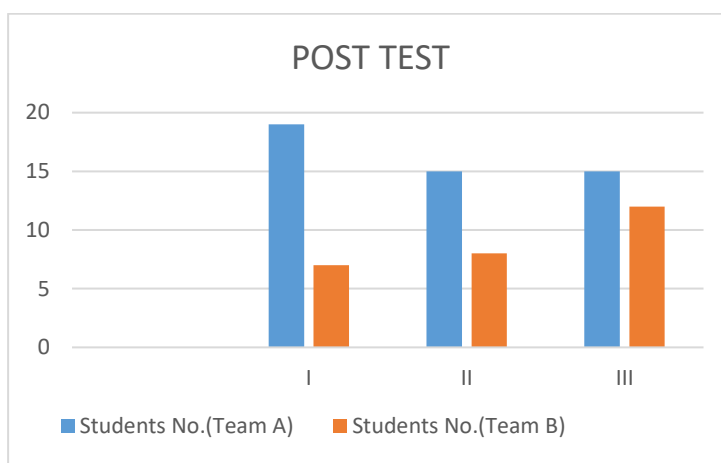


Fig. 4

Fig. 4. highlights the difference in scores attained by the two classes in Team A and Team B. I represents the number of students who have secured between 0-15 in subject-verb agreement. In all 19 students in Team A and 7 students in Team B have got between 0-15 marks in I. II represents the marks secured between 0-15 in the usage of Cohesive devices with 15 students in Team A and 8 in Team B. III represents the marks secured between 0-15 in the usage of Idioms with 15 students from Team A and 12 students from Team B.

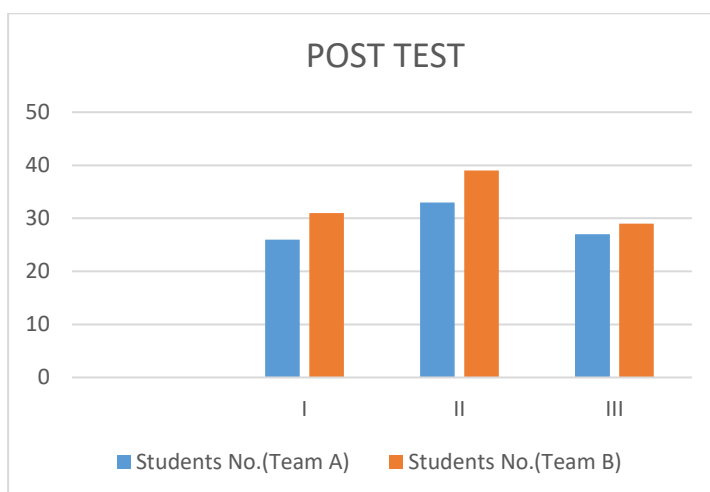


Fig. 5

Fig. 5. depicts the difference in scores attained by the two classes in Team A and Team B in scoring between 16-30. I represents the number of students who have secured from 16-30 in the usage of Subject-verb agreement. In all 26 students in Team A and 31 students in Team B have got between 16-30 marks in I. II represents the marks secured between 16-30 in the usage of Cohesive devices with 33 students in Team A and 39 in Team B. III represents the marks secured between 16-30 in the usage of Idioms with 27 students from Team A and 29 students from Team B.

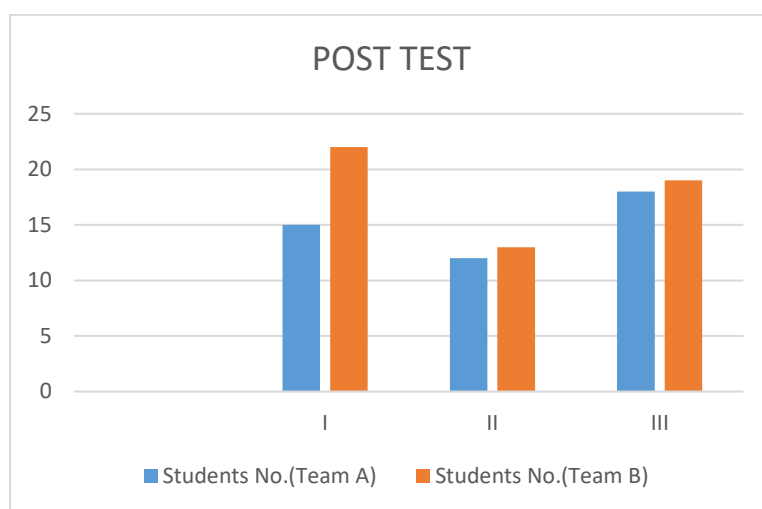


Fig. 6

Fig. 6. indicates the difference in scores attained by the two classes in Team A and Team B in scoring between 31-45. I represents the number of students who have secured from 31-45 in the usage of subject-verb agreement. In all 15 students in Team A and 22 students in Team B have got between 16-30 marks in I. II represents the marks secured between 31-45 in the usage of Cohesive devices with 12 students in Team A and 13 in Team B. III represents the marks secured between 31-45 in the usage of Idioms with 17 students from Team A and 21 students from Team B.

Questionnaire:

A questionnaire was circulated among the students of Team B to identify the difficulties faced by them. Upon the feedback issued by the students the faculty was able to make some changes in the teaching style. The response to the questionnaire on five-point scale, in which 5 represents Excellent, 4-Good; 3- Moderate; 2- below average and 1 – poor, is given below:

Question No.	5	4	3	2	1
1	25 %	23%	28%	15%	8%
2	42%	42%	5%	8%	3%
3	22%	22%	43%	7%	7%
4	32%	27%	35%	7%	0%
5	5%	30%	20%	17%	28%

Table 3

6. Difficulties faced in classroom as stated by students:

1. Sleepy because of overloading
2. No activity oriented
3. Want to get involved in activities
4. You are dictating fast.
5. Needs role play with the contents taught

Based on the feedback by the students the course teacher identified the problems faced by the students. The teacher identified that majority of the students are not able to take notes. So he happened to analyze and took improvement measures for the same. The teacher identified that the students could understand his language and choice of words. Hence upon the feedback, the teacher has taken the following initiatives aiming at better results. Lakshmi.C. (2018) “The doubts can be clarified very easily with the usage of pictures, videos and pdf files. While using the relevant pictures for the vocabulary, the understanding level of students is increased” (p.93). For the problem in taking notes, the teacher has identified two strategies. One is distribution of worksheets with pictures to save time. Secondly, slow dictation of words. The teacher has made use of role play activities and made the students to get involved in the classroom. Further, each explanation was done with activities like Just A Minute and finding answers in worksheets with multiple choice questions and teamwork activities.

The results of the students after using these strategies are given in Table 2.

The difference in the attainment of results is given below:

S.No.	Pre test 0-15	Post test 0-15	Pre test 16- 30	Post test 16-30	Pre test 31- 45	Post test 31-45
Subject Verb agreement	16	26	8	16	8	10
Cohesive devices	6	18	6	14	0	4
Idioms	14	12	0	2	9	10

Table 4

The values are drawn by comparing the number of students secured between 0-15,16-30 and 31-45 by Team A and Team B in Pre and Post test. In all the students who secured in subject-verb agreement between 0-15 have gone down from 35-19 and 33-7 in Team A and Team B respectively. The difference is given as 16 and 26. From this it is clear that after applying reflective teaching style, the students who secured between 0-15 have reduced considerably in their post-test performance. Similarly, there is a rise in numbers in second and third. In all, it is identified that the conventional style has had an impact among the members. But teaching as per the feedback earned and following different strategies upon reflection has got a good result.

Proving Hypothesis:

It is identified from Table 4 that the students have shown remarkable development in the new lecturing methods followed by the faculty members after implementing reflective teaching methodology. Hence the null hypothesis that “Reflective Teaching does not create an impact in the students’ understanding level of the concepts” is rejected. In addition, the hypothesis, “Reflective teaching creates an impact in students understanding the concepts” has been proved.

Limitations of the research:

In this research, the researchers identified that the teachers are not ready to make any changes in their teaching style. Further, they are really reserved when informed to initiate this new pedagogy in their classroom. Feeding students on their expectation is even considered to be a negative part in their teaching.

Conclusion:

In this research paper, the researchers have worked on to identify whether reflective teaching has created any impact in the students understanding. Even though so many pedagogies are already identified for various teaching styles, this reflective teaching is a self-reliant and self-satisfying one. As stated by Lakshmi (2019) "...an alternate pedagogy has to be implemented to keep them (students) on toes for learning...which demands special attention from teacher's desk"(p.16). Further, it creates a forum for the teachers to analyze their own teaching strategies and to analyze the pros and cons of their teaching style.

Although it is not acceptable by so many teachers who believe on conventional teaching methods and who have strong faith that their teaching style is not to be tested, it is quite suitable for the upcoming teachers. The conventional method and reflective teaching method both produce good results but the reflective teaching has produced better results than the conventional ones. Though challenges are there for implementation of the same among the teachers, it is quite important for each of the teacher to reflect their teaching style to know the students better, to understand the pitfalls as well as to understand the level of the impact of the lecture on the students. Hence, this paper proves that reflective teacher creates a forum for the teachers to refine and rephrase their teaching strategies for better understanding among the students. This strategy will increase the teaching potentiality of each teacher thereby gaining confidence in them and having the sense of satisfaction after the class is over.

The core objective of teaching, imparting knowledge to students, will be served without any errors. This will provide a forum for students to have better knowledge on the subject. On the whole, reflective teaching is a proven practice, across the world, and is highly needed for every teaching irrespective of any subject, to explain the concept to the students without ambiguity but with the sense of fulfillment. Future researchers could work on various reflective teaching practices which need to be followed by teachers of English in Arts and Science colleges while dealing with grammar.

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Annexure I:

Explanation of Pedagogy Implication done in this research:

Both Team A (Controlled Group) and Team B (Target Group) were handled by the same course teacher. A preliminary test on subject-verb agreement, cohesive devices and idioms usage was conducted and the results were noted for analysis. For team A, no reflective practices were applied. Simply chalk and talk method and conventional teaching styles were used. For Team B, after the preliminary test, based on feedback from students, pedagogy was changed especially from chalk and talk to task-based edutainment classroom.

As the students felt difficulty in taking notes they were given with worksheets with pictures. For subject-verb agreement pictures were given for easy understanding. They were supposed to answer the questions based on the given pictures. Further, a Power Point Presentation (PPT) with subject-verb agreement with animation was used to explain the concept. The last PPT was with questions and the students were split into groups for answering. Further, rapid-round questions were asked to each student to keep them on toes and to create interest among them. These all activities initiated a learning interest among the students. As the students feedback was “they feel sleepy”, their attention was totally arrested by using all these sorts of variety teaching aids.

As the students feel bored and tough to take notes, a PPT comprised of cohesive devices with pictures were given. The students were given with a listening task with a worksheet in which they have to identify the language functions available in the audio track. The students were highly interested to listen and to find out the cohesive devices. Following this a Just a minute activity was given to the students with the usage of five cohesive devices in their presentation. The script for the just a minute was corrected and verified before their presentation to find out the effective usage of the same.

The idioms were taught with pictures and animations. Further animated video related to idioms usage in sentence construction was beamed in the classroom for better understanding as well as to gain attention. Following this, a role play was conducted with topics related to the usage of idioms in sentences. While they perform they must have used a minimum of three idioms in their conversation. The students were motivated to utilize the opportunity to speak in front of the audience and furthermore, they were able to use idiomatic expressions.

In all the aforementioned pedagogies were implied to have a clear picture of the content among the students. After the implication a post-test was conducted amidst the Controlled and Target group and results were taken for analysis. The empirical results reveal that the reflective teaching has an impact in the students understanding of the concept.

Annexure II:

Questionnaire:

S.No	Questions	5	4	3	2	1
1)	Are you able to understand my language?					
2)	Do you understand the words used by me?					
3)	How will you rate my teaching?					
4)	Whether I deliver contents clearly?					
5)	Are you able to take notes in my class?					
6)	Specify the difficulties you face in my class room delivery.					



Growth Mindset and Students' Perception of their English Language Teachers' Feedback as Predictors of Language Proficiency of the EFL Learners

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Abstract

The current research aimed to investigate the growth mindset and the students' perception of their English Language teachers' feedback as predictors of language performance of the high school senior students. Growth mindset is the students' perceived ability of their intelligence and effort which impedes the academic success. The teachers' feedback closes the gap between the expected outcome and the current performance of the students. This cross-sectional quantitative

research study involved 305 high school senior students in Henan Province, China. To measure the growth mindset of the students, growth mindset inventory developed and validated by Dweck (2006) was used. Hattie & Timperley (2007) model of feedback was adopted for the study to investigate the English language teachers' feedback. A survey questionnaire consisting of four levels of feedback: task, process, self-regulation and self was developed and validated by the researcher. The reliability, validity and the factor analysis for the questionnaire were carried out. The descriptive results showed that the students had low growth mindset and they perceived low level of feedback provided by English language teachers. The results from stepwise multiple regression analysis concluded that, growth mindset, process level feedback and self-regulation level feedback were significant factors for language performance. Among the five predictors for language performance in English, process level feedback is identified as the most significant predictor and followed by self-regulation level feedback and growth mindset of the students.

Keywords: *EFL, English Language Teachers' Feedback, growth mindset, levels of feedback, power of feedback, self-regulation.*

Introduction

With the rapid progress in the globalization and internationalization, the emphasis to learn English language has been intensified. This resulted in implementing educational reforms in Teaching English as a foreign language which aim to improve the standard of English Language teaching and learning in educational institutions. In recent years, massive educational reforms have been undertaken in the education system in China (OECD, 2016). Gaokao, or the National College Entrance Examination, is the common entrance exams for admission to the higher learning institutions in China. In December 2013, the Ministry of Education drafted a plan to remove English from the national Gaokao examinations by 2020. The reform aimed to revamp the once-in-a-life time examination system and the students will be allowed to sit for the English examinations multiple times and the highest score among all will be considered for the enrollment into universities. By 2020, new standard of testing in Gaokao exams will be rolled out nationwide. This has stirred paramount concern for the educators, students and the parents on the loss of recognition of English language in the near future. Studies have identified that the student's willingness to perform well in English is expected to decrease over the period of time and educators has expressed their views on reforms that downgrade the status of English in China (Rui, 2014).

Further, this reform has triggered the quality of teaching and learning practices in the English Language classroom. However, the students who are aiming for the top-notch higher learning institutions are expected to have high scores in English language. The current study investigated the growth mindset of the senior high school students and their perception towards their English language teachers' feedback. The study considered the relationship and the influence of the perception and beliefs about one's own intelligence and the perception of the teachers' feedback on the language performance of the EFL learners. The beliefs about one's own intelligence allow individuals to embrace and overcome difficulties. Students who perceive their intelligence is malleable show persistence and effort in their task unlike the students with fixed mindsets. The teacher's feedback aids students to construct knowledge, rectify errors and develop motivation to master the content and influence achievement. Earlier research in teacher's feedback have identified the desirable outcomes of the feedback. The present research focuses on the levels of feedback as proposed by the Hattie & Timperley (2007) model of feedback.

Literature Review

Beliefs are a central construct in every discipline that deals with human behavior and learning (Fishbein & Ajzen, 1975; Ajzen, 1988). In the classroom context, the perceptions, beliefs, attitudes, and metacognitive knowledge that students bring with them to the learning situation have been recognized as significant contributory factors in the learning process and ultimate success (Breen, 2001). Barcelos (2000) viewed belief is dynamic and depends on the interaction of the individuals in a particular context. This indicates that beliefs can be subjected to changes based on the interactions that occur in the context. The learners' beliefs, perceptions, strategies and motivation become integral elements in the preparation and implementation of effective language instruction (Horwitz, 1999). This is in concurrence with the view of Flavell (1987) who stated beliefs about language learning as a component of metacognitive knowledge, which include all that they understand about themselves as learners and thinkers, including their goals and needs.

Second or foreign language students may hold strong beliefs about the nature of the language they study, its difficulty, the process of its acquisition, the success of certain learning strategies, the existence of aptitude, their own expectations about achievement and teaching methodologies. Horwitz (1988) stated second language learners often hold different beliefs or notions about language learning, some of which are influenced by students' previous experiences as language

learners, and others that are shaped by their own cultural backgrounds. Identification of these beliefs and reflection on their potential impact on language learning and teaching in general. Pedagogy has the capacity to provide the opportunities and conditions within which these learner contributions are found to have a positive effect upon learning and may be more fully engaged (Breen, 2001; Arnold, 1999).

Dweck (2007) proposed two implicit theories that individuals hold regarding the nature of intelligent behavior- a fixed theory of intelligence and growth theory of intelligence. These terms replaced the earlier terms of entity and incremental theories of intelligence. In a fixed mindset, people believe their basic qualities, like their intelligence or talent, are simply traits that are inherited or fixed from birth, thus spending their time documenting their intelligence or talent instead of developing them. In a fixed-mindset, the aim is to achieve validation. It makes students believe that academic performance is only influenced by their already existing intelligence, and do not consider effort to be a playing factor (Dweck, 2007). A growth mindset person believes that his/her intelligence can change, either positively or negatively, depending on the effort and education (Blazer, 2011). They understand that intelligence can be developed because the brain is a muscle that can be trained, giving them the motivation to improve. This allows the students to be more open to challenges and criticism, and raises the confidence of the student when their experiences result in improvement. The obstacles encountered are embraced because they cause growth; thus the main idea is that growth mindset students can only learn from their mistakes. It is important for the students to have a growth mindset because it tells them that there is no limit to their intelligence (Dweck, 1999).

In a growth mindset, people believe that their fundamental talent and intelligence can be improved by the means of dedication, hard work and implementation of criticism. This view creates a love of learning and a resilience that is essential for great accomplishment (Dweck, 2007).

A growth mindset is centered on the importance of learning and improving. Hence, the individual is not afraid of failure because it is considered to be a steppingstone, signaling the need for more attention, effort and practice time. The failure is used as a guide by the student to identify mistakes in their previous approaches to the learning opportunity, allowing the individual to refine the skill or knowledge and improve their academic performance. These students perceive ability as a malleable skill. Teachers and parents play a significant part in the development of a students' mindset. A student who is praised for their accomplishments in regard to their innate talent or intelligence in their childhood will likely grow into the fixed mindset .When the child is praised

for their successes by attributing hard work and perseverance spur the student to develop a growth mindset. Empirical research suggests that a growth theory of intelligence facilitates and a fixed theory of intelligence inhibits students' academic achievements on the long run (Good et al., 2003; Blackwell et al., 2007; Paunesku et al., 2015).

Students' mindsets predicted academic competence in real-life. Blackwell, Dweck & Trzesniewski (2007) examined mindsets of low-income African American, Hispanic, and South Asian 7th grade students, before their transition into high school. Although initial performances in junior high school remained similar, their math grades differed within the first term and proceeded to diverge increasingly within two years. Continuous improvement seen in students with a growth mindset, whereas it was absent with fixed mindset individuals. Growth mindset students also obtained greater academic success as compared to their fixed mindset peers.

Teachers' Feedback

Feedback is the information given during the teaching process with the aim of improving the pupils' understanding in organizing knowledge, identifying their strengths and weaknesses and providing steps to improve the learning experience for the students (Moss & Brookhart, 2009). Good feedback is one that is able to gain the attention of pupils, contains information that is easy to understand and implement within the learning process. (Brookhart, 2008). Effective feedback depends on how it is implemented, how relevant it is at that time and its content (Brookhart, 2008). Feedback is best applied when it is based on learning comprehension and is given during the process of learning tasks (Moss & Brookhart, 2009). Teachers who responded continually during the learning experience based on the general student comprehension rather than their own predetermined teaching plan could maintain a smooth flow of the stages in the learning unit and complete the lesson more successfully (McTighe & O'Connor, 2005).

Feedback needs to be consistent with the type of learning task given to the students. A written assignment should be given written descriptive feedback whereas an oral exam should be given oral feedback (Brookhart, 2008; Butler & McMunn, 2006). Verbal feedback should contain praise and unfocused comments whereas written feedback must explicitly inform pupils on how to approach a task and what to do to improve the quality of work (Scherer, 2005). The content of the feedback can also be attributed to pupils' previous achievements (Brookhart, 2007). It is also helpful to include different teaching strategies such as demonstration to show corrections and provide apt guidance to the students (Butler & McMunn, 2006). It is categorized as either

descriptive or constructive feedback (Brookhart, 2007). Descriptive feedback involves positive and negative features regarding the students' work, aiming to help them learn from mistakes and allowing them to see the bigger picture of the learning task (Turnstall & Gipps, 1996). Constructive feedback refers to those containing guidance for improving the pupil's learning capacity by providing information on current capabilities, slight praise or criticism.

Teachers give inaccurate feedback due to their lack of knowledge and training in understanding the importance of feedback in enhancing the pupil's learning experience. Detailed correction, for example, is often misunderstood as a means of effective feedback when correction is really just a form of editing (Moss & Brookhart, 2009). This is shown by the fact that teachers who ended up signing tick marks to represent the correct answer and cross marks to represent the wrong answer provided better feedback on the accuracy of the students' work. Teachers also often fail to focus on solving the weaknesses of individual pupils, rather they focus on the whole class and provide very general feedback that may not apply to every individual (Rahayah & Salbiah, 1998). Giving grades or scores while reviewing pupils' work is often preferred over written feedback. However, marks or grades and comparison between the pupils do not help them in learning because it does not encourage the pupils to think critically even when combined with descriptive feedback since students focus more on their score than on methods on improving the quality of their understanding (Black & William, 1998). Giving feedback in the form of comments such as 'Good' and 'Keep up the good work' without any information on weaknesses, strengths and guidelines makes the feedback redundant (Black et al, 2004) and is mostly not followed by students, sometimes even negatively affecting the progress of learning (Torrance & Pryor, 1998; Brookhart, 2007).

Teachers depict three sorts of feedback: "spoken or written comments about learning, grades or marks, and spoken or written comments about behaviour or effort" (Irving, Harris, & Peterson, 2011) for four principle purposes to enhance pupils' learning: giving information on shortcomings in their work and solutions for them, detailed evaluations, information on students' learning outcomes and empowerment by feedback on effort. The fourth purpose was that the feedback rendered no capacity since they were not followed upon. Teachers also tend to consider their input more profitable than it is perceived by their students, who consider teachers' feedback hard to process and utilize.

The Four Levels of Focused Feedback

The kind of feedback and the way it is used can significantly influence the pupils' learning outcomes. Feedback is described as "information provided by an agent regarding aspects of one's performance" and is categorized into four levels in the review "The Power of Feedback" (Hattie & Timperly, 2007). Task Feedback incorporates comments about the level of proficiency of a certain task. This kind of feedback is the most widely recognized and can also be called "corrective feedback". It is based on the different elements relating to achievement. Teachers' clarification on students' understanding centres on this level, usually also mixed with the fourth level of feedback focus. Feedback Process helps the learning procedure and enables students to comprehend the given tasks better. It provides the student with insights on how to complete their task and how to improve their work. It focuses on improving pupils' methodologies for mistake discovery to use as a means of self feedback. In the concept of Feedback about Self-Regulation, feedback is given by the teacher to improve the students' methods in obtaining self-feedback and the self-assessment parts of task, checking if students can undertake the task independently by applying procedures that were previously taught. It builds self-adequacy and lifts up confidence levels since the student uses their own efforts to attain improvement. Feedback self is a feedback type that is often used in classrooms despite being proved ineffective (Hattie & Timperly, 2007). It consists of praise and rewards. It rarely manifests into greater commitment to learning or comprehension about the assignments. They have little effect since they convey little to no insight on how to perform or improve a particular task.

Growth mindset and teachers' feedback

Students are faced with several challenges when they learn English as a foreign language and can develop either a fixed or a growth mindset regarding the learning experience. Students with a growth mindset perceive intelligence and language skills as entities that can be developed with effort, practice and perseverance whereas fixed mindset students tend to believe that intelligence and language skills are innate and cannot be altered with effort or practice, thus clinging on to the initial information they receive and avoid any instances involving counter-factual thinking (Vandewalle, 2012). One way in which learners may develop a particular mindset is through their interactions with teachers. Dweck (2002) has emphasized that some forms of feedback and encouragement may incorporate implicit messages suggestive of a certain mindset. Thus, teachers need to take care not to inadvertently suggest a fixed mindset through the types of feedback and praise that they give to learners. In order to foster a growth mindset about language

learning, it seems advisable to focus feedback on learners' efforts, the process of learning, and beliefs about developing one's ability through hard work. Student self-beliefs are significantly related to several types of achievement outcomes. The central staple of an effective learning and teaching experience is constructive feedback, wherein both students and teachers understand the mutual relationship in the feedback process and provide feedback to each other in order to improve the general classroom environment to promote better learning outcomes, behavior and skills. Formative assessments may prove extremely helpful for the teacher to understand the performance of students, the common errors in their work and the improvements that can be made in future learning tasks, thus providing specific feedback to the student based on the assessment scores.

Driven by globalization, the importance of learning English as a foreign language is a major concern in Chinese education system. This necessity has created profound challenges for the educators in China which includes substantial shift in teaching philosophy and practice. In accordance with this programme, the EFL instruction has a shift from teaching "emphasis on grammar and vocabulary to the learning process by promoting students' authentic experience, practice, participation, collaboration and communication (Ministry of Education of China, 2001). This study has identified several gaps in prior research in the performance of EFL in China. There has been a strong proliferation of research on language proficiency of the EFL learners. Earlier studies focused on the instructional approaches, assessment practices, learning environment, curriculum and the instructional materials which affects performance of the students. Further, studies related to the psychological factors has always been a prime focus for the researchers and extensive research related to the cognitive functions of the students related to attention, decision making, critical and creative thinking and memory are extensively explored. This study stands unique in three different ways. First, many studies have highlighted the importance of students beliefs on their intelligence and the feedback of the teachers in improving the performance of the students. Yet, little is known about the extent of interplay of the students' growth mindset and the feedback provided by the teachers for better learning outcomes. Growth mindset (Dweck, 2006) and the four levels of feedback (Hattie & Timperley, 2007) are the recent development in the educational psychology discipline and the research in this area are quite limited. Therefore, this research findings will bring new insights in understanding the students' growth mindset and the importance of teachers' feedback. Second, the current research identified the need for a research instrument to measure the levels of feedback provided by the English Language teachers in light of the theoretical underpinnings of Hattie & Timperley (2007) model of 'Power of Feedback'. The study has identified the potential gap and has attempted to develop the survey questionnaire

for measuring the levels of feedback provided by teachers. The research instrument will bring forth new directions in understanding the nature of feedback and its impact in students' language proficiency. This quantitative method adopted to develop and validate the questionnaire is a significant contribution of the study. At the same time, this study is important to gain an understanding of the feedback that promotes or impedes Chinese senior high school students' language proficiency in English. The research findings will assist teachers and educators to provide more effective feedback, allow students to develop growth mindset and to guide students to perform better in EFL classroom. It should be noted that research on teaching and learning processes in EFL classroom in China is still at its infancy and many questions related to students' beliefs and teachers' feedback are still unanswered. It is hoped that the current research results will add some new knowledge in this area. Therefore, the present research aimed to analyse the following research questions.

1. What is the level of growth mindset among the high school students?
2. What are the students' perceptions of their English Language teachers' feedback?
3. What is the relationship between growth mindset, students' perception of their English Language teachers' feedback and language proficiency of the EFL learners?
4. To what extent do growth mindset and teachers' feedback can predict the language proficiency of the EFL learners?

Methodology

In order to answer the research questions, the study employed a non-experimental survey design to study the relationships among five independent variables and one dependent variable. The current study used quantitative research methods in collecting and analysing the data.

Participants

Participants were 305 students from 10 senior secondary schools at Pingdingshan in Henan Province, the People's Republic of China. The students' age ranged from 16 to 18 years with an average age of 17 Years. All the participants were studying in grade 12. The current study employed simple random sampling technique to select the sample.

Measures

The research instruments used for the current research were the Growth Mindset Inventory, Students Perceptions on Teachers' Levels of Feedback (SPTLFQ) and the demography profile of the participants which included gender, subject and socio- economic status of their family. The Growth mindset inventory developed and validated by Dweck (2006) was adapted for the present study. The inventory has 20 items, which measures growth mindset and the fixed mindset. The study considered the 10 items that measures the growth mindset. However, the reliability analysis confirmed 9 items to measure the growth mindset. The Cronbach's alpha was calculated to be 0.90 which confirmed the high reliability of the instrument. The Cronbach's alpha proved that the final questionnaires were reliable (Nunnally, 1978). All the items are positive and each item is a statement that allows the respondents to rate themselves on a five-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). Pilot study was conducted to ensure the research instruments used were valid and reliable.

To study the students' perception of their English Language teachers' feedback, the theoretical framework of Hattie & Timperley (2007) model of feedback was considered. This model identified four levels of feedback: task, process, self- regulation and self level of feedback. The questionnaire based on the four levels of the feedback model was developed and validated by the researcher. The content and construct validity was established. Further, confirmatory factor analysis confirmed the 4 factors structure in the questionnaire. The reliability of the scale for the four dimensions: task, process, self- regulation and self level of feedback were found to be 0.956, 0.944, 0.945 and 0.934 respectively. The scale consists of 29 items with 5-point Likert scale for the responses ranging from 1 (strongly agree) to 5 (strongly disagree). The students test scores in English were collected and it is considered as their language performance score.

Data Collection

The researcher sought prior permission from the school principals and the class teacher to conduct the survey. The willingness of the students and the confidentiality of the data collected was taken into due consideration. To collect data Chinese version of the questionnaire were used. The Chinese version of the questionnaires were confirmed using translation and back-translation procedure. The researcher scored the questionnaire and established the content and

construct validity of the research instruments by providing the questionnaire to the English Language teachers and lectures. The growth mindset inventory and the SPTLQ were translated into Chinese version by a professional translator and the items were further refined by the researcher. Following that, the Chinese questionnaires were back translated to English by a Chinese graduate student majoring in English. This was followed by cross referencing the three set of questionnaires: the original version of the questionnaire, the translated Chinese and the back translated English versions of the questionnaire. The data collected were coded and the data analysis was carried out using the Statistical Package for the social Sciences (SPSS 23.0). Before analysis the data, the data were scrutinized for the missing data, outliers and the test for normality were conducted.

Results

Descriptive analysis displayed in Table 1 shows the frequency and percentage of the participants based on the demographic variables.

Table 1. Demographic profile of the participants

Demographic variable		Frequency (n=305)
Gender	Girls	153
	Boys	152
Subject	Social-sciences (History, Politics and Geography)	189
	Natural-sciences(Physics,	116

	Chemistry and Biology)	
	Primary School	94
	Secondary School	75
Fathers' education	High School	29
	Bachelor' s Degree	92
	Master Degree	15
	Primary School	53
	Secondary School	78
Mothers' education	High School	66
	Bachelor' s Degree	91
	Master Degree	17
	Under 1000¥	7
Annual income	1000- 5000¥	124
	5000- 10000¥	149

Above 10000¥	25
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The descriptive analysis showed that 153 (50.2%) students were girls while 152 (49.85%) were boys. With respect to their major of study, 189 were majoring in social sciences (62.05 %) and 116 of them (38.0%) were majoring in natural sciences. Furthermore, percentage analysis of the fathers' education indicated that 94 (30.8%) of them completed primary school, 75 (24.6%) of them completed secondary school, 29 of them (9.5%) completed undergraduate studies and only 15 of them (4.9%) were graduates. Similarly, the percentage analysis of the mothers' education displayed that majority of the mothers', 91 (29.8%) completed undergraduate studies, 78 (25.6%) of them completed secondary schooling, 66 (21.6%) of them completed high school, 53 (17.4 %) of them completed primary schools and only 17 of them (5.6%) were graduates. The descriptive study of the parental annual income showed that majority of the students' family income, 149 of them (48.9%) were between 5000-10000¥, 124 (40.7%) of the students family income were between 1000-5000¥, 25 of the students (8.2 %) of them had family income above 10000¥ and only 7 of the students (2.3%) were from family with annual income under 1000¥.

Levels of Growth Mindset and Students Perception of their English Teachers' feedback

Table 2 shows the descriptive of the variables investigated in the study. According to Moidunny (2009), the mean score between 1.0 to 1.80 indicates a very low level, the mean score between 1.81 to 2.60 is considered as low level, 2.61 to 3.20 indicates average level, 3.21 to 4.20 shows high level, and mean score from 4.21 to 5.00 specifies a very high level. The findings showed that the mean scores of the growth mindset is moderate ($M=3.19$, $SD= 0.70$). The mean of the four levels of feedbacks provided by the English language teachers are moderate. The mean scores for each level of feedback: task ($M=2.72$, $SD=1.22$), process ($M=2.72$, $SD=2.72$), self- regulation ($M=2.51$, $SD= 0.978$) and self level of feedback ($M=2.44$, $SD= 0.927$) are moderate and the standard deviation is low.

Table 2. Descriptive statistics for Growth Mindset and English Language Teachers' Feedback

Variables	Mean (n=305)	SD
Growth Mindset	2.4866	.860
Task Feedback	2.4718	1.055

Process Feedback	2.5133	1.008
Self-regulation Feedback	2.5191	.978
Self Feedback	2.4496	.927

The normality of the data is confirmed by skewness and kurtosis tests. The skewness values within the range of -2 to +2 and kurtosis values within the range of -3 to +3 is considered to be within the normal range (Sekaran, 2003). Therefore, the normality of the data is appropriate to be used for inferential statistics. The overall results show that the distribution of the sample is normal.

Descriptive of growth mindset

The below Table 3. Displays the item wise descriptive statistics for the growth mindset. The students' responses for all the 9 items are below 3.0 which indicates that their growth mindset is at an average level.

Table 3. Descriptive of Mean, Standard Deviation, Skewness and Kurtosis of Growth Mindset

<i>Growth Mindset</i>	Mean	SD	Skewness	Kurtosis	Level
1. No matter how much intelligence I have, I can always change it quite a bit.	2.54	1.211	.599	-.703	Low
2. I can always substantially change how intelligent I am.	2.56	1.284	.449	-1.015	Low
3. I can always change basic things about the kind of person I am.	2.33	1.174	.726	-.298	Low
4. Music talent can be learned by anyone.	2.57	1.273	.443	-.992	Low
5. The harder I work at something, the better I will be at it.	2.24	1.240	.901	-.195	Low
6. No matter what kind of person I am, I can always change substantially.	2.65	1.335	.396	-1.078	Medium
7. All human beings without a brain injury or birth defect are capable of the same amount of learning.	2.62	1.249	.445	-.844	Medium
8. Human beings are basically good, but sometimes make inappropriate decisions	2.33	1.264	.783	-.495	Low

9. An important reason why I do my school work is that I like to learn new things.	2.64	1.348	.541	-.980	Medium
Overall Growth Mindset	2.49	0.860	0.754	-0.760	Low

(Scale: 1=Strongly agree; 2=Agree; 3=Neutral; 4=Disagree; 5= Strongly disagree)

The Table 3 shows the mean score for most of the items lie slightly below the center score of the scale, which indicated the respondents have low level of growth mindset. Based on the criteria for the interpretation of the mean score as suggested by Moidunny (2009), out of 9 items in the growth mindset, 6 items indicated low level while 3 items showed medium level of growth mindset. However, the overall growth mindset of the high school students was identified at low level with Mean= 2. 49 and SD= 0.860.

Levels of Feedback

The following Tables 4 to 7 shows the descriptive of the four levels of feedback provided by the English Language teachers. Task level of feedback was measured using eight items. Table 4. shows the distribution of respondents by task level of feedback.

Table 4. Descriptive of Task Level of Feedback (n=305)

Items	Mean	SD	Skewness	Kurtosis	level
1. My English teacher's feedback helps me to decide what to include or exclude in my English tasks.	2.43	1.226	.620	-.703	low
2. My English teacher's feedback helps me to create the kind of work that is expected from me.	2.47	1.335	.665	-.789	Low
3. My English teacher helps me to gain more knowledge about a topic.	2.45	1.248	.643	-.735	Low
4. My English teacher provides multiple opportunities to learn.	2.47	1.315	.614	-.831	Low
5. My English teacher's feedback helps to identify my mistakes.	2.53	1.303	.478	-.933	Low
6. My English teacher gives detailed about the errors.	2.49	1.270	.664	-.724	Low

7. My English teacher gives feedback on writing skills (neatness, format about margins, spacing, hand writing).	2.42	1.321	.649	-.794	Low
8. Most of the time, my English teacher feedback is for the whole class rather than individual feedback.	2.47	1.308	.681	-.737	Low
Overall Task level feedback	2.572	1.055	0.928	-0.751	Low

All the items displayed normal distribution. The mean scores for all the items were within the low range of 1.81 to 2.60, task level feedback provided by the English language teachers is at low level. The overall task level feedback provided by the teachers' were at low level with a mean score of 2.472 and SD is 1.055. Process level of feedback was measured using seven items. Table 5. shows the distribution of respondents by task level of feedback.

Table 5. Descriptive of Process Level of Feedback

Items	Mean	SD	Skewness	Kurtosis	Level
1. My English teacher describes student' work to stimulate discussion about how it could be improved.	2.55	1.166	.546	-.797	Low
2. My English teacher understands that feedback is a two way process between teacher and student.	2.47	1.280	.622	-.752	Low
3. My English teacher emphasizes in-depth learning.	2.50	1.167	.693	-.546	Low
4. My English teacher provide different strategies for error detection.	2.54	1.243	.622	-.690	Low
5. My English teacher train the students to use different strategies to learn English.	2.41	1.398	.704	-.831	Low
6. My English teacher helps me to think about my wrong answer.	2.51	1.246	.644	-.624	Low
7. If a student has difficulty in learning English my English teacher guides the students on how to approach the task.	2.46	1.320	.688	-.739	Low

Overall Process level feedback	2.513	1.008	0.958	-0.625	Low
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(Scale: 1=Strongly agree; 2=Agree; 3=Neutral; 4=Disagree; 5= Strongly disagree)

Table. 5 shows the distribution of respondents by process level of feedback. The results indicated that the overall process level feedback provided by the teachers' were at low level (mean= 2.513 and SD= 1.008). Self- regulation level of feedback was measured using eight items. Table 6. shows the distribution of respondents by Self-Regulation level of feedback. Results indicated that the overall mean score for the self-regulation level feedback is low (mean =2.519 and SD= 0.978).

Table 6. Descriptive of Self-Regulation Level of Feedback

Items	Mean	SD	Skewness	Kurtosis	Level
1. My English teacher's feedback helps me to self-assess my own work.	2.46	1.275	.656	-.658	Low
2. My English teacher encourages me to self-check of my work.	2.35	1.264	.696	-.669	Low
3. My English teacher teaches the students to review their own work and check their answers.	2.65	1.192	.454	-.852	Medium
4. My English teacher encourages self-checking of my work.	2.49	1.212	.662	-.608	Low
5. My English teacher encourages the students to reflect on their own learning.	2.67	1.299	.491	-.993	Medium
6. My English teacher encourages me to self-monitor my work.	2.51	1.288	.635	-.730	Low
7. My English teacher provide confidence to learning English.	2.64	1.236	.499	-.850	Medium
8. My English teacher helps students who seeks feedback.	2.44	1.322	.606	-.844	Low

Overall feedback	Self-regulation level	2.519	0.978	0.841	-0.818	Low
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Self level of feedback was measured using 8 items. Table 5. shows the distribution of respondents by task level of feedback.

Table 7. Descriptive of Self Level of Feedback

Items	Mean	SD	Skewness	Kurtosis	Level
1. My English teacher appreciates the task that I did well.	2.46	1.194	.741	-.391	Low
2. My English teacher praises the students.	2.59	1.297	.532	-.868	Low
3. My English teacher's feedback enhances the self-esteem of the students.	2.52	1.142	.650	-.459	Low
4. My English teacher's feedback makes the students to feel good about themselves.	2.36	1.168	.656	-.612	Low
5. My English Teacher comments on the effort the students put in their work.	2.46	1.211	.662	-.574	Low
6. My English teacher usually appreciates the students which has little information related to content.	2.28	1.034	1.137	.803	Low
Overall self level feedback	2.449	0.927	0.976	-0.613	Low

Table 7 shows the distribution of respondents by self level of feedback. Results indicated that the overall mean score for the self level feedback is low (Mean =2.449 and SD= 0.927).

To answer the research question 3, the Pearson correlation was conducted. Relationship between growth mindset, teachers' level of feedback and achievement in English is represented in the below Table 8.

Table 8. Relationship between Growth mindset, English Language Teachers' Level of Feedback and Language Proficiency in English

Variables	Mean (SD)	GM	T	P	SR	S	LPE
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GM	2.49 (0.86)	1					
T	2.47 (1.055)	.046 .427	1				
P	2.51 (1.008)	.043 .450	.459 .000	1			
SR	2.51 (0.978)	.035 .542	.451** .004	.579** .000	1		
S	2.44 (0.927)	.044 .443	.417** .000	.461** .000	.489** .002	1	
LPE	58.9803 (16.531)	.133* .020	.402** .000	.717** .005	.718** .000	.452** .000	1

(GM= Growth mindset, T= Task level feedback; P= process level feedback, SR= self-regulation, S= self, LPE= language proficiency in English)

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

**p < 0.01, *p < 0.05

The relationship between the variables were analysed using Pearson's correlation coefficient. The results showed that there is a significant, low and positive relationship between growth mindset and academic achievement ($r = .133$, $p < .001$). Further, all the four levels of the feedback showed significant positive relationship with academic achievement. Process and self-regulation level feedback showed significant, strong and positive relationship ($r = .717$, $p < .001$ and $r = .718$, $p < .001$ respectively) and task and self level feedback showed significant, positive and moderate relationship ($r = .402$, $p < .001$ and $r = .452$, $p < .001$ respectively) with academic achievement. The relationships among the four levels of feedback were significant, moderate and positive. The results revealed there was no significant relationship with growth mindset and the four levels of feedback. According to Tabachnick and Fidell (1996), the correlation coefficient among the independent variables considered in the study should not exceed 0.7. The inter correlation matrix showed that all the correlation coefficient are less than 0.7 which confirmed that there is no issue of multicollinearity. This confirmed, that the variables are independent and are suitable for multiple regression analysis.

To answer to the fourth research question, step-wise multiple regression was conducted and the results are shown in the below Table 9.

Table 9. Step-wise multiple regression analysis

Model	R	Adjusted R	Std. Error of the Estimate	Change Statistics					
				Square Change	F	Sig.	F	Durbin-Watson	
Model R	Square	Square		Change	Change	df1	df2	Change	

1	.133 ^a	.018	.015	16.41061	.018	5.494	1	303	.020	
2	.418 ^b	.175	.169	15.06928	.157	57.341	1	302	.000	
3	.728 ^c	.531	.526	11.38299	.356	228.272	1	301	.000	
4	.813 ^d	.662	.657	9.68198	.131	116.056	1	300	.000	
5	.814 ^e	.662	.657	9.68850	.001	.596	1	299	.441	1.635

a. Predictors: (Constant), Growth Mindset

b. Predictors: (Constant), Growth Mindset, Task

c. Predictors: (Constant), Growth Mindset, Task , Process

d. Predictors: (Constant), Growth Mindset, Task, Process, Self-regulation

e. Predictors: (Constant), Growth Mindset, Task, Process, Self-regulation, Self

f. Dependent Variable: Academic Achievement

Table 10. Step-wise multiple regression analysis: Growth mindset, levels of feedback and academic achievement

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	52.608	2.877		18.289	.000**		
Growth mindset	2.563	1.093	.133	2.344	.020**	1.000	1.000
2 (Constant)	38.128	3.261		11.692	.000**		
Growth mindset	2.215	1.005	.115	2.204	.028**	.998	1.002
Task	6.208	.820	.396	7.572	.000**	.998	1.002
3 (Constant)	23.083	2.657		8.688	.000**		
Growth mindset	1.925	.759	.100	2.534	.012**	.997	1.003
Task	1.385	.697	.088	1.988	.048**	.788	1.268
Process	11.017	.729	.672	15.109	.000**	.789	1.268
4 (Constant)	16.720	2.336		7.158	.000**		
Growth mindset	1.890	.646	.098	2.926	.004**	.997	1.003
Task	-.303	.613	-.019	-.494	.622	.737	1.357
Process	7.467	.702	.455	10.633	.000**	.615	1.626
Self-regulation	7.757	.720	.459	10.773	.000**	.621	1.610
5 (Constant)	16.255	2.414		6.734	.000**		
Growth mindset	1.881	.647	.098	2.909	.004**	.997	1.003
Task	-.398	.626	-.025	-.636	.525	.708	1.412

Process	7.360	.716	.449	10.272	.000**	.592	1.690
Self-regulation	7.609	.746	.450	10.206	.000**	.580	1.724
Self	.559	.723	.031	.772	.441	.685	1.459

**p < 0.01, Dependent Variable: Academic achievement

1. Predictors: (Constant), Growth Mindset
2. Predictors: (Constant), Growth Mindset, task
3. Predictors: (Constant), Growth Mindset, task, process
4. Predictors: (Constant), Growth Mindset, task, process, self-regulation
5. Predictors: (Constant), Growth Mindset, task, process, self-regulation, self

In the first stage of the stepwise multiple regression, when growth mindset of the students was entered in the model, the results were found to be significant with a variance of 13.3 % in predicting the language proficiency of the EFL learners. In the second stage of the model, English language teachers' task level feedback was entered and the model could explain approximately 41.8% of the variance in the language proficiency of the EFL learners and the change in R^2 value is considerable (R^2 change = .157). This was followed by third stage of the step-wise regression analysis in which teachers' process level feedback was entered along with the other variables entered in step 1 and 2. The results confirmed that teachers' process level feedback was a significant predictor for the language proficiency of the EFL learners. The third model was able to explain 72.8% of the variance in the dependent variable with a higher change in the R^2 value (R^2 change = .356). In the fourth stage of the regression analysis, teachers' self-regulation feedback was entered in the model and the results showed self-regulation level of feedback was a significant predictor (R^2 change = .131) of the language proficiency of the EFL learners. In the final model, teachers' self level of feedback was entered and the results confirmed that teachers' self level of feedback was not a significant predictor of language proficiency and the change in R^2 was negligible (R^2 change = .001). Among the five predictor variables, the model confirmed that task ($\beta = -.025$; $t = -0.636$, $p = .525$, $p < 0.05$) and self level feedback ($\beta = .031$; $t = .772$, $p = 0.441$, $p > 0.05$) were not significant and they do not influence the language proficiency of the English Language learners. The Model 5 confirmed that self-regulation level of feedback is the most significant predictor with a higher beta weights compared to other variables ($\beta = .450$; $t = 10.206$, $p < 0.001$). This was followed by teachers' process level of feedback which showed almost similar beta weights ($\beta = .49$; $t = 10.272$, $p < 0.001$). The third significant predictor in this model is the growth mindset of the students ($\beta = .098$; $t = 2.909$, $p < 0.05$).

DISCUSSION

The present study aimed to investigate the influence of the growth mindset and teachers' feedback on the performance of EFL learners. Results confirmed that there were significant influence of growth mindset, and two levels of feedback viz., process and self-regulation on the English language performance of the high school EFL students. However, in the interplay of the external (feedbacks) and internal or personal factor (growth mindset) affecting EFL learners performance, the contribution of the external factors was largely higher than the internal or personal factors. This confirmed the importance of effective feedback in classroom teaching and assessment practices. Further, the results showed low growth mindset among the senior high school students. The findings of the study agreed with Gross-Loh (2016), which confirmed that most people sometimes have two ideas, one is based on the situation which is probably more practical and other based on their beliefs. A person's belief is a state of mind which often determines how people approach the challenges. And the individual who is faced with the challenge of growing thinking is able to cultivate skills and qualities through hard work and perseverance (Dweck, 2007). Jones et.al., (2009), reported similar findings that majority of the students believed in the growth mindset. Students with growth mindsets showed better achievements in challenging domains since they valued grit more than innate talent. When faced with challenges and criticism, individuals with a growth mindset showed grit. Grit is explained as being not only resilience in failure but also the commitment and trait-level perseverance to long-term goals (Duckworth, Peterson, Matthews & Kelly, 2007). Davers (2015) further proved this by the fact that high school students scored lower than their college peers on the mindset survey given. Further, Davers (2015) proved that there was no significant change in the mindset for high school students after the growth mindset intervention. The current study results contradicts with the findings from Cheng (2003) who presented that most results obtained with western samples (Dweck, 2000; Muller & Dweck, 1997) widely contrasted with those obtained from Chinese students, that Chinese students were associated with higher degree of incremental theory of intelligence and had higher performance-oriented goals. This may be in part of the Confucian philosophy, which is embedded greatly into the Chinese students' educational contexts, making their schooling and learning process much more competitive and exam-oriented as compared to the learning experiences of their western peers. Their competency is largely determined, by the society and within themselves, by the scores and grades they obtain in their examinations (Hau & Ho, 2008). Since education and hard work are extremely valued in Chinese culture, working hard

despite failure and a show of weakness is considered as a virtue (Chen & Stevenson, 1995; Hau & Salili, 1996).

The present results showed low level of task, process, self-regulation and self level feedbacks. The process and self-regulation level feedbacks showed significant results confirming that teachers need to provide explicit information on the task given and outline the steps that are required to improve learning. Verbal comments and unfocussed comments do not contain enough information compared to the written comments (Schere, 2005). The importance of process level feedback over self or praise level feedback is argued by Leaph (2011) that the feedback should be made with clear purposes rather than with reference to student preferences. The need for self-regulated learners is stressed by Al-Mahrooqi (2013) who suggested that teachers should adjust their correction practices to suit students' immediate needs of the EFL learners and provide feedback that is favourable and comprehensible to students, is highly recommended. The findings coincides with findings of Lee (2016) which reported that teacher's oral corrective feedback has influenced positively on students' anxiety, motivation and confidence. Bown (2004), concluded that guided feedback was very favourable rated by the university students and majority of the students felt that the feedback helped them to understand the reading texts. The results showed positive significant relationship between growth mindset and academic achievement and the results coincides with the literary of Alpay & Ireson (2006), Blackwell et al., (2007), and Dweck (2010). The results showed positive relationship between growth mindset and academic performance. The results regarding students' perception their English language teachers' feedback showed that task level and self-regulation level feedback had significant effect on the academic performance. This results agreed with finding of (Niemic & Ryan, 2009), which showed when students identified strategies it help them to improve their performance. Teachers can give positive feedback about the pupil's strength and performance compared a guideline to recognize their status and progress of achievement. This ensures that the student is provided the methods of further improving their learning practices and ideologies (Scherer, 2005). Even if the student fulfils standard criterion within the given task, feedback needs to be provided as additional dialogues that advance the quality of the task (Spiller, 2009). Therefore, this study recommends that the feedback provided in the classroom should create a constructive effect on the learners and allow them to develop the intellectual aspects that required them to be self-regulated learners.

Conclusion

Students' perception of their self and the teacher support are crucial to overcome the academic challenges. The current research concluded the significant influence of growth mindset and process and self-regulation level feedback to improve the performance of the high school EFL learners. The task and the self level of feedback were not significant, indicating that feedback related to content and praise do not impact the language performance of the high school students. The study recommends that feedback should allow learners to construct their knowledge and understandings of the English language that improves their thinking and metacognition. Therefore, the study recommends constructivist classroom approaches in providing feedback to create self-regulated learners rather than behaviourist approaches of feedback. This confirmed that teachers should provide feedback that allows learners to understand the processes involved in learning and to facilitate self-regulation in their learning.

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Effects of English Subtitled Video on the Test Performance of Filipino Students Learning Mandarin

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Abstract

This research focused on the effects of a subtitled video on the test performance of Filipino students from a private university in Philippines who are learning Mandarin as a foreign language. For data collection, a 105-item questionnaire was administered to 48 BS Tourism Management students learning Mandarin. To achieve the objectives of the study, respondents were divided into two groups, control and experimental, through paired matching based on their performance in the pre-test. Both groups viewed the same video but the experimental group viewed it with subtitles. After each viewing of the video, both groups were given a comprehension test. Based on their performance in the post-test, the experimental group scored higher than the control group. The performance of the experimental group in all types of comprehension test is higher than the

performance of the control group where the difference exceeds significance level of $P=0.5$. The findings suggest that subtitled videos can enhance the test performance of foreign language learners.

Key Words: CFL Learners, Subtitled video, Test Performance, Foreign language acquisition

INTRODUCTION

The demand for Chinese language teaching as a mechanism for communication in the Philippines and other countries attracts the attention of language educators. Since Chinese Mandarin is being taught as a foreign language in the Philippines, it poses a challenge for the teachers in facilitating authentic communication to the learners in the classroom setting. The Natural Approach in language teaching of Terrell and Krashen (1983) suggests that the most effective way to acquire a language is through receiving comprehensible input. Comprehensible input refers to the exposure of the learners to the target language inside the classroom. The main task of the teacher is to have simulation inside the classroom and expose the students in the use of the target language in real-life situations. Aside from the language teacher, input can also be provided by different channels such as the use of different instructional materials and multimedia aids.

The use of different technological devices in the classroom makes teaching and learning more meaningful and relevant to the lives of the students. According to Harji et al. (2010), technology plays a significant role in providing authentic communication among the language learners. Language educators are now using multimedia technology to support language teaching. Many language educators make full use of emerging technologies to improve students' language ability (Zhou, 2004). Hendra (2018), investigated the use of online games on the English vocabulary acquisition of an Indonesian boy and concluded that vocabulary acquisition occurred because of need. Another technology that was investigated to contribute to vocabulary acquisition in Mandarin is WeChat. According to Pamintuan et al. (2018), WeChat is an effective technology for motivating digitally-inclined learners of Chinese Mandarin.

Techniques in foreign language teaching integrating the use of the latest technology have been increasing in number and said to be contributing to the success of language learners (Hwang, 2011). One of the emerging technologies that is being used to support the learning activities of the students is the use of audio-visual materials. For many years, audiovisual materials of different kinds have been utilized in several ways to support learning (Sokoli, 2006).

Various technological devices or applications can be used to supplement the improvement of a particular skill of the learners. In foreign language classrooms, reading, writing, listening, and speaking in the target language should be developed. To develop the macroskills of the learners in the target language, the teacher can utilize different materials like audio and video materials. Richard and Gordon (2004) claimed that the use of video materials enhances comprehension. The use of audiovisual materials, specifically movies and subtitled videos in foreign language classroom, is increasingly becoming popular among teachers and students (Kothari, Pandey & Chudgar, 2004).

Furthermore, several studies point out the positive effects of the use of subtitled videos in teaching a foreign language, such as: it provides opportunities for the students to combine their listening and reading skills, improve reading ability and makes processing of text quicker, and comprehend the content of the video easily (King, 2002); animated films can provide the students a good foundation for the development of their reading comprehension (Gold & Gibson, 2001); and displaying captions on the videos is a good strategy to enhance children's reading skills (Linebarger, Piotrowski, & Greenwood, 2010).

With the improvement of multimedia technologies, videos in the target language have been widely applied in second language teaching. Language researchers and teachers show much concern about the effects of visual aids on learner's listening, comprehension and vocabulary acquisition (Zhou & Yang, 2004; Wang & Xie, 2008; Li Y., 2007). Koskinen, Wilson, Gambrell, and Neuman (1993) claimed that subtitling video is an innovative practice in literacy instruction and contribute in the vocabulary learning of the students. Subtitle is a breakthrough both in the field of technology and education. Subtitled video has the quality that contributes in increasing students' motivation compared with conventional methods and materials. It is a tool which can help decrease the difficulty of acquiring new words.

Furthermore, the combination of motion picture, spoken dialogues, subtitles is a great tool to enhance reading skills. Wang, H. (2005) further claimed that captioned audiovisual input has gradually become one of the frequently adopted input modes. He pointed that the positive role of subtitles in second language acquisition is confirmed, but the effect of subtitles on second language acquisition still needs to be further studied. Liu and Wang (2006) commented that English subtitles in movies and television provide authentic pronunciation and correct language expression for foreign language learning and they truly reflect the social culture of the west. Subtitles cannot only promote the students' listening and spoken English skills but it can also improve their reading skills, reading speed, background knowledge, and promote vocabulary acquisition.

Considering all the arguments, therefore, in this study, the researchers investigated the effects of the use of subtitled video on the test performance of Filipino students who are learning Chinese Mandarin. Chinese video with and without English subtitles was shown to the respondents. The researchers posited that English language plays an important role in the comprehension of the respondents in the content of the Chinese video because it served as scaffolding for the respondents to have a better understanding of what was shown. The language of the video which was shown to the respondent is Chinese (the target foreign language) while the language of the subtitle is English, which is the second language of the respondents. Recommendations for future researches are given based on the findings of the study.

RESEARCH QUESTIONS

In determining the effects of English subtitled video on the test performance of Filipino students learning Mandarin, the following specific questions were addressed:

1. How may the pre-test and post-test scores of the respondents be described?
2. Is there a significant difference between the performance of the control and experimental groups in the different test types (true or false, multiple-choice, and matching types)?
3. What are the implications of the results of the study to foreign language teaching?

STUDIES ON THE USE OF SUBTITLES IN VIDEOS IN FOREIGN LANGUAGE TEACHING

The following discussion presents the different studies conducted which have the same theme with the research at hand. Similarities in research methods, procedures, and findings were observed.

Han (2010) investigated the impact of different types of comprehensible input on English reading and vocabulary acquisition. Results showed that video with caption of comprehensible input boosted word acquisition and effect of pre-modified input was especially prominent.

Sang (2013) concluded that using video in teaching English allowed for the integration of sounds and words which can stimulate the students' various senses. She also reflected that using videos can deepen the students' memory and can create a real environment for students to understand the teaching content.

Wang, W. (2015) administered a test to foreign language learners to understand their overall understanding of video and vocabulary. Three different subtitles were used to do the experiment,

the results show that: 1) Chinese subtitles, for foreign language learners, are used to best understand the video; 2) English subtitles with keywords are easier to understand; and 3) In understanding the video content, keyword subtitles are more suitable for senior language learners.

Ma (2013) studied the influence of Chinese and English subtitles on vocabulary acquisition of Chinese college English majors. Seventy-five (75) English major test takers were asked to watch an English original movie clip that lasted for about 20 minutes. The movie clip had different types of subtitles. After watching the movie clip, they were asked to complete an instant vocabulary test which included words found in the movie. A week later, the researcher conducted a delayed test to verify whether Chinese and English subtitles helped students in retaining vocabulary. The results were favorable.

Duan and Liu (2016) discussed about how to extend the subtitles to non-English majors in the teaching of vocabulary, and provide inspiration and reference for language teaching. With the development of multimedia technology, video textbooks have been widely used in English teaching. However, there is a gap in using of subtitles effectively in promoting vocabulary acquisition of non-English majors.

Ji (2013) investigated the effects of three subtitle types on incidental vocabulary acquisition through watching subtitled movies. This study surveyed 102 non-English major sophomores who came from three science major classes in Shanxi Normal University. They were arranged into three groups and were respectively required to watch the same movie with three types of subtitles: bilingual subtitles, Chinese subtitles and English subtitles. When the students finished watching, they answered some comprehensive questions about the movie content, but the questions do not involve the target words. The immediate test and delayed test were given to the subjects on the second week. The findings show that, in the immediate test, English subtitles have a significant role in vocabulary recognition, this was followed by the Chinese subtitles. This study is expected to be beneficial for English learners to foster learning interest, to improve efficiency of vocabulary memory and to enrich English vocabulary through practice.

Parkhill and Davey (2012) investigated 186 students and claimed that reading mileage, vocabulary acquisition and comprehension can be positively influenced by the use of subtitled motion pictures, accompanied by strategically chosen and collaborative language tasks.

Bagheria and Ghoorchaai (2014) investigated the effects of subtitled movies in the comprehension of idioms among the respondents. The study aimed to test how effective subtitled movies can be in enhancing the comprehension of the students on English idiomatic expressions. The findings showed that subtitles help the respondents focus and enhance their learning process.

Respondents who watched subtitled movies have better performance in post-test compared to viewers of non-subtitled videos.

METHODS AND MATERIALS

Research Design

To enable the researcher to fully describe the significant effects of subtitled video to the test performance of the respondents, the researcher used experimental design. The matching was based on the respondents' scores in HSK Level 1. HSK or Hanyu Shuiping Kaoshi is also known as Chinese Proficiency Test. The research procedure involved two groups of respondents, namely control and experimental groups. The control group is the group which was not exposed to the independent variable (stimulus) being tested while the experimental group is the group which was exposed to the independent variable. In this case, independent variable refers to the use of English subtitled video while the dependent variable refers to the respondents' test performance. Through the use of this research design, the study determined the effects of the independent variable (which is the subtitled video) to the dependent variable (which is the respondents' test performance as learners of Chinese as a Foreign Language).

Research Locale

This study was conducted at Angeles University Foundation, a private educational institution in Angeles City and one of the four universities in the Philippines with Confucius Institute. The said university is the partner institution of the Department of Education in its Special Program in Foreign Language (Chinese Mandarin). The research locale was chosen because it is the only university in Angeles City which offers Chinese Mandarin as a foreign language and it is also the school of the respondents of this study.

Participants of the Study

The selected respondents of this study were third year BS Tourism Management students enrolled at Angeles University Foundation under the College of Business and Accountancy. The selected participants have been studying Chinese Mandarin for 2 semesters and their Chinese language proficiency is HSK level 1. The respondents were chosen because of the uniformity of their proficiency in Chinese language. Moreover, English subtitles were displayed in video because it is the language of instruction in the University which all the respondents are familiar with.

The participants were selected based on the inclusion criteria which are as follows: (1) They were third year BS Tourism Management students enrolled at Angeles University Foundation under the College of Business and Accountancy, (2) with basic Mandarin proficiency level based on HSK (level 1) with mastery of more than 150 commonly used words, and (3) with more or less the same duration of study of Mandarin.

In addition, 24 students from each group - experimental group and the control group - answered the questionnaire provided by the researcher and signed the informed consent before the study began. They were given freedom to withdraw participation any time. Table 1 shows the distribution of the respondents of the study according to group and gender variables.

Table 1. Distribution of the Participants According to Group and Gender

Class	Mal	Female	Total
CG	4	20	24
EG	2	22	24
Total	6	42	48

Legend: CG - Control Group; EG - Experimental Group

Research Instrument

To determine whether the subtitled video have significant influence to the Foreign Language learners' Chinese comprehension, a test instrument consisting of 105 items was administered. Specifically, there were 25 items for Multiple Choice Test, 60 items for True or False Test, and 20 items for Matching Type Test. Different test types were used in order to provide variability in terms of measuring the comprehension of the students learning Chinese Mandarin.

Statistical Treatment

Quantitative research aims to convert the experiences and opinions of the respondents into numerical data (Duffy & Chenail, 2008). To analyze the data gathered through the use of questionnaire, the researcher used Statistical Package for the Social Sciences (SPSS). SPSS is a statistical computer software package that gives researcher the analysis of the encoded data through the use of different built-in statistical formulas. Specifically, the researcher used T-test to determine whether there is a significant difference between the performances of the two groups.

Research Procedure

Before the conduct of the study, ethical clearance was secured from the Ethics Review Board of the University. Once the clearance was issued, the researchers proceeded with the conduct of the study. The researchers conducted the experiment for a period of two weeks. The experimental process includes the pre-experimental stage, the experimental stage and post-experimental stage. In the pre-experimental stage, the researchers requested the teacher of the Chinese elective course to agree and chose two classes of students with the same class schedule as the study participants. Prior to this experiment, the researchers prepared informed consent, stating the purpose of the study, the rights, risks and inconvenience to participants, confidentiality and data management, to obtain their permission. After that, students took HSK Level 1 examination and 48 of them got similar scores and were included as participants. Random selection was done to form the experimental and the control groups.

In the experimental stage, the participants in the experimental group watched video in Chinese with English subtitles while the control group watched the same video without subtitles. All the students watched the same seven (7) episodes of the video, and took the same test after watching each episode.

In the post-experimental stage the researchers compared the test scores of the experimental and the control groups. All gathered data were kept confidential and the test questionnaires answered by the participants will be stored for a year after the completion of this study and disregarded by shredding right after.

RESULTS AND DISCUSSION

Test Performance of the Respondents in Pre-test

In order to ensure that the respondents are of equal proficiency in Mandarin, a pre-test was conducted. The participants took HSK 1 which has a total of 150 points. The scores of the two groups were collected and analyzed with the help of independent sample testing.

Table 2. Pre-test Performance of the Respondents

GROU P	N	MEAN	STD. DEVIATION	STD. ERROR MEAN
EG	24	110.20	25.55	5.21702
CG	24	110.00	24.84	5.07195

Table 2 above shows that the mean and standard deviation of experimental group are 110.20 and 25.55 respectively while the mean and standard deviation of control group are 110.00 and 24.84 respectively. The data clearly show that the average scores of the two groups are nearly the same. The data then implies that the respondents in both groups are equal in terms of their Mandarin proficiency level prior to the introduction of the independent variable.

Difference in the Test Performance of the Respondents in Pre-test

Table 3 shows Levene's test for equality of variances, $P = 0.674 > 0.05$. Through the t-test for equality of means, it shows that $P = 0.977 > 0.05$. From the statistical results, students' Mandarin proficiency levels in Pre-test between experimental and control groups are similar. Therefore, the researchers can draw a conclusion that the two groups were at the same overall level before the introduction of experimental variable – the video with subtitle.

Table 3. Test of Difference for Pre-test Scores of EG and CG

	Levene's Test for Equality of Var ian ces	T-test for Equality of Means
--	--	------------------------------

		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	
									Lower Bound	Upper Bound
Pr	Equal variances assumed	0.1	0.6	-	46	0.97	-0.21	7.276	-	14.4
	Equal variances not assumed			-	45	0.97	-0.21	7.276	-	14.4

Test Performance of the Respondents in Post-test

During the experiment, the experimental group viewed the Chinese video with English subtitles while the control group viewed the Chinese video without subtitles. During the two-week period of watching seven (7) episodes of the video, the researchers tested the levels of comprehension of the respondents through different types of test which include 60 items of true or false, 20 items of matching type and 25 items of multiple choice. Table 4 below shows how the respondents in each group performed in their post-tests.

Table 4. Test Performance of the Respondents in Post-tests

POST T E S T	TRUE OR FALSE (60)		MULTIPLE CHOICE (25)		MATCHING TYPE (20)	
	Mean Sc ore	%	Mean Sc ore	%	Mean Sc ore	%
CG	34.29	57%	11.04	44%	10.75	54%
EG	47.125	78%	18.38	74%	15.25	76%

The data show the mean scores of each group in three types of post-test administered. The mean score for the control group in the True or False test is 34.29 or 57% correct items while the experimental group has a mean score of 47.13 or 78% correct items. In the Multiple Choice type of test, the control group has a mean score of 11.04 or 44% correct items while the experimental group has a mean score of 18.38 or 74% correct items. In Matching Type test, the control group has a mean score of 10.75 or 54% correct items while the experimental group has a mean score of 15.25 or 76% correct items. Generally, can be seen that the scores of the participants in the experimental group in all test types were higher than the scores of the participants in the control group.

Difference in the Test Performance of the Respondents in True or False Test

The data in Table 5.1 show that there were differences between the mean score of the experimental group and the control group. The mean score of the control group is 34.29 while the experimental group has a mean score of 47.13. The data in Table 5.2 further show that between

the mean scores of the two groups, there is a mean difference of 12.83. In addition, through the paired samples t-test with the software SPSS version 22.0, the Sig. value($P = 0.000 < 0.05$) shows that the difference between the means of the two groups is statistically significant. The researchers used the data as basis for concluding that there is a significant difference between the performance of the control and experimental groups in the true or false test.

Table 5.1 Statistical Data Analysis for Paired Samples (True or False)

Group	N	Mean	Std. Deviation	Std. Error Mean
EG	24	47.1250	3.77995	0.77158
CG	24	34.2917	4.00520	0.81756

Table 5.2 Difference in the Scores of EG and CG in the True or False Test

Paired Sample Test (True or False)									
		Paired Differences					T	d	Sig.(2-tailed)
		Mean	Std.	Std	95% Confidence				
			Deviation	Error	Interval of the				
				Mean	Difference				
					Lower	Upper			
P	EG	12.83333	4.72428	0.96434	14.82822	10.83844	13.308	2	0

Difference in the Test Performance of the Respondents in the Multiple-Choice Test

The data in Table 6.1 shows that there were differences between the test performance of the experimental group and the control group in the multiple choice test. The control group has a mean score of 11.04 while the experimental group has a mean score of 18.38. The data in Table 6.2

further show that between the mean scores of the two groups, there is a mean difference of 7.33. In addition, through the paired samples t-test with the software SPSS version 22.0, the Sig. value ($P = 0.000 < 0.05$) shows that the difference between the means of the two groups is statistically significant. The researchers used the data as basis for concluding that there is a significant difference between the performance of the control and experimental groups in the multiple-choice test.

Table 6.1 Statistical Data Analysis for Paired Samples (Multiple Choice)

Group	N	Mean	Std. Deviation	Std. Error Mean
EG	24	18.375	2.3184	0.47324
CG	24	11.0417	2.4223	0.49446

Table 6.2 Test of Difference in the Scores of EG and CG in the Multiple Choice Test

Paired Sample Test (Multiple Choice)									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std.	Std	95% Confidence				
			Deviati o n	Error	Interval of the				
				Mean	Difference				
						Lower	Upper		
P	E	7.3333	2.86913	0.58566	8.54486	6.12181	12.522	23	0

Difference in the Test Performance of the Respondents in Matching Type Test

The data in Table 7.1 show that there were differences between the test performance of the experimental group and the control group in the matching type test. The control group has a mean score of 10.75 while the experimental group has a mean score of 15.25. The data in Table 7.2 further show that there is a mean difference of 4.5 between the mean scores of the two groups. In addition, through the paired samples t-test with the software SPSS version 22.0, the Sig. value ($P = 0.000 < 0.05$) shows that the difference between the means of the two groups is statistically significant. The researchers used the data as basis for concluding that there is a significant difference between the performance of the control and experimental groups in the matching type test.

Table 7.1 Statistical Data Analysis for Paired Samples of Matching Type

Group	N	Mean	Std. Deviation	Std. Error Mean
EG	24	15.2500	2.25060	0.45940
CG	24	10.7500	2.47158	0.50451

Table 7.2 Test of Difference in the Scores of EG and CG in the Matching Type Test

Paired Sample Test (Matching Type)							
	Paired Differences				t	df	Sig.(2-tailed)
	Mean	Std.	Std	95% Confidence			
		Deviation	Error	Interval of the			
			Mean	Difference			

					Lower	Upper)
	E								
Pair 1		4.5	2.8284 3	0.577 3 5	5.694 3 4	3.305 6 6	7.794	23	0

The foregoing data corroborate the findings in the studies conducted by Han (2010), Sang (2018), Duan and Liu (2016), Parkhill and Davey (2012), and Bagheria and Ghoorchaei (2014) which all concluded that the use of subtitles in videos significantly improved the performance of the participants in second language acquisition. This means that the use of subtitles on videos provide additional input for second language learners in acquiring vocabulary and meaning of words in the target language. Thus, there is a strong reason to continue the use of videos with subtitle in second language learning classrooms.

Implications of the Findings for Teaching Mandarin as a Foreign Language

The main purpose of this study is to explore the impacts of Chinese video with English subtitles on the comprehension of the respondents on the content of the video. The results of this study have implications for the teachers and students teaching and learning Chinese as a foreign language.

First, the results of the study can provide valuable inputs in the use of video in Chinese classroom. Since the use of subtitled video is proven to be effective, teachers teaching Chinese Mandarin can adopt the strategy of using subtitled video in classroom which can help in stimulating the students' interest in learning Chinese Mandarin. Moreover it can effectively help learners understand the video content. The choice of the subtitled video should be considered and the teacher should preview it before using it in the classroom. This is to make sure that the content and the vocabulary of the subtitled video is appropriate to the learners. For instance, if a teacher is teaching Chinese to primary school students, the content of the subtitled video should be vivid, lively, and colorful with vocabulary suitable for children.

Second, the emergence of Chinese video with English subtitles and its use in teaching gives teachers more space to play and give students more space to study. It is an effective instructional material which helps the teacher provide a more authentic language environment. The scenes in

the subtitled video can present real and vivid language materials for learners. It is very important in language acquisition the immersion of the students in the use of the language. In the process of watching video, students are exposed to a real life situation. Through the expression of the characters in the subtitled video, the language is no longer confining since additional element such as mood, tone, intonation and others were added. In other words, the use of the subtitled video can be an avenue for learning a language within a certain context

Finally, Chinese video with English subtitles will enable learners to comprehend the content of the video more, thus resulting to an effective language learning. This is beneficial to both the teachers and students in the field of second or foreign language learning.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions:

Based on the data gathered, the researcher concludes the following:

1. The use of English subtitle in Chinese video contributes to the comprehension of the students on the content of the video; and
2. The use of Chinese videos with English subtitle in Chinese language teaching is effective in enhancing the test performance of the students.

Recommendations:

Considering the results of the study, the researcher recommends the following:

1. Future researchers should choose a larger population of participants to validate the result of this study;
2. Future researchers can use different types of video in determining the effects of subtitles in the test performance of the respondents; and
3. Future researchers may consider studying the effectiveness of the use of Chinese subtitle to Chinese video.

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**Analysis of the Use of Refusal Strategies
in Japanese by Students of Japanese Literature
at Bung Hatta University**

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ABSTRACT

This research is about refusal speech act in Japanese language which aim to know refusal speech act in Japanese language and politeness speech act that using by Students of Japanese Literature Bung Hatta university semester 3. The methods used in this research was descriptive method. In the analyzing of data, the author analyze every conversation that contain with refusal speech act that taken from students of Japanese Literature Bung Hatta University semester 3. The result from this research obtained 2 types of refusal speech act disclosed by students from Department of Japanese literature Bung Hatta University semester 3 which is the expression of direct rejection and indirect rejection expression. From two types of speech act there are have 5 elements of rejection that used by students to refuse invitation and request according to the opponent said. 5 elements of rejection are just say no, statement of remorse or apology, reasons, causes, explanations, alternative offers, and thanks or appreciation.

Keywords: *refusal speech acts, pragmatics, language politeness*

1. INTRODUCTION

In an interaction, humans use a communication device called “language”. As revealed by Abdullah, et al. (2013), language is defined as a symbolic system of sounds that is arbitrary and used by a group of people in interacting activities in accordance with the convention (agreement) of society. Language is a very important means of communication in the life of society. The use

of good language can make it easier for someone to convey the intentions that the other person can understand. In Birvenu (1987) says "Communication is the process of transmitting feelings, attitudes, facts, beliefs and ideas between living beings. While Terry and Franklin(1984) says Communication is a continuing and thinking process dealing with the transmission and interchange with understanding of ideas, facts and courses of action. When communicating with other people in everyday life, there must be an expression of agreement or disagreement, surprise, anger, happiness or refusal of offer from the other person. There are two kinds of expressions of rejection in Japanese, direct and indirect.

2. LITERATURE REVIEW

Refusal is a frequently used speech act and cannot be separated from the interaction of everyday life. When rejecting something we will convey the intention that states a rejection. Submission of rejection can be delivered directly and indirectly. For Indonesians it is customary to convey directly and indirectly what is in their minds when talking to their interlocutors, depending on who the interlocutor is, whether a person is already known or unknown. If there is something that is not approved then we will say "no." Similarly with the Japanese, they will reject if it does not match what the other person is thinking. The Japanese, however, prefer to do vague rejection of their interlocutors, since the tendency to express rejection clearly and frankly is disrespectful and does not reflect on the feelings of others. It is also inseparable from the culture of Japanese society itself who does not want his opponent feel embarrassed and offended. For that the expression of rejection of the said partner should be well thought out, to be accepted without causing friction relations.

Here is an example of a speech act of rejection, where speakers and opponents speak is a friend:

A : Isso ni ikimasenka ? (1)

‘Will you go together?’

B : Sumimasen. Chotto...(2)

‘Sorry. It seems...’ (Tata bahasa&percakapan, 2009:47)

Conversation (1) explains that A invites B to go along, but on the conversation (2) B declines A's call directly. From both excerpts of the conversation, it shows the proper attitude to be spoken. In the conversation snippet is the relationship between peers, then the way B rejects A's invitation is correct.

The language will be understood if we know the meaning of the speech meant by the opponent said. So to understand a language not only in terms of semantics, but its meaning can be seen from the context of the situation (pragmatic). According to Levinson's definition in Nababan (1987: 2) pragmatic is a study of the relationships between language and context that underlie the understanding or understanding of language. Understanding or understanding of language leads to the fact that to understand a language expression / speech is also required knowledge beyond the meaning of words and grammar relations, namely its relationship to the context of its use.

There are factors that may contribute to refusal strategies used by learners of a foreign language. A study by Genc and Tekyildiz (2009) investigated the use of refusal strategies by Turkish EFL learners of English revealed that interlocutor status was an important factor in choosing the strategy of refusal..

Based on the above background writer interested to examine about how the refusal by the Japanese. In this study, the author will examine the variety of rejection and courtesy of language to the opponent of the speech with the title "Analysis of the Use of Rejection Strategies in Japanese by Japanese Students in Bung Hatta University “.

3. METHODOLOGY

The method used is descriptive method, ie research done to describe, describe a phenomenon that occurs today by using scientific procedures to answer actual problems (Sutedi, 2009: 48) One approach used to describe the language is Discourse analysis) ie research that seeks to analyze a context of the discourse of situations, topics, participants, and channel language. The data processing steps are Steps of data processing that is: collect sentences expression of rejection taken at random, from the conversation of the students of Japanese Literature University of Bung Hatta, then analyze the expression of rejection in terms of pragmatic and politeness berbahasanya. Then make a conclusion on the observed data.

4. RESULT AND FINDINGS

Beebe, Takahashi & Uliss-Weltz (1990) divide rejection into two, namely:

1. Direct or direct rejection is a strategy that displays an act of illocution, clear rejection, ambiguous ambiguity and more concise. Rejection submitted directly, including delivered as follows.

- a. Use performative verbs

Speakers reject the invitation by using a verb denoting a rejection action.

c. Expression of inability

Speakers reveal the inability to meet the wishes of the said partner.

Example: "できません", "しません", "そうは思いません".

2. Indirect or indirect rejection. It is a strategy that does not fall into the above three categories. In this strategy, rejection is done through several stages and can be understood after the invaders capture the rejection of the given response. These include indirect rejection.

a. Statement of remorse or apology. In the case of rejection, the use of this strategy is used with the intention to express the speaker's remorse for not being able to undertake the solicitation or request of the said partner.

b. Hope

Express expectations to be able to participate or be able to grant the request of the said partner.

Example: "手伝ってあげたいんだけど".

c. Reason, cause, explanation

This strategy is used by speakers to explain why speakers can not fulfill the wishes (invites or requests) of the said partners. Example: "用事があるから", "私は痛いから".

d. Alternative offer

Speakers propose alternatives in lieu of rejected solicitation with the intention of maintaining good relations with the viewer.

e. Conditioning the time in the future and in the past.

f. Promise for future acceptance. The speaker gives a statement and promises to do so.

g. Declare the principle

Example: "私は友達と取引は絶対しないんだ".

h. Delivering philosophy

Example: "人間はいくら用心しても".

Additional to rejections:

1. A statement of positive opinion or consent. Speakers express a positive opinion on the offer offered.

Example: "それはいい考えてだが", "そうしたいのはやまやまだが"私もやりたいんだけど".

2. Foury statement

Example: "大変なのはわかるんだけど".

3. Charger time-out

This strategy is used to fill the time between the completion of the speech spoken by the recipient with the start of speech rejection that will be spoken speakers.

Example: "え ~ と, そう だ な", "う ー ん", "あ の ー", "ち ょ っ と".

4. Thanks or appreciation

The speaker expresses his gratitude for the invitation offered to him.

Example: "大 変 あ り が た い 話 で す が", "非 常 に 光 栄 で す が".

Based on the data obtained, found some elements of rejection used by Japanese literature students Bung Hatta University, namely:

Example 1:

- a. Mōshiwake arimasen ga, ashita wa senyaku ga arimasu.

(I'm really sorry, but I have a promise made for tomorrow.)

In the above conversation snippet, the opponent said sorry and apologized to the speaker for not being able to fulfill his wish because he already had another appointment. Rejection is said by the opponent said can be said no direct rejection of the invitation of speakers. In case of rejection, reason, cause, explanation is used by the opponent to decline the request. This strategy is used by the opponent to explain why speakers can not fulfill the wishes (invitations or requests) of the opponent.

Example 2

- b. Sekkaku go teian o itadakimashita ga, zannen nagara go kitai ni sou koto ga dekimasen deshita

In the above conversation snippet, the opponent said sorry and apologized to the speaker for not being able to fulfill his wish because he already had another appointment. Rejection is said by the opponent said can be said no direct rejection of the invitation of speakers. In the case of rejection, the use of this strategy is used with the intention to expose the speaker's remorse for not being able to afford the invitation or request the partner said and apologize.

Example 3

A: Kon'nichiwa!

B: Kon'nichiwa!

A: Otetsudai dekimasu ka? Anata ga tasuke o hitsuyō to shite iru yō ni mieru

B: Īe, arigatō. Watashi wa anata no tasuke o hitsuyō to shimasen

The above conversation takes place in the classroom. Speakers and speakers are students (A) and students (B). when sitting on the bench of the classroom speaker (A) is he there that can be helped? You seem to need help, then student (B) answers directly that he does not need help. In the conversation snippet above the opposition said by the opponent can be said directly to the offer submitted by the speaker. In the case of direct rejection is a strategy that displays an act of illocution, clear rejection, ambiguous and less concise.

Example 4

“Gomen'nasai. Watashi wa anata ga shiteki shita koto to issen o kakushite inai yōdesu”.

Translation: Sorry. I do not seem to be in line with what you have pointed out.

The above conversation takes place in the classroom. Native speakers disagree with what his colleagues have said. When there is discussion in the classroom and asking for responses from other groups at that time the speaker tells the expression of rejection to the other person. In the conversation snippet above the rejection said by the opponent can be said indirectly above indirect. In the case of direct rejection is a strategy used to fill the time between the completions of the speech spoken by the talker with the start of the speech refusal that will be spoken speakers.

Example 5

A: Kon'nichiwa, nanishiteruno?

B: Iya, chottomatte kudasai.

A: Ichiba ni ikitai, watashitoisshoni ikitaidesu ka?

B: Mōshiwakearimasen, mo shi kyō kibun ga waruinode, watashi wa dekimasen (1)

A: Hai.. ... Sōde wa arimasen.

B: Hmmm, ashita wa ie ni kaeru no wa dōdesu ka?(2)

A: Hai, mondai arimasen.

Translatation:

A: Hi, what are you doing?

B: no, just sit back for a moment.

A: I want to go to market; do you want to come with me?

B: sorry, if today I cannot because I feel unwell.

A: yes..... so it's not good.

B: hmmmm, how about tomorrow, back from school?

A: Okay, no problem.

The conversation took place in the campus park between 2 people. Speaker (A) invites his interlocutor (B) to go to the market. By reason of less good the other person (B) refuses the invitation spoken by speaker (A). In the expression of rejection (1) spoken by the speaker (B) using the expression of indirect rejection, with statements of remorse or apology. In the case of rejection, the use of this strategy is used with the intention to express the speaker's remorse for not being able to undertake the solicitation or demand of the speaker. This is seen in the phrase "Mōshiwakearimasen" the other person expresses apology first before rejecting the request of the speaker.

In the second expression, the speech opponent (B) uses an indirect rejection phrase, denominating an alternative offer. Speakers propose alternatives in lieu of rejected solicitation with the intention of maintaining good relations with speakers (A). This is seen in the phrase "ashita wa ie ni kaeru no wa ddesdesu ka?", The opponent said (B) provides another alternative as a substitute for today's rejection so that the good relationship between speaker (A) and the spokesman (B) is well preserved.

Example 6

A: Eiga no chiketto o kattanode, issho ni mitaidesu ka?

B: Itsu?

A: Tsugi no doyōbi.

B: Go shōtai itadaki arigatōgozaimasuga, mōshiwakearimasenga dekimasen.

A: Hai, wa i, daijōbudesu

Translation:

A: I buy tickets to the cinema; you want to watch it together?

B: When?

A: Next Saturday.

B: Thank you for the offer you offered, but sorry I cannot.

A: oh I see, that's okay.

The conversation took place in the campus room between 2 people. Speaker (A) invites his interlocutor (B) to go to a movie theater because the speaker (A) has bought the ticket. For some reason the speaker (B) declines the invitation spoken by the speaker (A). In the expression of rejection (1) spoken by the speaker (B) using the expression of indirect rejection, the expression of gratitude or appreciation of the speaker expresses his gratitude for the offer offered to him. It is

found in the phrase "Go shōtai itadaki arigatōgozaimasuga, msshiwakearimasenga dekimasen". The speaker (B) refuses subtly the offer given by the speaker (A).

Example 7

“Mō matsu koto wa dekimasen. Watashi wa ima iku hitsuyō ga arimasu.”

Translation:

"I cannot wait any longer. I have to go now".

In the above conversation snippet, the opponent said that speech incapability to meet the wishes of the opponent said. The rejection spoken by the speaker can be said to reject directly. In the case of rejection, the use of this strategy is used with the intent to disclose the inability, so the speaker exposes the inability to fulfill the opponent's desire to wait any longer.

5. CONCLUSIONS

As mentioned in the introductory chapter that the purpose of this study is to find out what kind of speech speech acts are included in the Japanese language conversation of Japanese Bung Hatta University Literature Japanese students in 3rd semester, how the relationship of speakers and the opponents of speech and language politeness strategy. After analyzing the various rejections made by the students of the Department of Japanese Literature Bung Hatta University semester 3 there is a form of rejection that is done indirectly and directly and it is closely related to the decency shown by the speaker against whom the opponent is speaking based on the context of the said situation so that the purpose of rejection can be understood and make communication work smoothly.

After analyzing the data, obtained 2 types of speech disclosed by students of the Department of Japanese literature Bung Hatta University semester 3 which is the expression of direct rejection and indirect rejection expression. From 2 types of form of the phrase there are 5 elements of rejection used by students to refuse an invitation and request in accordance with the partner said. The 5 elements of rejection are simply to say no, remorse or apology statements, reasons, causes, explanations, alternative offers, expression of inability, and gratitude or appreciation.

6. PEDAGOGICAL IMPLICATION

Of the five eliciting speech act categories, the 5 elements of rejection are simply to say no, remorse or apology statements, reasons, causes, explanations, alternative offers, expression of inability, and gratitude or appreciation. All these refusal studies aim at a better conversation and

for the realization of an effective communication in a foreign language, language competence or grammatical competence is not sufficient. As Yule (2010: 136) states “understanding how successful communication works is actually a process of interpreting not just what speakers say, but what they ‘intend to mean’”. In other words, the learners should also be aware of the socio-cultural norms about that language, and this requires the learners to be exposed to authentic settings where that language is used. However, study about strategies of refusal in Japanese is almost always restricted to classroom settings where the only source is the teacher. This situation puts a lot of responsibilities on the shoulders of the teachers, especially in the university settings. Lyuh (1992: 119) states that awareness of diversity in terms of social behaviors makes it possible to view the differences as differences rather than inferiority or abnormality. It is recommended that instructors and teachers teach meaning as well as form of refusal, because students need both linguistic and pragmatic competence to communicate effectively in Japanese for communicating. In addition, in future research, using naturally occurring data in real-life situations is also recommended.

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SEKOLAH TOEFL as a Platform to Integrate Technology and Online Learning Resources in ELT

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Abstract

Test of English as a Foreign Language or TOEFL, one of the requirements for scholarship and for applying for a job in Indonesia, has become the most challenging prerequisite for several reasons. Firstly, it is not easy for those whose academic field of specialization is non-English. It is common that one should take more than one test to achieve the expected score. Secondly, the TOEFL test costs approximately \$40 in Indonesia. It does not seem much expensive yet the retaking of the test will be financially burdensome. These reasons surely take much effort for the test takers. Thirdly, ETS-standard TOEFL test is only conducted by institutions in big cities. However, not all test takers live in the cities where those institutions are. Developed in 2015 by Budi Waluyo, Sekolah TOEFL is designed as a platform to break the limits between the distance and the necessity to learn English. It is a distance when one is not able to find and fund an appropriate course for his or her need. Sekolah TOEFL is used online and can be freely accessed by everyone without limits. This article will review how SEKOLAH TOEFL integrates technology and online learning resources in ELT to deal with some stated issues faced by TOEFL test takers in Indonesia.

Keywords: *ELT Platform, Online Learning Resources, SEKOLAH TOEFL, Technology in ELT*

Introduction

Test of English as a Foreign Language (TOEFL, hereafter) has been so popular not only for academic but also for non-academic purposes. For academic purposes, TOEFL is utilized as

one of the requirements of educational institutions' admission tests (Papageorgiou & Cho, 2014) and school-leaving examinations. For non-academic purposes, TOEFL is employed to measure passive English skills, including listening and reading of qualified employees in various companies. Therefore, it is demanded that those who pass TOEFL with certain scores meet the standard test or recruitment as expected. TOEFL, as claimed since 1960s, is the most standardized test to examine the English proficiency skills of non-native speakers (Sulistyo, 2009). TOEFL test has been used not only in academic context (Morris & Maxey, 2014) but also in workplace setting (Mustafa & Anwar, 2018). For this reason, it is not surprised that TOEFL has its highest status among others.

In Indonesia, some issues were raised dealing with the implementation of TOEFL test for various purposes. Firstly, students commonly have a little chance to learn English since English is used as a foreign language. Inconsistency between language pedagogy and classroom practices are not surprisingly found in Indonesian educational context. As a result, students' English language outcome has not been as great as expected (Lie, 2007). It needs an extra hard working to master the materials, especially the academic words (Sukirman, 2018) that are commonly used in TOEFL tests. Previous research by Mahmud (2014) has shown that poor English proficiency is one of the issues in TOEFL. Secondly, since it is not easy for Indonesian native speakers to do TOEFL, taking more than one test to reach the expected score is a common phenomenon (Halim & Ardiningsya, 2019). Having more than a test surely costs much. TOEFL test is approximately \$40 or IDR520,000. For those who are not capable of mastering TOEFL and are not able to fund that much financially should think very carefully to take the TOEFL. Thirdly, the issue is related to accessibility towards TOEFL test services. Not all academic institutions can provide TOEFL preparation course and TOEFL-ETS based test services. There are only particular English language centers of universities and English testing service institutions that can conduct TOEFL course and TOEFL-ETS based test services. Moreover, these services are commonly located in big cities. Limitation of learning accessibility and professional development in Indonesian remote areas become crucial issues related to unsatisfying TOEFL test results for Indonesian students (Songbatumis, 2017).

Having these issues, a gap follows. A gap between the demands to complete TOEFL course/test and the issues faced. However, this gap should not be a barrier for those who want to take higher achievements such as pursuing their studies or working in prestigious companies. Recent advanced technology has underpinned problematic situations by facilitating and providing unlimited accessibility to knowledge for everyone. E-learning merges learning process and

technology to remove all barriers for knowledge. An Indonesian technology e-learning platform, *SEKOLAH TOEFL* has been designed and developed to ease the current issues facing by TOEFL learners. This present study aims to describe qualitatively how *SEKOLAH TOEFL* integrates technology and online learning resources in ELT to deal with some stated issues facing by TOEFL test takers in Indonesia. It discusses why it should be ST, what makes ST interesting to explore, what differences between ST and massive online open course are (MOOC, hereafter), and what visions ST brings.

Research Methodology

This study is classified as a qualitative research which utilizes two main research instruments, observation checklist and documentation. Observation checklist is developed based on e-learning theoretical framework cited from Aparicio, Bacao, & Oliveira, (2016). It consists of required activities that should be provided to fulfill the prerequisite of e-learning system. Observation through web-documentation is established to provide evidences. It includes the literature review of *SEKOLAH TOEFL* as e-learning platform for TOEFL preparation material, the usability of the platform, and the differences compared to another e-learning type. Therefore, a comprehensive comparison and clarification between the literature and documentation is done to review how *SEKOLAH TOEFL* is implemented to teach TOEFL preparation material online.

Results and Discussion

1. *SEKOLAH TOEFL*: E-Learning Platform for TOEFL Preparation Material

SEKOLAH TOEFL, a web-based TOEFL preparation e-learning course, is mentored by Budi Waluyo, an Indonesian PhD of Lehigh University, USA. He has pursued his master degree in Manchester University and he is currently working for a web-based learning system that provides three courses. This online course can be accessed at this address: <https://schoolingme.com/>. This site provides various courses such as TOEFL preparation material, scholarship preparation guide, and basic English grammar course. Each online course has its own subject according to main objectives of the course. While *SEKOLAH TOEFL* is the course for TOEFL preparation material which involves detail skills of listening, structure, and reading materials, practices, and tasks, *SCHOOLARSHIP BOOTCAMP* offers technical advice and guidance for those who want to win international scholarships and *SEKOLAH INGGRIS* focuses on basic English structure materials. A study by Nurkhasanah (2018) reported that this site is aimed

to develop technological distance-learning tools that may be potential for educational issues in Indonesia especially in remote areas. The following figure is front page view of the site.

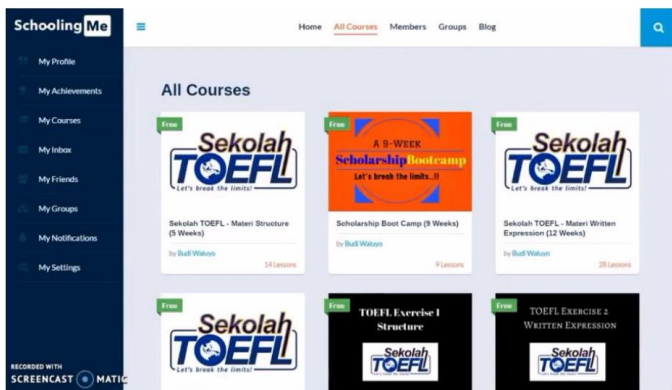


Figure 1. Schooling Me- web-based e-learning (accessed through: <https://schoolingme.com/>)

However, the present study limits to review the use of SEKOLAH TOEFL e-learning course. In Indonesian context, *SEKOLAH* means a place where one can gain knowledge formally. Therefore, this e-learning is intended to facilitate a wide range of free accessibility to TOEFL preparation material and opportunities to practice the tasks online.

According to the site developer's statement, *SEKOLAH TOEFL* is designed to bridge the gaps between the need of taking TOEFL course and the issues come up among Indonesian citizens (Waluyo, 2015a). Based on observation result through documentation, SEKOLAH TOEFL is grouped as electronic learning management system (Aparicio et al., 2016). The course supports registration services, tracks and delivers materials to the learners. Figure 2 below is registration services provided to guide learners taking the course.

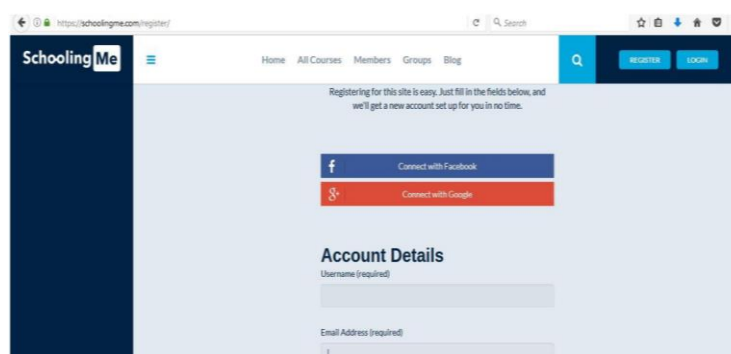


Figure 2. Account activation (accessed through: <https://schoolingme.com/>)

After being registered, a learner will have to read terms and conditions applied in the course. This rule eases both the mentor and learners to monitor the learning process, deliver the materials, and evaluate the progress. Figure 3 describes regulations required for the students.

Sebelum mulai belajar, lengkapi 2 langkah pendaftaran dibawah ini:

1. Langkah Pertama. Isi formulir pendaftaran sesuai latar belakang anda. Isi satu saja.

- Kategori Non Mahasiswa Klik
: <https://goo.gl/forms/hKWpDLGbgaqo1sQt2>
- Kategori SMA & Mahasiswa Klik
: <https://goo.gl/forms/TGEWvrVuAMILrBXz2>

2. Langkah Kedua. Follow/ Like Social Media dibawah ini agar tidak ketinggalan informasi.

- Follow Twitter : @01_budi dan @SekolahToefl
- Follow Facebook : <https://www.facebook.com/budi.waluyo.33>
- Follow Instagram : @sdsafadg dan @sahabat_st
- Add/ Follow Line : @zux2328h
- Like FB Page : <https://www.facebook.com/Sdsafadg-879319065432901/>

dan <https://www.facebook.com/Sahabat-ST-778310385632692/>

dan <https://www.facebook.com/schoolingme/>

Selesai. Klik 'Mark Complete', buka Lesson berikutnya. Selamat Belajar!

Figure 3. Registration stages and regulation of SEKOLAH TOEFL (accessed through: <https://schoolingme.com/>)

The learning processes are done through several media such as Blog, Facebook, e-mail, and WhatsApp. Based on observation web analysis, SEKOLAH TOEFL is not a 24-hours online course but it also has a particular schedule and offline handbooks that can be freely downloaded and done by the students. It is also supported by a research studied by Rochmah, (2019) that the students of SEKOLAH TOEFL are those who are seriously and committed to learn TOEFL. The students should seriously take the course because SEKOLAH TOEFL has its procedures and schedules that should be agreed by the students. Moreover, they have to be committed because mastering TOEFL skills needs a great focus and well-time management.

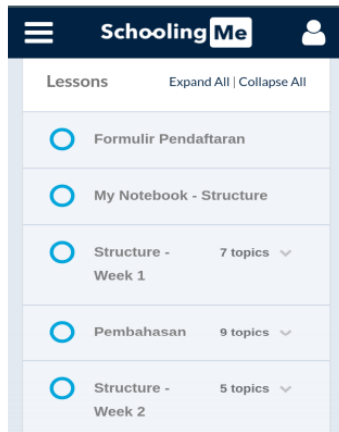


Figure 4. Materials accessibility (accessed through: <https://schoolingme.com/>)

They have to manage their time between working and studying TOEFL online course. Each stage can only be accessed in a particular period. Once a learner finishes all the material and tasks provided, subsequent stage is available to open. The course not only offers materials, but also supports e-notebook as a platform to note strengths, weaknesses, and learning progress during the course.

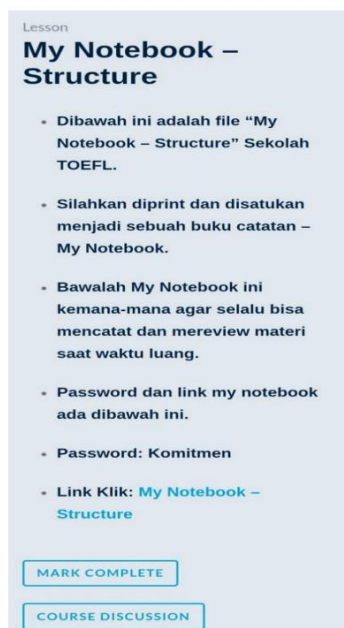


Figure 5. Platform to note self-evaluation progress (accessed through: <https://schoolingme.com/>)

This methodology confirms that learners use their self-regulated learning to succeed the course. As stated by Mukhid (1998); Zheng, Li, & Chen (2018), Mufanti, (2016), (Gestanti, 2017) and Nimasari (2017b) self-regulated learning emphasizes students' autonomy learning and self-control towards information acquisition, subject matter understanding, and academic evaluation

progress. It can be concluded that SEKOLAH TOEFL web-based learning educates the learners to develop their responsibility and self-regulated in learning TOEFL preparation materials.

2. The Usability: What Makes *SEKOLAH TOEFL* Interesting to Explore

Having engaged in SEKOLAH TOEFL 6, the author explored how the course controls the learning system. This course discovers an innovation suitable with Indonesian's both demographics and geographic. Viewed from the procedures and students' responses, it is riveting to discuss SEKOLAH TOEFL. More importantly, the discussion is assumed to exhibit a positive investment for open online course in Indonesia.

First point is the procedures of SEKOLAH TOEFL therefore; the students have succeeded scores they expected. The online course has plenty of stages that suit the students' time very well. These stages are divided into three main parts; registration process, learning process, and examination process. SEKOLAH TOEFL is open approximately once in a three to four months. For each class season, one can register as a student by doing some directions such as submitting personal data through Google document and following SEKOLAH TOEFL social media accounts. Each class season will be arranged into a Facebook group. After registration is closed, therefore the class is started within a week. In the learning process, there are five features of learning system used to deliver the materials and the explanation. Those features are SEKOLAH TOEFL Facebook group, Handbooks, Question of the Day (QOTD, hereafter), *Whatsapp* group assistance, and TOEFL prediction test.

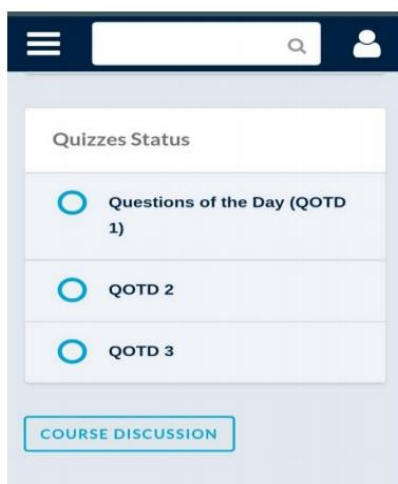


Figure 5. Sample quizzes of SEKOLAH TOEFL (accessed through: <https://schoolingme.com/>)

A session runs approximately eight to nine months. During this period, the students will have a week-regular class consisting of learning and doing exercises of a handbook and 3-QOTDs. Facebook group is used as a class to deliver the handbook, QOTD, and online meeting. A handbook will be uploaded for every Monday; thus the students should finish all the material. Along with handbook, there is also a video containing an explanation from the mentor. Sunday evening is an online meeting where all students and the mentor are active in the group. The mentor will post the key answers and its analysis while the students verify their answer by posting how many correct and incorrect answers they have in comment. Meanwhile, every Tuesday, Thursday, and Saturday, the students will have QOTD that they have to answer the questions given with the analysis. Two days after QOTD given, the mentor will post the answer and the analysis why it is correct. The students can check their answer by writing a comment on the post.

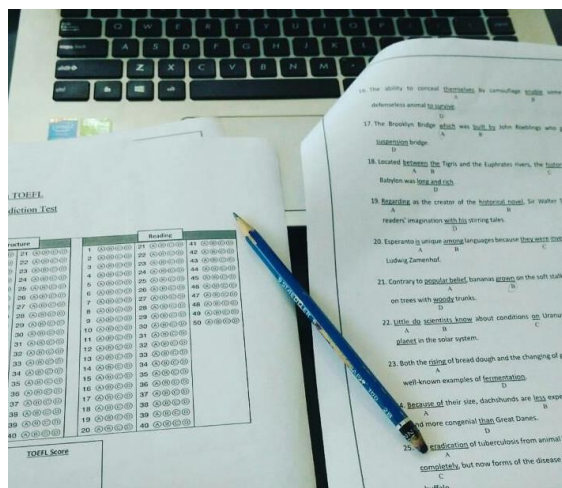


Figure 6. TOEFL prediction test for learners provided by the course

Second point is the number of users and their backgrounds. According to observation and documentation results, there are approximately more than 600 students who participate the course but it is only 80 to 150 who actively join in online group class discussion (data taken from SEKOLAH TOEFL batch 6). The following figure is documentation from students and mentor discussion.

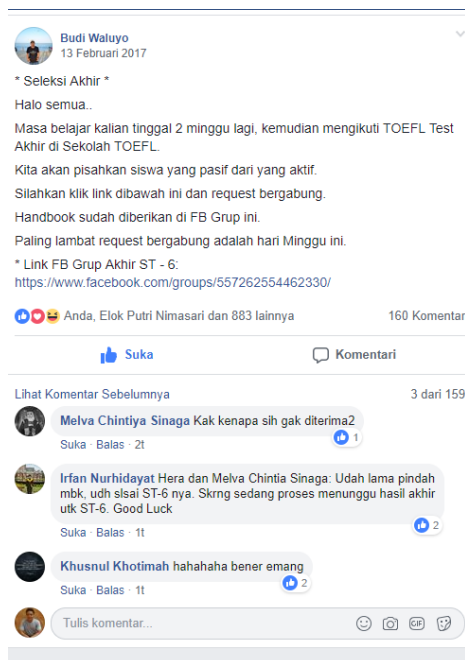


Figure 7. The sample users of SEKOLAH TOEFL

They are not only university students but also workers, and housewives. Citing from SEKOLAH TOEFL website (Waluyo, 2015b), schedules for each week during 8-months program including handbooks, online meetings, and Question of the Days (QOTD, hereafter) is so flexible. In addition, the explanation of the materials given through various media such as handbook and video are also understandable. Those systems are so helpful for those who are having a full-time activity without wasting time taking another course out of their daily-main activities. This free-charge course is a positive and brilliant approach for those who do not have enough financial support to take a TOEFL course. They claimed that SEKOLAH TOEFL is the only course, which provides a structured-TOEFL material with a motivating-learning approach. Moreover, this no-cost system has made university students easy to study TOEFL materials. The results are surprising, many of the participants pass their expected TOEFL scores and even some of them get the scholarship they wish. This finding is also in according with the results of a previous study analyzing the usability of SEKOLAH TOEFL as learning management system platform (Rafika, 2016). It is reported that SEKOLAH TOEFL can be an alternative free online course to study TOEFL preparation material.

SEKOLAH TOEFL is closely related to consistency and discipline. Since, it is free and flexitime, it does not binding rules to remind the participants if they are having low motivation. Some may have high commitment and some may not. This commitment is relevant with the necessity from the participants. The more they need to pass TOEFL test, the more consistent they join SEKOLAH TOEFL. Another matter is the ability of the participant in understanding TOEFL

materials by online. One may be an autodidact while one may need further direct learning. To manage this situation, the site has provided video and MP3 material along with the written material given.



Figure 8. Video and listening form of material explanation

This task is in line with the theory of learning management system, that it is pivotal to assist learners with tools for interaction (Bawaneh, 2018; Ippakayala & El-Ocla, 2017). SEKOLAH TOEFL has combined between written material and video to teach the students. The listening and video form of material explanation significantly help those participants who require learning interaction when they need to comprehend the material content (Nimasari, 2017a).

3. *SEKOLAH TOEFL* and MOOCs: What Are the Differences?

Analyzed from how it builds a virtual system easily accessed by anyone, anywhere, however, as an online learning management system, SEKOLAH TOEFL has some parts which are the same as Massive Online Open Courses (MOOCs, hereafter). MOOCs provide an unlimited automatic massive platform. MOOCs are an open separated platform (Mabuan, 2018; Mabuan & Ebron Jr, 2018). This signifies that everyone is able to join, access the learning process, and broaden their knowledge without additional payment. It also gives chances for the participants to get the certificate from the courses. MOOCs facilitates a huge storage system where a massive of participants can have their cross-network learning. In addition, several international proprietary platforms have shown staggered participants and those platforms are able to supply a tremendous discussion among the instructors and the participants in various fields (Donitsa-Schmidt & Topaz, 2018; Mabuan, 2018). The key of MOOCs is the connectivity, the ability of a computer, program,

device or system to connect with one to others. In addition, MOOCs answer the most problematic educational issues in Indonesia; distance, finance, and accessibility (Misra, 2018).

Following MOOCs' concept, SEKOLAH TOEFL online program under SCHOOLING ME online learning management system, attempts to answer the issues related to TOEFL. As described in previous section, SEKOLAH TOEFL is more or less similar to MOOCs virtual system. However, there are some different concerns between SEKOLAH TOEFL and MOOCs (Rafika, 2016). First of all, comparing to various international proprietary and open source platforms such as Coursera, edX, Udacity, Class2Go, open edX, openMOOC, and P2PU where the participants are touching more than 200,000 (Laaser, 2014), the participants of SEKOLAH TOEFL has not been as massive as MOOCs. According to its site (Waluyo, 2015a), the participants in 2016 are about 1,000 students (Waluyo, 2015a). In addition, various subjects and fields are available in MOOCs while SEKOLAH TOEFL focuses on TOEFL subject matters. Since MOOCs facilitates many areas, it is not surprising that many threads are connected within some seconds learning process. Thus, it leads to a massive open course. The second comparison is in the website system utilized. While, MOOCs have specific badges to classify their contribution, SEKOLAH TOEFL does not have particular classified levels. According to observation through documentation in SEKOLAH TOEFL registration process, there are three phases applied to differentiate between those who are active and those who are passive. Therefore, it is not characterized by badges. The third lies on software components used. MOOCs run several applications to deliver the material, to assess the achievement, and to collaborate the discussions among the instructors and the participants, for instance, a *course WiKi*, a *course Blog*, a *moodle forum*, *PageFlakes*, *Elluminate*, *Ustream*, *Twitter*, *gRSShopper*, *LTC*, and many others (Loizzo, Ertmer, Watson, & Watson, 2017). Meanwhile, SEKOLAH TOEFL depends on *Facebook*, *Blog*, *Whatsapp*, and *Youtube* to manage the learning process and the discussion. This finding is in line with the previous studies conducted by Nurkhasanah (2018); Rafika (2016); Rochmah (2019). The last issue is related to the material taught. Whereas MOOCs allow the participants to choose specific subject they want since MOOCs provide various subjects and study program, only provides TOEFL and its sub-materials.

Conclusion

SEKOLAH TOEFL has pioneered online-based TOEFL preparation course in Indonesia. The system integrates technology and online TOEFL learning resources (Aparicio et al., 2016). This method helpfully answers TOEFL issues faced by Indonesian students and employees to deal

with their TOEFL problems with affordable method and easy facilities for those who live in the remote areas. Although it cannot perfectly bridge the gaps, it has given an applicable and effective approach for those who make efforts to achieve expected TOEFL scores.

The results suggest that further improvements are requisite for the sake of education development in Indonesia, particularly to contribute a better TOEFL training that can be reached by people throughout the Indonesian archipelago (Lie, 2007; Mustafa & Anwar, 2018; Nurkhasanah, 2018; Rafika, 2016; Rochmah, 2019; Songbatumis, 2017). Some innovations including the information technology, internet connection, and dynamic online-teaching approach are needed to provide an appropriate platform for online TOEFL learning in Indonesia (Gestanti, 2017; Mufanti, 2016; Nimasari, Gestanti, & Mufanti, 2019). It cannot be avoided that internet connection in remote areas is not as strong as in cities. SEKOLAH TOEFL is expected to develop easily-accessed page content or its own software including automatic system. Thus, it can be an offline-software that can be run without connecting to the internet. Surely, information technology system is the key for this software. New ideas and engaged concepts can gradually encourage the learners.

Comparing to MOOCs, SEKOLAH TOEFL has several different features from MOOCs. The participants of SEKOLAH TOEFL have not been as massive as MOOCs yet. While MOOCs has already applied structured and automatic website system, SEKOLAH TOEFL runs a less complex system (Koneru, 2017; Mabuan, 2018; Mabuan & Ebron Jr, 2018). In addition, MOOCs offer various study program and the participants are allowed to choose the program as they wish whereas SEKOLAH TOEFL is a TOEFL web-based online learning course.

Furthermore, the study has pedagogical implications that emerges Indonesian online learning TOEFL preparation material under learning management system persistently. Therefore, it is expected to help more Indonesian learners and society learning TOEFL preparation material with their limitation. Future investigation into learning management system or other kinds of e-learning systems may usefully concern on user experience that determines learners' achievement progress.

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English Speaking Anxiety of Physical Education Major Students

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Abstract

The study examined the English speaking anxiety of Physical Education major students. Seventeen Physical Education major students participated in the study completing the second language speaking anxiety scale (SLSAS), English speaking stressor and coping technique ranking scale, and underwent interview. The results presented the English speaking anxiety of the students. Also, evidence for common speaking stressors and coping strategies emerged. Thus, this suggests a review of the current structure and content of courses provided in the Teacher Education programs as regards the English speaking competency of Physical Education majors. This is to ensure that the teacher education programs provided would be able to produce quality physical educators who are able to meet the demands of classroom teaching and learning in the 21st century.

Keywords: *Anxiety, English language, physical educators, speaking anxiety, purposive communication*

Introduction

It cannot be denied that learning the English language is important taking into account that it is the most widespread and important language in the present world. However, numerous studies have shown that feelings of anxiety and nervousness are common among second/foreign language speakers (Marwan, 2007, Williams & Andrade, 2008). It is an anxiety-producing experience when the language learner is placed in a position of communicating something without sufficient command of the language to do this task (Lucas, Miraflores, & Go, 2011). Likewise, anxiety in English communication can be debilitating and can influence achievement of educational goal (Woodrow, 2006).

In a study by Mak (2011), factors contributing to the speaking-in-class anxiety of a group of students were investigated using the Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et al. (1986). The study revealed that five factors lead to the group's speaking-in-class anxiety such as speech anxiety and fear of negative evaluation; not comfortable when speaking with native speaker; negative attitudes towards the English classroom; negative self-evaluation; and fear of failing the class/consequences of personal failure. Moreover, results of the survey showed that speaking in front of the class without preparation, being corrected when speaking, inadequate wait-time and not being allowed to use the first language in a second language class were also identified as important factors leading to speaking-in-class anxiety.

Speaking anxiety if not given the right intervention could affect the confidence of the students to communicate fluently in their other academic endeavors or when they are already in the field of work. Becoming competent on the English language especially speaking is necessary for student teachers or future teachers who will be required to speak in English for their practice teaching or when they become full-fledged teachers. It is a common knowledge that English speaking competence has always been a measure of effectiveness and readiness as a teacher in the Philippines. Teachers most of the time are required to speak English especially in private schools and international schools. As future teachers, being able to speak English will help them to have more job opportunities. Existence of speaking anxiety in student teachers may prevent them from achieving the desired goal to become ready for the teaching task especially for non-English major students. In a paper by Horwitz (1996), it was reported that foreign language anxiety affected teachers' feelings of self-confidence, use of the target language, and instructional choices.

Study on the English speaking anxiety of teacher education students in the Philippines is scarce. Acknowledging the importance of English speaking as an important tool in facilitating the teaching-learning process, this study aims to describe the English speaking anxiety of the Physical

Education (PE) majors, and to identify the pedagogical implications of the results. The results of this study may serve as inputs for English program development specific for PE major students.

Method

Participants and Procedure

Seventeen (6 Male; 11 Female) PE major students in a private university in Angeles City participated in this descriptive quantitative research by completing the Second Language Anxiety Speaking Scale and English Speaking Stressor and Coping Technique Scale. Each participant was required to read and sign an informed consent in agreement to voluntarily participate in the study. Also, the respondents were assured that all their responses to the instruments will remain anonymous.

Instruments

Second Language Speaking Anxiety Scale (SLSAS) (Woodrow, 2003). This questionnaire consists of 12 items on a 5-point Likert type scale ranging from 1 (*not anxious at all*) to 5 (*extremely anxious*) measuring the English speaking anxiety that the participants were likely to encounter in communicative settings concerning in-class/out-of-class distinction.

English speaking stressor and coping technique ranking scale. This survey questionnaire asked respondents to rank their common stressors (1-10) and coping techniques (1-5) with 1 as the highest.

Data analysis

For the statistical analysis of data, means were computed, tabulated, and interpreted.

Results and Discussion

Respondents' English Speaking In-Class Anxiety

The results on the respondents' English speaking in-class anxiety revealed that generally the respondents in-class anxiety level is moderately high (Figure 1). The items '*Give oral presentation*', '*Contribute to formal discussion*', and '*Answer question of teacher*' were perceived by the respondents as in-class situations that make them very anxious. In a study by Woodrow (2006) on Asian students with Chinese as majority participants who were enrolled in English for Academic Purpose (EAP), it was revealed that students have moderate level of in-class anxiety.

Similarly, giving an oral presentation and contributing to formal discussion were found to be the most stressful situations for English in-class anxiety.

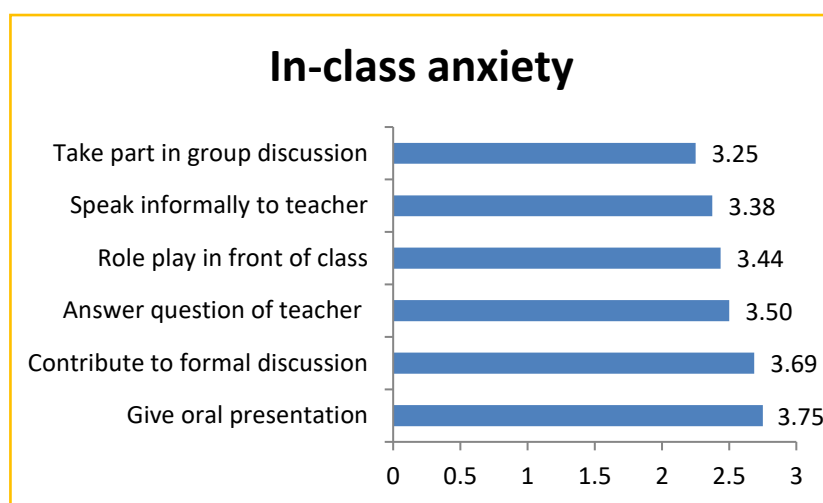


Figure 1. Respondents' in-class anxiety

Respondents' English Speaking Out-Class Anxiety

Figure 2 shows the respondents' English speaking out-class anxiety, which revealed that generally the respondents' out-class anxiety level is moderate. The items '*Answer question of lecturer*' and '*Ask question to lecturer*' were perceived by the respondents as out-class situations that make them very anxious. Similarly, Woodrow (2006) found out that answering the lecturer in English and asking the lecturer in English were the most stressful English speaking out-class situations.

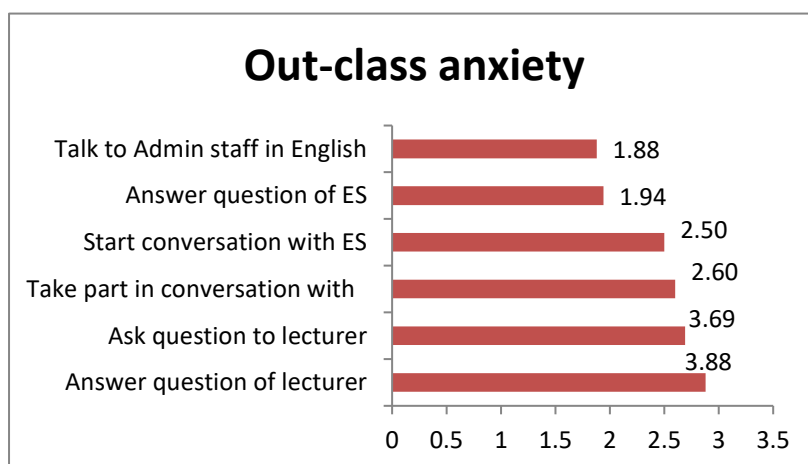


Figure 2. Respondents' out-class anxiety

Respondents' English Speaking Common Stressors and Coping Techniques

The respondents were asked to rank their common stressors with regard to speaking English. The respondents' answers as indicated in Figure 3 revealed that '*Talking to unfamiliar topic*', '*Speaking to native speaker*', and '*Giving an oral presentation*' ranked high as common stressors. Likewise, Woodrow (2006) revealed that one of the major English speaking stressors is talking to native speakers, and performing English speaking in front of the class scored high.

Moreover, the respondents were also asked on the techniques that they use to cope with English speaking anxiety. As presented in Figure 4, it was revealed that '*Improving language/knowledge in English*', '*Positive thinking*', and '*Perseverance*' were the highest ranked English speaking anxiety coping techniques. Similarly, in a study by Woodrow (2006) it was found out that majority of the respondents regarded perseverance and improving knowledge in English as the most common coping techniques on English speaking anxiety.

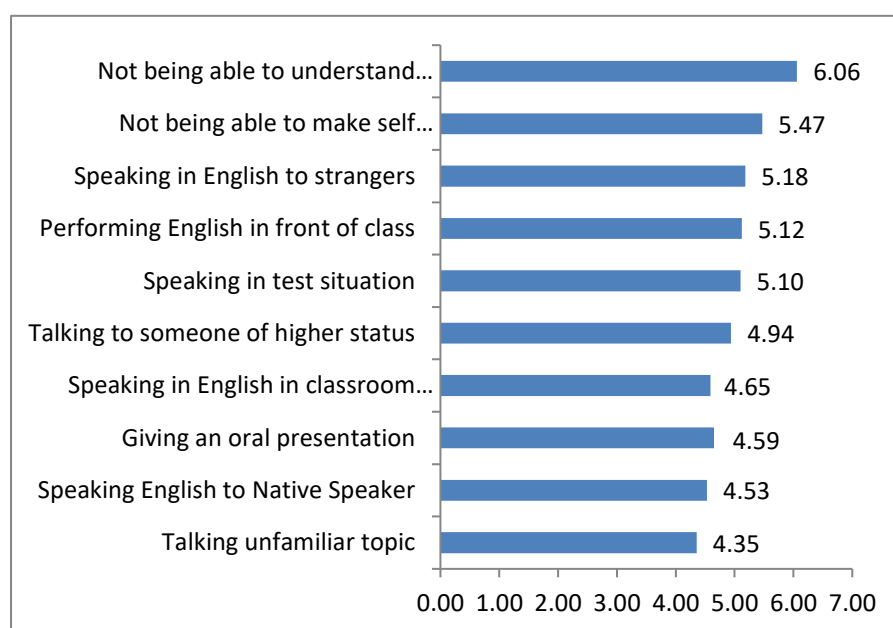


Figure 3. Common stressors

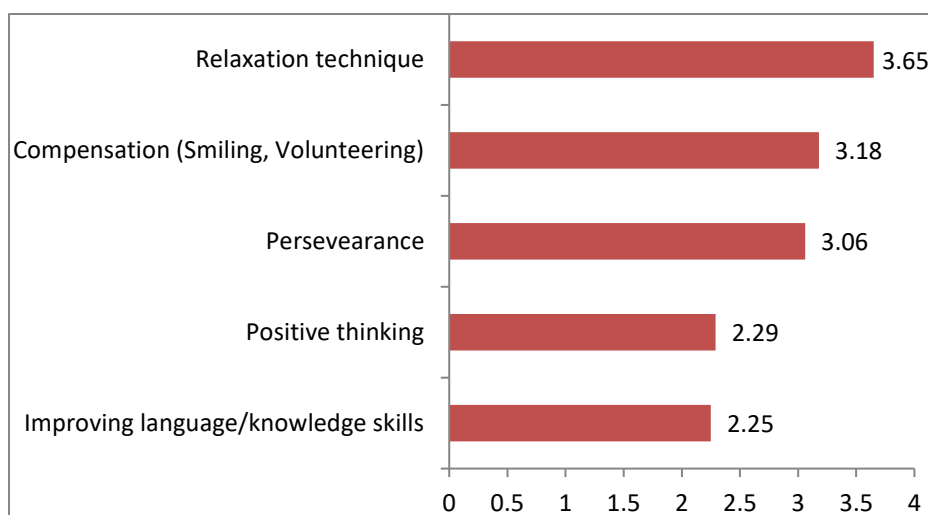


Figure 4. Respondents' coping techniques

Pedagogical Implications

The teacher education program aims to produce graduates who are proficient in the English language since it is the medium of instruction in Philippine schools. The results of the study imply that a review of the current structure and content of courses provided in the Teacher Education programs as regards the English speaking competency specific for the PE majors is warranted. This is to ensure that the teacher education program provided for PE majors would be able to produce proficient English speaking PE teachers who will be equipped to meet the demands of classroom teaching and learning in the 21st century.

The results also have important implications for the institutional objective of the university, which among others, aims to develop graduates who are English proficient. This proficiency is especially important to graduates who will become teachers since most of the time they will be speaking everyday in front of the class with the use of the English language. Hence, this will not be achieved unless the English program addresses the common situations perceived by the students that make them anxious.

Thus, it is suggested that teachers should intensify the use of English in all classroom discussions and activities as mandated by CHED. Further, the English program specific to a field of specialization or major should provide activities and opportunities that will help the students cope with the common anxieties in speaking English. According to Karunakaran (2013), English teachers should explore and accept the existence of the feeling of anxiety in language learning and identify individuals' stress and anxiety. Furthermore, English teachers should apply proper techniques to help them counteract these feelings and should encourage students to have the

confidence to make mistakes in order to acquire the necessary communication skills. Mohr and Mohr (2007) underscored that to be proficient users of the English language, there is a need for many opportunities to interact in social and academic situations while Tamayo (2018) pointed out that English learning depends greatly on the role of the teacher as language facilitator and the quality of classroom interaction.

Conclusions

The results of the study revealed that the speaking anxiety of the participants is moderately high. Giving an oral presentation, contributing to formal discussion and answering the question of the teacher scored high as situations that make them anxious when speaking in the class. Likewise, answering the lecturer in English, asking lecturer in English, and taking part in conversation with English speaker scored high as situations that make them anxious when speaking out of class. As regards the stressors, the respondents perceived talking unfamiliar topic, talking to native speaker, and giving oral presentation as major stressors. To cope with the English speaking anxiety, the respondents deemed improving language skills, positive thinking, and perseverance to be the best coping strategies.

This study has several limitations. The small sample size may not be authentic in investigating such an important and complex issue. Thus, more research is warranted with a large number of samples to include other perspectives on English speaking anxiety. Also, this study is purely quantitative in which the only data collection technique was a survey questionnaire. It is suggested that future researchers employ other data collection techniques such as interview or observation in order to obtain a more detailed picture of such a complex issue like English speaking anxiety.

Thus, data of this study may be used as inputs in improving the English program specific to the PE majors and future studies should also be conducted on the English speaking proficiency of teacher graduates and their teaching effectiveness and career advancement.

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English Aptitude and Multicultural Personality of Foreign Students

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Abstract

The study was carried out with the aim to examine the relationship between the English aptitude and multicultural personality of the foreign students of a private university in the

Philippines. This cross-sectional study was participated in by 71 second year college foreign students who took an aptitude test and completed the Multicultural Personality Questionnaire (MPQ) which identified their multicultural personality level. Results revealed that the English aptitude of this group of foreign students was average level while their MPQ level was moderately high for cultural empathy and open mindedness, moderate for social initiative and emotional stability, and low for flexibility. There was no correlation between the English aptitude and MPQ. Finally, teachers can provide a supportive environment to improve both English aptitude and cultural adaptation.

Keywords: *English aptitude, second language speaking, multicultural, MPQ, foreign students*

1. Introduction

The Republic of the Philippines (RP) is a melting pot of cultures for there is an influx of foreigners wanting to earn a degree in this country. Most of these foreign studies hail from Korea, China, and India. In academic year (AY) 2011 to 2012 alone, there were 7,766 registered foreign students. The figure went down in AY 2014 to 2015 (n=6,432) but rose to 8,208 in AY 2015 to 2016. Generally, RP hosts substantially more foreign students than the highly dynamic outbound market of other Asian countries, e.g., Vietnam (Macha, Mackie, & Magaziner, 2018).

The rise in number is attributed to three reasons including English as medium of instruction, a wide variety of academic program offerings, and relatively low cost of living and tuition fee. The top reason is the use of English, an international language, in instruction and in communication in the Philippines. In fact, English is one of the official languages as stated in the 1987 Philippine Constitution.

The locale of the study is Angeles University Foundation. It is a non-stock, non-profit higher education institution. It is institutionally accredited and has a population of 6,827 in AY 2018 to 2019 from its Kindergarten level to Graduate School level. In tertiary level, 306 or 4.48% are foreign students. These students are yet to finish a four or five-year degree program which will require them to survive academically and adapt to the country and its people.

Cultural adaptation occurs when a person moves from a culture to a new one and attempts to establish and sustain relatively stable relationships with the unfamiliar environment (Ran & Shiao-Yun, 2015). Crucial to adaptation is learning a language which people in the unfamiliar environment use (Brown, 2008). Dytynyshyn and Collins (2012) also noted that a best practice was developing foreign students' communication. These students can think about their English

language development to become adapted (Benzie, 2015). One measure of this knowledge is an aptitude test which is designed to determine a person's ability in a particular skill or field of knowledge.

Aside from learning English, foreign students need cultural knowledge (Faez, 2010). Dytynyshyn and Collins (2012) noted that one best practice was that of a Canadian teacher emphasizing cultural adaptation by capitalizing on multi-ethnic learners and developing their relationship with others. On the part of learners, foreign students can reflect on previous ways of learning, collaborate with other students, and show understanding of culture (Benzie, 2015).

Despite the efforts of both teachers and learners, cultural adaptation is not easy to achieve. These international students require additional support in developing their oral and written communication skills (Faez, 2010; Santillan, Martin, Santos, & Yambao, 2018), interactive contact and tutor's support to survive (Wang, 2012).

In terms of cultural adaptation, foreign students from Sweden, Bulgaria, and Kenya found cultural issues, local practices and customs, and emergency literacy as hindrances to understanding and appreciating warnings despite their English language proficiency (Johnson, 2014). In addition, a study concluded that foreign students in graduate school had difficulties in academic tasks because of cultural differences such as critical evaluation and participation in class discussion (Brown, 2008). Another study supported this claim stating that Chinese students who studied in United Kingdom need to be prepared about the educational system and cultures of learning of their new country and must have facilitative environment (Wang, 2012). In the Philippines, foreign students encounter difficulties with academics, food, and personal matters (Santillan et al., 2018). In general, Asian students have different levels of psychological and social adaptations despite intercultural learning (Tsai, 2011).

Cultural adaptation may come at least a year after the transfer to another place. In the study of Santillan et al. (2018), they learned that flexibility is positively correlated with length of stay but cultural empathy and open-mindedness are negatively correlated with length of stay. Hence, the stay in a new environment does not guarantee adaptation in all aspects.

Acknowledging the importance of adaptation to survive a new environment and the role knowing English contributes to adaptation, the researchers wanted to describe the English aptitude and the MPQ level of the respondents, to correlate English aptitude with MPQ level, and to identify the pedagogical implications of the results.

2. Method

This cross-sectional study design was participated by second year college foreign students with total of 71 (male=59; female=12) at a private university in Angeles City, Pampanga, Philippines. Participants have had at least one year of stay in the Philippines during the time of the study. These students expressed desire to pursue Medicine in the same university after their undergraduate program. The researchers administered informed consent to their participants who were all 18 years old or older. They too applied all ethical principles in conducting the study.

To measure English aptitude, the researchers used Readiness Test for Colleges and Universities (RCTU). The participants allowed the researchers to access their scores in the said test which the locale university uses as admission test to both foreign and local student applicants. RCTU is based on Commission on Higher Education (CHED) resolution number 298 whose goal is to test if students have necessary knowledge and skills to participate and succeed without remediation in entry-level undergraduate courses. Scores in RCTU were obtained from the Guidance and Counseling Center which facilitates admission testing.

Although the test includes Science and Math, the researchers focused on scores in English. The test in English has 40 multiple choice items with four options each. It is answerable within 40 minutes and measures reading and writing skills and fundamentals of listening and speaking. Reported scores are scaled score and quality index. Scaled scores are the mathematical transformation of the raw score with a range of 100 to 500; these are based on three standard-based scores. The first standard of the English score has the following requirements among takers: understand figurative expressions through inferential reading, analyze elements and types of texts using critical reading, form compound and complex sentences using correct voice, tense, and syntax; and handle verbal/non-verbal interactions. Standard 2 shows takers' abilities to apply mechanics in writing technical and career-oriented work, narrative, and writing and to use appropriate rhetorical patterns and proper documentation of sources. Standard 3 measures student's ability to appraise the relevance of writing task in producing effective research paper or composition. Meanwhile, quality index or examinee's performance is described as low, average, or high.

To measure cultural adaptation, the researchers used Multicultural Personality Questionnaire (MPQ) Short Form designed by Van Oudenhoven and Van der Zee (2002; Van der Zee & Van Oudenhoven, 2000). MPQ Short Form aims to measure multicultural effectiveness in terms of (1) cultural empathy, (2) open-mindedness, (3) emotional stability, (4) social initiative and (5) flexibility. The five dimensions are consistent with the commonly assumed components of

intercultural adaptation. The researchers obtained permission from the authors to use the questionnaire.

The instrument consists of 40 items measuring students' cultural adaptation. Higher scores indicate that an individual has a disposition towards successfully navigating personal adjustment, professional effectiveness, and intercultural interactions in unfamiliar cultures. Under Cultural Empathy, a sample phrase is "*sympathizes with others*"; under Flexibility, "*likes routine*"; under Social Initiative, "*finds it difficult to make contacts*"; under Open mindedness, "*tries out various approaches*"; and under Emotional Stability, "*keeps calm when things don't go well*". Each item is measured on a 5-point scale, where one means totally not applicable while five means totally applicable. Previous research demonstrated the reliability of the instrument in a similar study with group of foreign students studying in the Philippines (Santillan et al., 2018). Participants completed the MPQ in a private room during their free time.

The statistical analysis was conducted in the following order: (a) descriptive statistics such as frequency, percentage, mean and standard deviation for the study variables and (b) Pearson correlation to examine the relationship of the study variables. Statistical analysis was completed with the Statistical Package for the Social Sciences software version 17.0 (2008).

3. Results and Discussion

3.1 English aptitude

The descriptive values of each of the English aptitude test standards and the total score are presented in Table 1. Generally, the mean scores of the English aptitude of the participants were average level ($M=281$, $SD=45.9$). *Figure 1* shows the participants' English aptitude Index; 59.2% obtained average score; 39.4% got low scores while only 1.40% received a high score.

Table 1. Descriptive values of participants' English aptitude

	N	Mean	Std. Deviation
English aptitude	71	281	45.9
Standard1	71	283	50.9
Standard2	71	271	55.9
Standard3	71	292	70.9
Valid N (listwise)	71		

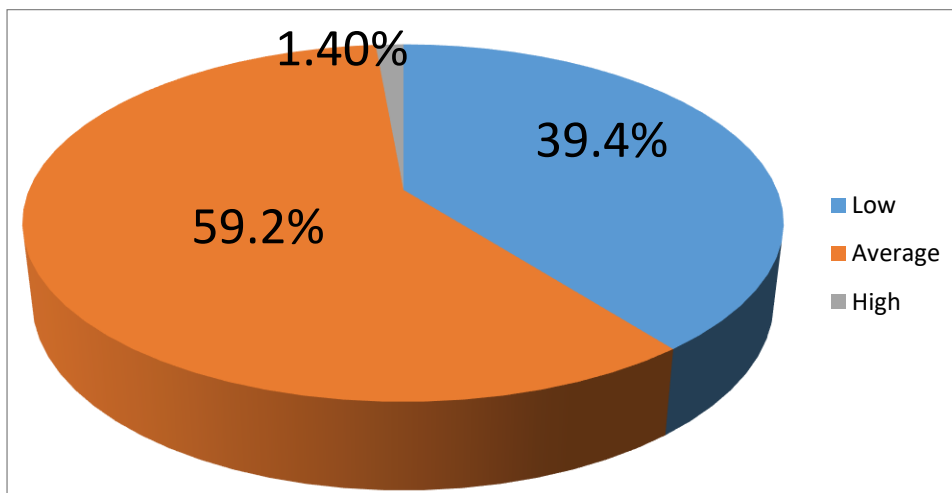


Figure 1. Distribution of participants' English aptitude scores

3.2 MPQ dimensions

The MPQ dimension and total scores of the participants are shown in Table 2. As shown in the table, the participants obtained a moderately high score for cultural empathy ($M=28.6$, $SD=4.44$) and open mindedness ($M=28.6$, $SD=4.49$), moderate score for social initiative ($M=26.5$, $SD=3.50$) and emotional stability ($M=24.4$, $SD=4.04$) while a low score for flexibility ($M=20.1$, $SD=3.84$). The participants' total MPQ result obtained a moderately high level ($M=128$, $SD=9.98$).

Table 2. Descriptive values of participants' MPQ

	N	Mean	Std. Deviation
Cultural empathy	71	28.6	4.44
Flexibility	71	20.1	3.84
Social initiative	71	26.5	3.50
Open mindedness	71	28.6	4.49
Emotional stability	71	24.4	4.04
MPQ total	71	128	9.89
Valid N (listwise)	71		

3.3 Correlation between English aptitude and MPQ

A Pearson r correlation was computed to assess the relationship between the English aptitude and MPQ (Table 3). There was no correlation between the two variables, $r = 0.019$, $n = 71$, $p = 0.878$. Increases in English aptitude scores were not correlated with increases in MPQ scores.

Table 3. Correlations between English aptitude and MPQ (N=71)

		English aptitude	Cultural empathy	Flexib ility	Social initiative	Openne ss	Emotiona l stability	MPQ Total
English aptitude	Pearson	1	.124	.021	-.043	.128	-.214	.019
	Correlation							
	Sig. (2-tailed)		.303	.865	.720	.288	.072	.878
Cultural empathy	Pearson	.124	1	-.509**	.241*	.531**	-.368**	.427**
	Correlation							
	Sig. (2-tailed)	.303		.000	.043	.000	.002	.000
Flexibility	Pearson	.021	-.509**	1	-.027	-.192	.269*	.173
	Correlation							
	Sig. (2-tailed)	.865	.000		.821	.108	.023	.148
Social initiative	Pearson	-.043	.241*	-.027	1	.644**	.009	.748**
	Correlation							
	Sig. (2-tailed)	.720	.043	.821		.000	.939	.000
Openness	Pearson	.128	.531**	-.192	.644**	1	-.139	.789**
	Correlation							
	Sig. (2-tailed)	.288	.000	.108	.000		.249	.000
Emotional stability	Pearson	-.214	-.368**	.269*	.009	-.139	1	.288*
	Correlation							
	Sig. (2-tailed)	.072	.002	.023	.939	.249		.015
MPQ total	Pearson	.019	.427**	.173	.748**	.789**	.288*	1
	Correlation							
	Sig. (2-tailed)	.878	.000	.148	.000	.000	.015	

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

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

3. Pedagogical implications

Results imply that there is a need for a review of the current structure and content of courses provided in the foreign students program as regards to English competency. As numerous researchers (e. g., Benzio, 2015; Dytynyshyn & Collins, 2012; Faez, 2010) put, foreign students need support. Specifically, participants need to improve on their English aptitude through their academic program.

Since the RCTU focuses on reading and writing in which participants are on the average level, teachers may facilitate more activities on these skills even if they do not teach a language course. They may also give more listening and speaking activities which participants may use to interact with locals or other foreigners who do not have the same first language. These skills are imperative to social initiative in which participants registered moderate performance.

While developing the macro skills mentioned, the teachers of these foreign students may incorporate Filipino culture to educate learners as well to develop even more cultural empathy and open-mindedness in the latter. Since Filipinos are known for their resilience, teachers may bank on content on this characteristic of the locals to augment the values emotional stability and flexibility in which participants earned moderate and low scores in the MPQ.

Generally, activities to be given to these students must be facilitative, collaborative, and inviting especially on English language utilization. While English aptitude is negatively correlated to cultural adaptation, the enrichment of ability to use English is contributory to academics above all else.

Likewise, extra-curricular programs could also be integrated to cater to the multicultural personality and adaptability of foreign students. This endeavor is to ensure that the foreign students' education program would be able to produce competent foreign students graduate who are English language competent and multi-culturally adaptive.

4. Conclusions and Recommendations

The researchers conclude that the English aptitude of this group of foreign students was average level while their MPQ level was moderately high for cultural empathy and open mindedness, moderate for social initiative and emotional stability, and low for flexibility. There was no correlation between the English aptitude and MPQ. Finally, teachers can provide a supportive environment to improve both English aptitude and cultural adaptation.

It is recommended that future researchers may use another test to measure English aptitude and do a similar study on another group of international students.

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Correlates of Grade 11 ESL Students' Reading Ability

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Abstract

Language teachers all over the world agree that developing listening, speaking, writing, and reading skills are pedagogically challenging. Reading ability is a cognitive activity used by a person to interact with a certain text that may be influenced by psychological and sociological factors. This study was designed to determine which of the factors (cognitive styles, self-concept, class participation, and anomie) correlates with the reading ability of the Grade Eleven ESL students. There were ninety respondents taken from the different programs of the Senior High who answered the survey questionnaire and the reading test. The results of the data gathered from the survey questionnaire were organized, analyzed and summarized using descriptive statistics. Results show that most of the respondents were visual learners, extrovert, sequential and analytic in terms of their orientation to a learning task and have an average degree of self-concept. It is recommended that to improve reading ability among senior high school students, they should be versatile enough not only in one but several cognitive styles. Moreover, teachers should expose students to various reading activities and reading tasks to hone their ability in reading.

Keywords: *Reading ability, cognitive styles, self-concept, class participation, Grade 11 ESL students*

Introduction

The Philippines is the only country in Asia, and among the three remaining countries in the entire world, that run a 10-year basic education cycle before the year 2010. The Filipinos are expected to compete with the rest of the globe, but it is already disadvantaged by the number of years that is spent in schools and the breadth and depth of studying.

In response to the issue, Department of Education (DepEd) pushed the passage of a law that will implement the so-called K to 12 program, which will institutionalize pre-school and add two more years of high school in the country's basic education cycle. K to 12 program is the latest effort of the government to elevate the educational system to the global 12-year standard. K to 12 means one year of kindergarten and 12 years of elementary and secondary education. Through this reform, the Philippines is catching up with global standards in secondary education and is attaching a high value to kindergarten. In effect, the structure, the curricula, and philosophy of the educational system are undergoing some improvements.

Senior High School (SHS) covers the last two years of the K to 12 program and includes Grades 11 and 12. In SHS, students go through a core curriculum and subjects under a track of their choice. Senior high school completes basic education by making sure that the high school graduate is equipped for work, entrepreneurship, or higher education. This is a step up from the 10-year cycle where high school graduates still need further education (and expenses) to be ready for the world ("K to 12," 2012).

Meanwhile, the reading ability is described as "a cognitive ability which a person can use when interacting with texts" (Urquhart & Weir, 1998). Despite the widespread influence of a multi-divisible view of reading on current practice, this view is greatly challenged. Oller (1979) advocated the idea that language ability is essentially unitary or holistic. It has been discussed in language teaching and testing circles since the 1970s (as cited in Liu, 2010). His famous Unitary Competence Hypothesis (UCH) holds that language performance involving different skills and in different contexts draws on the same set of sources. Language ability could consequently be assessed as a whole, using integrative tests, such as cloze and dictation tests.

According to the Annual Reviews Organization, psychological factors refer to thoughts, feelings and other cognitive characteristics that affect the attitude, behavior, and functions of the human mind. These factors can influence how a person thinks and later affect his decisions and relations in his daily life. The three known psychological factors are personality traits, psychodynamic processes and learned cognition. Human beings learn cognition through their day to day interaction. In turn, leads to psychodynamic processes that affect or influence their

personality traits. Psychological factors lead to the dynamism of the human mind and their behaviors. People subconsciously refer to their psychological factor to approach different life situations.

Meanwhile, Trinity Education (2016) added that sociological factors refer to the aspects that directly influence or affect lifestyles. Some important social factors include religion, ethnicity, family, physical status, economic status, education, location, life partners, children, and political systems. Numerous factors affect or direct lifestyles in any population. Some other social factors include family life, school environment, violence on TV or in the home, weak or strong social ties (such as a lack of strong friendships), socioeconomic status, neighborhood (clashing or cohesiveness of cultural norms), education level obtained, poor social influences (such as gang behavior), societal norms and influences (such as farming community versus inner-city), and religious influences.

In the study of Nuñez (2003), she believed that psycho-sociological factors have a significant impact on communicative competence of the students. She found out in her study that the majority of college first-year education students generally used organizing and evaluating their learning as their language learning techniques. Furthermore, Nuñez (2003) stated that in sociological factors, most students who prefer a facilitating teaching style are average in their class participation, and they agree that they have a feeling of uncertainty or cultural toward their first language.

Results of a study conducted by Shang (2010) investigated the Taiwanese EFL learners' most frequently used of reading strategy is metacognitive strategy, followed by compensation strategy, and then followed by cognitive strategy. Moreover, he also found out that a significant positive relationship between the use of reading strategies and perceptions of self-efficacy. Reading strategies, however, were unrelated to reading achievement.

In another study conducted to Taiwanese students of English as a foreign language reading classes by Wu (2011) suggests that decreasing students' anxiety and creating a low-anxiety classroom environment might help improve students' reading comprehension performance.

Many senior high school students make mistakes in English reading comprehension questions. Mostly errors are in vocabulary, complicated sentence structures, or long texts which may cause the difficulty of reading comprehension. In the past, teachers seldom assist students in reading skills but teach them grammar and vocabulary. However, reading is regarded as an active mental process that requires meaning shifts from the text itself to the reader. Thus, teachers need to conduct exercises prior to, during, and after the reading, assignments to assist students in reading

more effectively. Wu (2011) contends that most of the research centers on the discussion of listening, speaking, and writing. Little attention has been paid to reading.

In reality, students need a massive amount of comprehensible inputs, and reading materials usually provide the most available source. Reading is a process involving the activation of relevant knowledge and related language skills to achieve an exchange of information. It requires that the reader focus on the materials and integrate previously acquired knowledge and skills to comprehend the passages.

This study believes that psychological and sociological factors affect the reading ability of SHS students. These psycho-sociological factors may have a positive or negative effect on the students' reading ability.

The abovementioned studies are the few studies that have been conducted before by researchers relative to the reading ability of students, but none have yet delved with psychological and sociological factors relative to reading ability has been conducted. This argument has driven the researcher to conduct a study which will impact further knowledge about these factors and its relation to the reading ability of Senior high school students. Thus, this study aimed to investigate the relationship between the psychological and sociological factors toward the reading ability of SHS students.

Specifically, this study finds out:

1. The preferred cognitive style of SHS students in terms of the following:
 - 1.1 Sensory Preference
 - 1.2 Relations with Others
 - 1.3 Relations with Ideas
 - 1.4 Orientation to Learning tasks
 - 1.5 Overall Orientation
2. The self-concept level of SHS students.
3. The level of SHS students in terms of the following sociological factors:
 - 3.1 Class Participation
 - 3.2 Anomie
4. The reading ability level of SHS students.
5. The significant relationship between the self-concept and the reading ability of SHS students.
6. The significant relationship between the sociological factors and the reading ability of SHS students.

Theoretical Framework

This study is based on the theory of Social Cognitive approaches to learning which is postulated by Albert Bandura (1986) and Schema Theory by Richard Anderson (1977).

Social Cognitive is a theory that focuses on the cognition of the learner's mental involvement as an essential component of social learning. In another way, people are neither driven by inner forces nor automatically shaped and controlled by the environment. In social cognitive theory, the adoption of values, standards and attributes is governed by a much broader and more dynamic social reality (Bandura, 1986).

What people think, believe, and feel, affects how they behave (Bandura, 1985). The natural and extrinsic effects of their actions, in turn, partly determine their thought patterns and emotional reactions. The personal factor also encompasses the biological properties of the organism. Physical structure and sensory and neural systems affect behavior and impose constraints on capabilities. Sensory systems and brain structures are, in turn, modifiable by behavioral experiences (Greenough, Black, & Wallace, 1987).

Schema Theory was immediately applied to understanding the reading process, where it served as an important counterweight to purely bottom-up approaches to reading. The Schema Theory approaches to reading emphasize that reading involves both the bottom-up information from the perceived letters coming into the eye and the use of top-down knowledge to construct a meaningful representation of the content of the text (Anderson, 1977).

Furthermore, Schema Theory is an explanation of how readers use prior knowledge to comprehend and learn from the text. The fundamental tenet of schema theory assumes that written text does not carry meaning by itself. Instead, a text-only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. This previously knowledge is called the readers' background knowledge (prior knowledge), and the already acquired knowledge structures are called schemata (Rumelhart, 1980 as cited in Adnyana, 2013).

In this study, Schema Theory is used to establish the respondents' use of background knowledge upon reading the text. It also verifies the individuals' use of prior knowledge and relating it to the reading material.

Conceptual Framework

The conceptual framework of this study aims to show the relationship of Psychosociological factors towards the reading ability of senior high school students. In this study,

psychological and sociological factors will be considered as the independent variables. Psychological variables include cognitive style and self-concept, and sociological variables include class participation and anomie. Moreover, the dependent variable is the reading ability of the students. Cognitive style, self-concept, class participation, and anomie will be correlated to the reading ability of the respondents. Cognitive style refers to the preferred way an individual processes information. In this study, the respondents will be identified if they are visual, auditory or hands-on learners.

Meanwhile, self-concept is how you think about yourself and how you see yourself as a person. In this study, the respondents will be identified if they are introvert or extrovert. This study will also find out if the respondents actively participate in class discussions. On the other hand, anomie refers to students' eagerness to learn the language and attitude towards the culture of their native tongue.

To give a clearer image of what the study aimed to show, a conceptual diagram is presented. The diagrams aimed to show if there is a significant relationship between Psychological (Cognitive Style, Self-Concept) and Sociological factors (Class participation, Anomie) and the reading ability of SHS students. This significant relationship is presented by the single-headed arrow aiming directly to the reading ability which is the dependent variable.

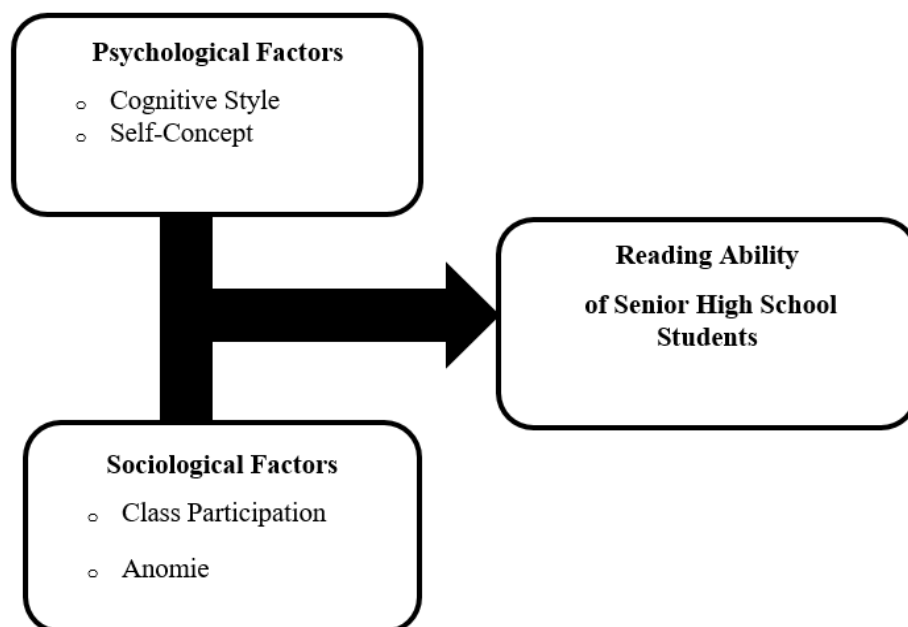


Figure 1. A diagram showing the conceptual flow of the study

METHODOLOGY

This study uses a descriptive and correlational approach using survey questionnaires of psycho-sociological factors and the reading ability of SHS. The descriptive method describes existing conditions without analyzing the relationship among variables. Meanwhile, correlational method involves collecting data to determine the degree (Fraenkel & Wallen, 2003)

The Respondents

The respondents of this study were the Senior High School students of Sagkahan National High School. SNHS was chosen because Sagkahan was one of the areas in Tacloban City that experienced massive devastation after the super typhoon Yolanda hit. Because of this, it is assumed that it made an impact among the residents in the said area especially on the students, concerning their psycho-sociological factors and reading ability.

Some students came across such traumatic experiences during the super typhoon. These experiences might have caused or triggered psycho-sociological effects within them. These might have an effect to their reading ability.

The respondents belonged from the different programs of Senior High in SNHS, namely: General Academic System (GAS), Home Economics (HE) and Technical Vocational (Tech Voc) who were enrolled in the School Year 2016-2017. In the chosen school, there are eight sections in Senior High namely; Charity, Diligence, Faith, Honesty, Hope, Integrity, Prudence, and Wisdom.

The total number of population of the SHS students is 361. This study used 90 respondents composed of 25% from the male population and 25% from the female population.

Simple Random Sampling was used for choosing the respondents in this study. This method gives each member of the population an equal and independent chance of being selected (Fraenkel & Wallen, 2003). Fish Bowl Technique was used to choose the respondents. There was a corresponding number for each student in every section which was inside the fish bowl, and the researcher picked the 25% from the male and female (separated) in every section.

The tables below show the number of the respondents from each section who were part in the study.

Table 1				
<i>Distribution of the Female Respondents of the Study</i>				
Program	Sub-Program	Section	Total No. of Students	25%
GAS (General Academics Strand)	Comp. Programming	Wisdom	28	7
		Integrity	24	6
	Comp. Servicing	Charity	5	1
		Prudence	20	5
Home Economics	Cookery	Honesty	17	4
	Bread and Pastry	Diligence	40	10
	Food & Beverages	Hope	36	9
Technical Vocational	Electrical Installation Maintenance	Faith	2	1
Total			172	43

The total number of the female SHS students is 172. The researcher selected only 43 students as the result from getting 25% in each section from the respective program who were part of the study.

Table 2				
<i>Distribution of the Male Respondents of the Study</i>				
Program	Sub-Program	Section	Total No. of Students	25%
GAS (General Academics Strand)	Comp. Programming	Wisdom	9	2
		Integrity	32	8
	Comp. Servicing	Charity	33	8
		Prudence	12	3
Home Economics	Cookery	Honesty	33	8
	Bread and Pastry	Diligence	8	2
	Food & Beverages	Hope	14	4
Technical Vocational	Electrical Installation Maintenance	Faith	48	12
Total			189	47

The total number of the male SHS students is 189. The researcher selected only 47 students as the result from getting the 25% in each section from the respective program who were part of the study.

Research Instrument

The instruments used in this study were a survey questionnaire comprising the scale of the psychological and sociological factors and a reading test.

Survey Questionnaire.

The first part of the questionnaire determined the Demographic Profile of the respondents, consisted of name, section, gender, age, home address. The second part determined the Psychological factors namely, style orientation scale for language learning (SOS-L) for the

cognitive style and the self-concept. The last part of the survey questionnaire was the sociological factors namely, the class participation and the anomie.

Style Orientation Scale for Language Learning (SOS-L).

It was an instrument or checklist developed by Oxford designed to assess the learner's general approach to learning a new language or his or her language learning style. It gives a clear indication of the learner's overall preferences in language learning.

Five major activities represent five different aspects of the student's language learning style namely: Sensory Preferences, Relations with Others, Relations with Ideas, Orientation to Learning Tasks, and Overall Orientation.

The checklist on Sensory Preferences indicated whether the student is a visual, auditory or hands-on learner. The checklist on Relations with Others tells of the learner's extroversion (the degree to which a learner gets energy from people and events outside himself) or introversion (the extent to which a learner receives energy from ideas, feelings or concepts inside himself). The activity on Relations with Ideas determined how intuitive or sequential a learner is, while the activity on Orientation to Learning Tasks showed how much a learner needs to delay reaching decisions and finishing tasks. Lastly, the activity on Overall Orientation determined if the learners were global or analytic.

Self-Concept Inventory.

Majority of the statements are positive statements. The statements 5,8,13,17,18,25 and 38 are negative statements indicating a negative self-concept.

A score 35-38 denotes a high self-concept, 29-34 average self-concept and 28 below a low self-concept. The self-concept inventory sheet was used to get the self-concept of the students as the respondents of the study. It asked the students what they honestly feel or think about themselves.

The third part of the survey questionnaire focused on the Sociological factors which are divided into two parts namely,

Class Participation.

Each statement has six choices. The respondents selected their choice for each item by putting a check mark on the right side of the statement. The interval scoring in the interpretation of the responses were as follows: (5.6-6.0) - Strongly Agree; (4.6-5.5) – Agree Slightly; (2.6-3.5) – Disagree Slightly; (1.6-2.5) – Disagree; (1.0-1.5) – Strongly Disagree.

Anomie.

It measures the degree of the student's feeling of social uncertainty and cultural dissatisfaction toward his first language and the Filipino language –speaking group, this prompting his utmost desire to learn Filipino and English whose speaker has another differing culture philosophy and underlying strategies implicit in contrasting teaching styles. Responses to the items were scored as follows: Strongly Agree-6; Agree-5; Agree Slightly-4; Disagree Slightly-3; Disagree-2; Strongly Disagree-1.

The interval scoring in the interpretation of data for the feeling of anomie was as follows: 4.6-6.0- Dissatisfied; 2.4-4.5- Slightly Dissatisfied; 1-2.5- Satisfied.

The Reading Test.

The reading test comprises fifty (50) items — the test composed of two sub-parts: text reading and visual reading. Test items are in multiple-choice format and scored one point for each correct answer given.

The first sub-test order text reading made of excerpts and articles from Social Science, Math and Biology books evaluated students' ability to understand reading rationale.

The second sub-test was composed of items aimed at assessing students' study skills in the same particular areas locating information in a dictionary, table of contents, and the index of a task.

The oral reading part was made up of map reading and analyzing the keyboards of an electric calculator. In the first sub-test, the ability to follow directions was evaluated using a map. Success in tracing the different places in the map was dependent on the examinees' comprehension of directions. The second visual reading sub-test was a test of students' skills in using prepositions, other function words, adjectives, and adverbs.

Data Gathering Procedure

The school that was involved in the study was given a formal communication addressed to the Principal of the school, to request permission to conduct this study and master list of the students was requested. The respondents were formally informed by the researcher of their participation in the study. They were given consent forms to elaborate further the kind of study which they are in. The researcher personally administered the questionnaires to randomly sampled 90 students.

There was a separate survey questionnaire for Psychological Factors and Sociological Factors. The participants were given survey questionnaires to respond to each item that measured the psycho-sociological factors.

The following day, a test for the reading ability of the SHS students was administered in two classrooms. The classrooms were reserved by the researchers to gather the respondents in answering the test in one session. The respondents were given one hour to answer the test.

After the data gathering, the respondents, together with the teacher who assisted the researcher, were given a certificate of participation and recognition.

Data Analysis

The results of the data gathered from the survey questionnaire were processed through SPSS. The data were organized, analyzed and summarized using descriptive statistics such as the mean and standard deviations. Both results from the Style Orientation Scale for Language Learning (SOS-L), Self-Concept Inventory, Class participation, and Anomie survey questionnaires had undergone the same process. In terms of all the survey questionnaires, the scoring was done by getting the sum (total score) of each activity and divided by the total number of items in every questionnaire. On the reading test, each question had a corresponding answer, and every correct answer is given one point.

Pearson's Product Moment Coefficient or Pearson's r was used to determined correlation between Psycho-sociological Factors and Reading Ability.

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This part presents the analysis and interpretation of the data gathered through survey questionnaire and reading test. It also discusses the relationship between psycho-sociological factors and the reading ability of senior high school students.

1. Senior High School (SHS) Students' preferred Cognitive Style and Self-concept level (Psychological Factors)

Table 3 shows the frequency and percentage distribution of the SHS students in terms of their preferred cognitive style and self- concept. It indicates that 36 (40%) out of 90 respondents are visual on their sensory preference, 19 (21.1%) are auditory, 10 (11.1%) are hands-on. Furthermore, 37 (41.1%) are extrovert, and 26 (28.9%) are introvert on their relations with others,

22 (24.4%) are closure, and 32 (35.6%) are open in terms of their learning tasks, 13 (14.4%) are intuitive and 46 (51.1%) are sequential to their relation with ideas, while others are 27 (30%) in global and 32 (35.6%) in analytic in terms of their overall orientation. The table further shows that 20 (22.2%) have high self- concept, 56 (62.2%) are average, and 14 (15.6%) has low self- concept.

Table 3 <i>Distribution of the SHS Students in Terms of the Psychological Factors on Preferred Cognitive Style and Self-Concept Level</i>		
<u>Psychological Factors</u>	<u>Frequency</u>	<u>Percentage</u>
Cognitive Style		
1. Sensory Preference		
a) Hands-on	10	11.1
b) Visual	36	40
c) Auditory	19	21.1
d) Both Hands-on and Visual	4	4.4
e) Both Visual and Auditory	3	3.3
f) Both Auditory and Hands-on	9	10
g) Both Visual, Auditory and Hands-on	9	10
Total	90	100%
2. Relation with Others	37	41.1
a) Extrovert	26	28.9
b) Introvert	27	30
c) Both	90	100%
Total		
3. Relation with Ideas		

a) Sequential		
b) Intuitive	46	51.1
c) Both	13	14.4
Total	31	34.4
4. Orientation to Learning Tasks	90	100%
a) Closure		
b) Open	22	24.4
c) Both	32	35.6
Total	36	40
5. Overall Orientation	90	100%
a) Global		
b) Analytic	27	30
c) Both	32	35.6
Total	31	34.4
Self-Concept	90	1000%
a) High		
b) Average	20	22.2
c) Low	56	62.2
Total	14	15.6
	90	100%

The table shows that most of the students are visual learners. It means that they learn better with visualized pictures, numbers, words or pages. Furthermore, it shows that the students find it effective when pictures and tangible instructional materials are involved in the discussion. Most of the students are extrovert in relation to others. It means that they get their strengths from the people around them. They learn effectively by engaging themselves on certain activities rather than secluding themselves and working alone. The data further revealed that the students are sequential in their relation with ideas. They do things systematically, categorize and sort out information. Students like to plan on things they will do rather than relying on their instinct. Unlike the intuitive learners, they believe in the things which they have not seen, and they rely on their imagination and their perception.

Moreover, the results showed that the students were both open and close in their orientation to the learning task. They follow directions in doing their assignments for them to meet deadlines. In the same manner, they also do not follow a specific procedure or take a particular step, but they still manage to attain their desired goal. The result also showed that the majority of the learners are analytic. They may be more likely to respond to a problem with logic first instead of emotion.

These students also tend to organize things a lot. They tend to read a certain part or an excerpt rather than understanding the whole.

The table also shows that majority of the students (62.2%) have an average self-concept. They have a normal mental picture of who they are as a person. The statements were composed of 38 items, of which 31 were positive, and seven were negative. Majority of the students (62.2%) agreed to the positive statements regarding their self-concept. It means that they are capable of coping with their problems. They also tend to understand why other individuals feel less about themselves. They receive compliments without feeling embarrassed.

Furthermore, they can repair themselves. They reflect on themselves and change their behavior if needed. This is contrary to those individuals who have a negative self-concept. People who are like this are sensitive to criticisms. They are unresponsive to praises. They also tend to feel like they disliked by the people around them and are less able to interact with people.

This is similar to the findings of Nuñez (2003) where majority of the respondents are also extrovert, visual, concrete and analytic except closure. When it came to psychological factors, majority of the college freshmen education students generally used organizing and evaluating their learning as their language learning techniques.

As Gulliver and Ghinea (2009) indicated that personality type and cognitive style affect information assimilation, self-perceived achievement and student level of confidence. The results provide a better understanding of the impact of personality on the student experience of multimedia, thus allowing one to determine whether personalized educational multimedia would support or enhance the student learning experience.

Lien (2014) says that reading materials are the key for students to enjoy extensive reading. It might be not so important to give intensive reading instruction in class always but it is more significant to give students some freedom to choose reading materials and enjoy reading.

Baumeister, Campbell, Krueger, & Vohs (2003) opposed that the students frequently display a decline in self-concept during elementary school and the transition to the middle level. Self-concept is frequently positively correlated with academic performance, but it appears to be a consequence rather than a cause of high achievement.

2. Senior High School (SHS) students' Class Participation and Anomie (Sociological Factors)

Table 4 shows the frequency and the percentage distribution of Senior High School students in their class participation and anomie. There were 68 (75.6%) out of 90 respondents who were average in their class participation, 22 (24.4%) were high and 0 for low. The table further

shows that majority (64.4%) of them are dissatisfied towards their native language, 32 (35.6%) are slightly dissatisfied, and 0 for satisfied.

Table 4		
<i>Distribution of SHS Student's Sociological Factors in terms of Class Participation and Anomie Level</i>		
<u>Sociological Factors</u>	<u>Frequency</u>	<u>Percentage</u>
Class Participation		
a. High	22	24.4
b. Average	68	75.6
c. Low	0	0
Total	90	100%
Anomie		
a) Dissatisfied	58	64.4
b) Slightly Dissatisfied	32	35.6
c) Satisfied	0	0
Total	90	100%

The table shows that most of the students are average in terms of their participation in a class discussion. It means that they are active learners. They tend to engage and take part in the different activities given by their teachers like debates, role plays, and simulation games. They allow themselves to be an independent learner rather than relying on their teachers. For these students, the discussion must be interactive and emphasize cooperative learning. They are motivated when their peers are also engaged in learning and are eager to participate during class discussions. The table further shows that majority (64.4%) of the respondents strongly agree in terms of social uncertainty and cultural dissatisfaction toward their native language. It also shows that they prefer learning a second language rather than being stuck in their native language. Furthermore, Waray speakers are the most dissatisfied towards their native language.

This supports the study of Nuñez (2003) where students like teachers who allow students' personal flexibility and help students see themselves as independent learners.

Contrary to the study of Aidinlou and Ghobadi (2012) wherein the findings show that there is a large number of students with behavior problems, such that the classroom environment is not safe, whether physically, socially or emotionally. It draws a negative effect on student motivation.

Moreover, researchers have proven that learners' tendency to participate in class arguments depend on many factors (Tatar, 2005).

3. Reading Ability of Senior High School Students

Table 5 shows the mean, standard deviation, frequency and percentage distribution of senior high school students in their reading ability. There are 10 (11.1%) out of 90 students who are good in terms of their performance in reading, 25 (27.8%) are fair, 43 (47.8%) conditioned, and 12 (13.3%) failure.

	<u>Mean</u>	<u>Sd</u>	<u>Frequency</u>	<u>Percentage</u>
Excellent	0	0	0	0
Very good	0	0	0	0
Good	32.9	1.4	10	11.1
Fair	27.4	2	25	27.8
Conditioned	17.1	3.6	43	47.8
Failure	12.5	2.9	12	13.3
Total	90	10	90	100%

The table shows that some (47.8%) of the students are in conditioned level in terms of their reading ability. It means that they had difficulties in answering the reading test. They could hardly comprehend some texts that resulted to low scores.

4. Correlation between the Students' Psychological Factor (Self-Concept) and Reading Ability

The result of the correlation analysis between the respondents' self-concept and reading ability shows that there is no significant relationship between the self-concept and the reading ability of the students ($r = .165$, $p > .05$) at 0.05 level of significance. This indicates that having a positive or negative attitude towards ones' self has no significant association towards his or her reading ability.

5. Correlation between the Students' Sociological Factors Reading Ability

Table 6 shows the correlation between the sociological factors and the reading ability of the students. The results of the findings showed that there is no significant relationship between class participation ($r = -.109$, $p > .05$) and anomie ($r = .070$, $p > .05$) to the reading ability of the students.

This indicates that even if the students are good and can interact in the class discussion, it has no relation to their reading ability. Moreover, their satisfaction or dissatisfaction towards the use of their native language has also no relation with their reading ability.

This supports the study of Nuñez (2003), wherein the result of the analysis showed that

Table 6 <i>Correlation between the Students' Sociological Factors and Reading Ability</i>	
	r
Class participation vs. Reading Ability	-.109
Anomie vs. Reading Ability	.070

majority of the learners prefer average class participation and most of the respondents are Cebuano speakers who slightly agreed that they have a feeling of social uncertainty and cultural dissatisfaction towards their first language. Nevertheless, there was no correlation between the sociological factors mentioned.

Conclusions

In conclusion, the respondents learn better with tangible instructional materials. They learn best by interacting with other people and even if they follow or do not follow a process, they still manage to attain their desired goal. Also, they prefer a step-by-step way of learning and may be more likely to respond to a problem with logic first instead of emotion. The respondents prefer an interactive class discussion rather than the teacher being the center of the discussion. Moreover, they chose to be bilingual instead of being stuck in their native language. Most of the respondents have difficulties in reading comprehension.

Pedagogical Implications

1. On the basis of the conclusions drawn from this study, the following implications are made:
2. The students should be versatile enough to use not one but several cognitive style.

3. Teachers should expose students to various reading activities and reading tasks to hone their ability in reading. Also, at a young age, students should be taught with reading vis-à-vis comprehension.
4. Teachers should be hands-on in giving the students various reading exercises.
5. Every school should commence a program that would impart knowledge and strengthen the reading ability of the students.
6. Classrooms must establish a reading corner within to provide an area where students could use their leisure time to read books and other instructional materials.

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Language Acquisition Through Sufism

(A Case Study of Sufism Concept and Implementation of Learning English through Subconscious-Installing Method [LET-IM] in Kuantana Indonesia)

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Abstract

The purpose of this paper is to prove that Sufism concepts can foster language acquisition, especially English. Sufism concepts used in language acquisition were explored and elaborated through phenomenological studies. The data collection methods were conducted through participant observation, interviews, and documentation techniques. The field research was conducted at an English course, Lembaga Pendidikan Bahasa Inggris - Kuantana Indonesia (LPB-KI), the main office of which was in Lamongan (East Java). The learning patterns in LPB-KI implemented spiritual approach with subconscious installing method. The learners were expected to be in the state of total obedience to God. English, as the subject that was being taught, was perceived as a creature (God's creation). The installers, learners, and sciences were perceived as creatures that should have been in harmony of the spiritual realm to maximize the synergy during the learning process. Learners were supposed to pose positive thoughts to the teacher and the science because negative thoughts could only become *hijab* (barrier) of the science in learning process. At this point, the learners did not need to memorize the materials, but it was very important for the learners to have pure heart while they were processing the knowledge in order to have unconscious memorization. The teacher as an installer often said, "Learn and forget it". The results were very significant. The learners' listening skill that was 5% for the pretest increased drastically to 75% for the post-test. Grammar mastery which was only 7% for the pre-test reached 95% for the post-test. Then, the speaking skill that was 9% increased to 80% during the learning process of weekly two-hour courses for about 6 months.

Keywords: *Sufism, language, English*

Introduction

English mastery for most Indonesian people is still in trouble. Most Indonesian students still find it difficult to speak English. This is evident from the survey of the English Proficiency Index (EF EPI) in 2016, showing that English proficiency for Indonesians is at 32 world level from 37 countries, even under Vietnam. Low English mastery due to several factors, such as low learning motivation, students' learning strategy, and teachers' teaching methods. *Lembaga Pendidikan Bahasa Inggris-Kuanta Indonesia* (LPB-KI) tries to provide a unique English Learning Through Subconscious-Installing Method (LET-IM) solution. The concepts of Sufism are used in the optimization of the unconscious installation of learners. This article explores aspect of Sufism approach in English learning at LPB-KI.

2. Spirituality, Sufism, and Language Skills

Spirituality is a deep (inner) aspect of human being, the existence of which becomes the center of life. Spirituality is usually contrasted with the surface aspect (outer or physical aspect). Classical Islamic literature explains that the inner aspects affect the outer or physical aspect (al-Bukhari, 1997; al-Sakandary, 1992; Prihatin, 2018). According to Zohar and Marshall (2000), spiritual intelligence is defined as the ability to answer fundamental questions in life. They say that if spiritual intelligence is high, then a person will become intelligent and his behavior becomes better, and the vice versa. Spiritual Intelligence can significantly accelerate the mastery of English (Azizi, 2013; Khodadady, 2015).

Meanwhile, King (2008) suggested that spiritual intelligence is a set of mental capacities which contribute to the awareness, integration, and adaptive application of the non-material and transcendent aspects of one's existence, leading to such outcomes as deep existential reflection, enhancement of meaning, recognition of transcendent self, and mastery of spiritual states.

Tasawuf (Sufism) is originally derived from the word *tashawwafa* meaning to clean or to clear (Suwito, 2011). It is also derived from the word *shuff*, meaning wool cloth (Antasari, 1983, Ernst, 1997), which symbolizes simplicity in life. Terminologically, *tasawuf* (*Sufism*), according to al-Anshari (Isa, 2005) is the way or method of cleaning the soul (*tazkiyat al-nafs*) and improve morality or character. Seen from different perspective, a person who practices *tasawuf* in his life is one who has a clean soul and follow the straight way. The concept of soul cleanliness can lead to the attachment of knowledge mastery as Ibn ‘Arabi’s understanding theophanic imagination.

Tasawuf or Sufism is spiritual dimension in Islam. Moslem can enhance spiritual capacities and qualities through Sufism, because it offers some methods for cleaning heart and spiritual diseases. It is called by *tazkiyat al-nafs*. This process can make more power for inside aspect like strengthening motivation and commitment, more respect to others, and more belief. Sufism is one kind of method for building good deed and behavior (Suwito, 2011; Ansari, 1983; Ersnt, 1997; Isa, 2005).

In al-Ghazali's perspective (d.1111), *qalb* is a great potential of humans. He also perceives that *qalb* is a spiritual and divinity-related soft potential (*lathifatun rabbaniyyah ruhaniyyah*). Through the *qalb*, a person can understand (*mudrik*), know (*alim*), and wise (*arif*). Further, Al-Ghazali argues that it is through the *qalb* that a human being is invited to speak to God (*mukhathab*), be tortured (*mu'aqab*), and be sued (*muthalab*) (Al-Ghazali, 2008. Akhmad Sodiq, 2008; Yedi Purwanto, 2006).

Dealing with the connection between knowledge and the *qalb*, al-Ghazali said that the place of knowledge is the *qalb*, not the brain, as it is commonly believed. *Qabl* is likened to a mirror, which has the characteristics of being able to reflect images of various objects (*shurah al-mutalawinat*). *Qalb* has the ability to capture various images from the five senses. Catches and preparations absorbed by the five senses are continued *qalb*. Thus, knowledge according to al-Ghazali is the ability of *qalb* to capture and describe totally various images (Al-Ghazali, 2008)

According to al-Ghazali, there are 5 five heart weaknesses as such a mirror has in the acquisition of knowledge. They are: 1) the heart / mirror that is still young (immature), which has not been completely able to capture objects , such as the heart of a child; 2) the dirty heart/mirror, which cannot reflect the object in total, 3) the un focused heart/mirror, which is easily changed direction; 4) the heart / mirror covered in the curtain,

which is difficult to capture the object, 5) the misguided heart / mirror (Al-Ghazali, 2008, Akhmad Sodik, 2008)

Related to *qalb* as the locus and object of knowledge, al-Ghazali divides knowledge into 2 kinds, i.e. *ta'limi* and *ilhami*. *Ta'limi*, or *iktisabi*, is the kind of knowledge obtained through learning. To get this kind of knowledge requires interaction between teacher and student in the learning process. Meanwhile, *ilhami* is the kind of knowledge obtained without a learning process facilitated by a teacher, but through the purifying the *qalb* by *dzikir* (remembering Allah). This later has a more permanent position and a better level of confidence because it has been installed in the deep *qalb*.

To maximize the potential of the *qalb*, Sufism recommends the following methods: a) *takhalli*, namely the process of emptying the diseases / bad things in the liver, b) *tahalli*, namely the process of installing / filling noble qualities into the *qalb*, c) *tajalli*, namely the process of action or implementation in everyday life (Suwito, 2011).

Because *qalb* is a locus of knowledge, whose existence is like a mirror, al-Ghazali suggests ways to manage *qalb* to be more effective in acquiring knowledge, namely by 1) cleansing *qalb* (disposing of bad qualities), 2) focusing and strengthening intention (focus), 3) opening curtain (hijab), 4) decorating *qalb* with kindness (thankful, remember the giver of favor).

3. LPB-KI: New Paradigm about Knowledge and English Teaching Learning

LPB-KI (*Lembaga Pendidikan Bahasa Inggris - Kuantan Indonesia*) or KI is an English course institution, founded by AM. Prayitno at 2008 in Guming Rejo, Tikung, Lamongan, East Java, It is about 5 km from Lamongan City to the course location. The head office is in Lamongan and there are some branches offices in some cities around Indonesia, such as: Tuban, Surabaya, Jakarta, Semarang, Denpasar (Bali). There were 300 students from several social and education background. The solution offered by AM. Prayitno to solve the problems related to English acquisition is Learning English Through Subconscious-Installing Method (LET-IM).

AM. Prayitno, as a founder, a high school graduate. He never studied at a pesantren (Islamic boarding school), but he was once a teacher at a school that was under the auspices of a pesantren. At the beginning of its establishment, KI was based in Guming Rejo Village, Tikung District, Lamongan Regency, East Java, Indonesia. Some years later, the head office moved to Basuki Rakhmat Street, Cipinang Muara I / 50 East Jakarta, Indonesia.

LPB-KI is an educational institution focused on English learning. KI offers a unique easy

new way of mastering English for non-native speakers, especially speakers of Indonesian. LPB-KI is a phenomenon which has made a leap and a new breakthrough in English learning.

LPB-KI developed a learning method with a new approach to the acquisition of knowledge called the "installation" and "digitizing" process on knowledge at the energy level. The method developed by LPB-KI has been experimented with, and refined, both in the material and teaching techniques. The result is called the Kuantu Mastering English Level, which is intended to achieve KI's vision, namely "Realizing the abilities and skills of all students to be able to speak English actively properly and correctly, which leads to increased ability of students to succeed in international relations".

In this process, all of student was guided by installers, i.e. a unique term used for teachers. They obligate to motivate, drive, and convey materials and subject matter of English. According to Idrus (an installer) there are three classes: regular, intensive, and super intensive classes. In regular classes, there was one meeting in a week for six months. In intensive classes there were two meetings each week (on Saturday and Sunday). Meanwhile, in super intensive class, students must stay in the dormitory for six months.

4. LPB-KI: Knowledge Philosophy and Concept of Consciousness

The term "kuanta", in the name of this institution is the plural of the word "quantum". According to AM. Prayitno, "quantum" is the level of the smallest energy that cannot be divided. Thus, quantum is a symbol of an activity that only focuses on one energy object. However, "kuanta" has universal coverage that does not only focus on one energy object, but one focus of energy can attract mastery of other branches of knowledge besides English Language. There are some positive impacts of this method, which becomes unexpected bonuses other than English mastery, i.e. learners perform better behavior, more diligent in reading the scriptures, etc. These experiences are obtained individually by students of KI.

The education paradigm in LPB-KI is very different from that of other common institution. In general, the higher number of students in an institution will reduce the quality of students' knowledge mastery. This does not happen to KI, as it is stated by AM. Prayitno that the higher number of students in fact will increase the quality of the knowledge gained. The number of students in KI is various, ranging from 17 to 40 students in one class. This is compounded by the regulation of participants at all times.

AM. Prayitno divides the level of ability in the workings of the brain into four levels. The four levels are, a) Unconscious Incompetence, that is, someone does not understand that he has

no ability, b) Conscious Incompetence, that is, someone understands that he has no ability. This awareness encourages the learning process, c) Conscious Competence; people at this level know that they have the ability because of the learning process. They understand what must be done, but they still need concentration because there is a conscious involvement in carrying out their abilities, d) Unconscious Competence; at this level, they do not realize their ability to carry out their skills because their expertise or knowledge has been at an automatic level and has been stored in the subconscious brain.

In the learning process in LPB-KI, AM. Prayitno stated that knowledge (*ilmu*) is a creature. Like human, knowledge (*ilmu*) is a part of cosmos. As a creature, knowledge (*ilmu*) can be installed and transferred to human. There are interaction between human and knowledge. So, knowledge need good condition to be held permanently in by human being. Good condition, clean heart, free from spiritual diseases are fundamental for entering and installing knowledge.

For AM. Prayitno, English is a science that can be mastered by humans. What makes people difficult to speak English is the lack of practice in their daily life and the lack of understanding the nature of knowledge that comes from God. Through a clean soul and devotion to God, science can be learned and attached as the foundation of thinking in the dynamics of the universe. The world which is made up of microcosms and macrocosms will unite in a clean soul, without any other thoughts as prejudices. In this case, learning needs to neutralize reason. In practice, reason is often in the temptation of the devil to make presumption as if it already knows that causes a sense of pride in learning. Pride can cause laziness in learning because it feels already can so closed the door to knowledge entry.

According to AM Prayitno, human being processed knowledge by accepting anything cleanly, without prejudice. Science as a living thing needs a comfortable place to live, that is, clean of anything. Brain, as a clean creature, will be synergistic with new knowledge in order to stick quickly. There are three steps on Sufism. First, *takhalli* (scanning and deleting process). Second, *tahalli* (installing or fulfilling process), Third, *tajalli* process (values manifestation or implementation process) (Afifudin, 2017; Zaini, 2013; Ismail, 2014, Asmaran, 2014; Suyudi & Rahmatullah, 2014, Omar, 2007; Craig, 2010; Kaba, 2011; Tamara, 2005)

Scanning, identifying, and knowing all of spiritual/heart diseases (arrogant, envy, unrespect, angry, lazy, up set, pessimist, hopeless, ets). This is muhasabah process. In the first step, *Salik* of sufism (person who following the tasawuf) must identify, know all of spiritual/heart diseases (arrogant, envy, unrespect, angry, lazy, up set, pessimist, hopeless, ets). This is *muhasabah* process, and then they must delete and throw away any spiritual diseases.

Sufi make commitment to be clean from any spiritual diseases, like arrogant, unvy, unrespect, angry etc with their conscious. This is process of *taubah* and *wara* (selective).

In the second, *tahalli* is installing and fulfilling good values process to their soul and heart. Any values must be installed in the soul, like: respect to class mate, to installers (teachers), *tawadhu'* (polite) to everyone, diligent, optimist, etc. And, the third, in the *tajalli* process, *Salik* must realize all of good values installed in the soul be realized in any aspects of life. By the process, *Salik* can achieve high spiritual level and closer to Allah.

Spiritually, there is a connectivity between one being and another. Theoretically, this theory is evidenced by Becker who emphasizes a conducive environment in learning for science transfer.

5. LPB-KI's Teaching and Learning: Subconscious-Installing Method Model

LPB-KI uses the method of learning English by activating the subconscious mind (Learning English Through Subconscious-Installing Method). Teachers at LPB-KI are called installers. The LPB-KI installers are children who have just first graduates of high school / vocational / junior high school / elementary school, who handle the learning process for students, lecturers, officers, entrepreneurs and others. The task of the LPB-KI installers is to help optimize the use of the subconscious brain of the students.

For AM. Prayitno, the subconscious is the largest component of the brain (88%) which plays a very important role. However, it is often forgotten in the learning process. This is where the permanent memory function is and is a special location where the expertise / knowledge at the automatic level is stored, which is the ultimate goal of all learning (mastery of a science at the automatic level).

Technically, this method is based on the activation of alpha waves in the brain that place a student in the most optimal condition (super learner) to master a science. In this condition, it is the subconscious brain that has the most dominant duty to absorb all information genially and intact without being interrupted by critical and analytical thoughts which deliberately minimizes its function at this stage. The effect is that students will learn very relaxed, focused, without burden, and fun, as little children learn something without involving the conscious mind (critical-analytical).

Without realizing it, students will experience the phenomenon of subconscious installation which has an impact on the absorption and very high mastery of the information provided. Because the process is subconscious, students are often found themselves so amazed

when they discover the fact that they are able to produce such good output in a high degree of mastery of everything they learn. They can suddenly / be able to master it without a heavy learning process and burden of mind.

In the process, Learning English through the Subconscious-Installing Method (science) does 7 very basic things for students, namely: a) providing English-language insight and intelligence, b) opening up self-awareness of English language abilities and understanding, c) arising enthusiasm and motivation to speak English and to understand its shortcomings, d) generating self-awareness and willingness to learn English, e) awakening students' creativity to appear automatically, f) driving students to produce and maintain their sustainable creativity, g) providing a process to understand English as a whole, which includes oral and written English in forms of vocabulary, listening, speaking, reading, and writing (Sukirman, 2018).

Furthermore, AM. Prayitno calls this as a quanta level technology. This technology relies on the process of digitizing and transforming knowledge at the energy level. This technology is built from several basic paradigm elements. First: the fact that in the quantum worldview, the element of all objects in this world is energy that vibrates with a certain frequency. The higher the vibration, the more difficult it can be captured by the five senses. Conversely, the lower the vibration, the more visible and easier to be captured by the five senses. In this paradigm, AM. Prayitno categorizes knowledge as "objects" and at the same time a creature that also has highly vibrating energy as its constituent elements. Knowledge is *nur* or light that is able to illuminate the person who gets the emanation from the owner of that knowledge, Allah SWT (God the Almighty). Because the nature of *nur* / light can be reflected, the recipient of the *nur* / light can transmit it to others, like the moon which reflects sunlight to illuminate the earth at night.

Second: brain technology: the brain works in a very specific and natural way. All information, in this case knowledge, is processed and stored in certain ways. As a consequence, attention to the workings of the brain greatly determines the success of a learning process, especially the attention to the potential of the extraordinary part of the brain, the subconscious brain. This is where all information at the level is automatically saved. The ultimate purpose of learning knowledge is the automatic level of knowledge mastery, which is the function of the subconscious brain. Therefore, a correct understanding of how the subconscious brain works is needed for the success of the learning process. What is meant by

the unconscious brain, according to Mr. AM. Prayitno, is the human conscience, while the conscious brain is the human mind.

According to AM. Prayitno there are six basic things stored in the subconscious brain of learners, i.e. memory (memory from childhood to present time/memory bank), self-image, personality, habit, conviction/ firm belief, and skill / science / language.

Third: Computer technology. The way the brain works has many similarities to how computers work. However, the brain works in a much more sophisticated and faster way. The separation between the process of recording and utilizing data or information is very decisive for the success of the learning process, because different stages mean different treatments. This cannot be confused because it will only produce difficulties in the learning process which will result in low learning success.

AM. Prayitno states that knowledge can be installed because it is *nur*/light that can be transmitted to anyone. In this case AM. Prayitno utilizes the subconscious brain of students to capture the beam of knowledge. For the success of the installation process, he set three main requirements for students, namely a) good intention, b) conviction / firm belief, and c) sincerity. i.e. sincerity in obeying the rules that have been made KI.

Implementation of Learning

There are 3 learning programs in KI, namely: a) intensive programs, b) special intensive programs, and c) super intensive programs. The intensive program is carried out for 6 months, which lasts for 1,056 hours, in which students must stay in a dormitory at a cost of Rp. 47 million. A special intensive program is conducted for 6 months, which lasts for 1,056 hours, in which students are willing to live in a dormitory of at least 1, 2, or 3 months and continue with learning at least 8 hours once a week at a cost of 47 million. The super intensive program is carried out for 6 months, which lasts for 1,104 hours with students required to live in a dormitory at a cost of 57 million. In addition, there is also a regular class with an education fee of Rp 7.5 million for the program. Learning is carried out in 4 sessions, a) session 1 (07.45-10.45), b) session 2 (13.00-14.30), c) session 3 (15.30-17.00), d) session 4 (19.00-21.30). Special learning is done on Sunday. Session 1 was held at 05.00-07.00 and session 2 was held at 08.00-11.00.

The rules are stipulated by KI to succeed the implementation of the subconscious-installing method, the pattern of which is very different from the others. There are seven aspects of the rules in KI that must be obeyed. If not, the installing process will fail. The seven aspects of the rule are as follows.

1. At the very beginning, students must have a commitment to have genuine intentions, beliefs, or strong beliefs and sincerity to follow the rules of this program.
2. During the learning process, students must not use their analytical and critical thoughts too seriously. If students do not understand the material being taught, they must forget it. This is because the process of installing needed clarity of mind, in this case they should surrender to God with what He will give. This is the same as the process of reinstalling a computer. All data / programs must be clean.
3. Students are not allowed to write while the class is in progress. Writing practice is done by students outside the formal class. However, they will get the output to be able to write English well and accurately. This is also done as a measure / evaluation of the learning process that has been carried out.
4. Students are not allowed to memorize lessons. They must forget what they learned. However, they can absorb material that is taught optimally in the end. That is because the memorizing process includes an action that imposes a conscious mind that will interfere with the role of the subconscious brain. In this concept, the subconscious mind (*qalb*) must affect the conscious brain of students, not the other way around.
5. The students will not get the same material which is repeated many times. They will learn other materials that will be developed.
6. During the learning process, students are not allowed to ask questions, but their questions will finally get the answers without any detail explanation. The students can ask questions when the installer has given time to ask after the learning process is complete.
7. Students do not need to have intensive conversations. However, the results of this method indicate that students can demonstrate the ability of free English conversation automatically without arranging the previous dialogue. They will get scientific jumps or accelerations that are very fast and accurate, and will make automatic results for themselves, especially students who have English difficulty learning. Learning English will now be easy, efficient and effective.

To succeed in learning, KI applies several principles, namely: 1) not presenting student guardians in all forums, 2) not creating an alumni group using the name "Kuantas Indonesia", may create groups but without any connection with "Kuantas Indonesia", 3) not allowing to ask for donations.

In the learning process, the installer must submit all material in English. However, when classroom learning is complete, there is no compulsory demand for installers / students to

always speak English. In addition, the installer is not permitted to explain learning material with modern stationery or learning media to students. The use of this conventional method is considered capable of smoothing the process of installing science through the subconscious brain because it is more natural.

According to AM Prayitno, the knowledge of English acquired by students through the Subconscious-Installing Method is referred to as "given knowledge", i.e. knowledge that no one knows to whom and how much it will be given. For this reason, in KI it is forbidden to look down on other students because it is possible for this person to be given the highest level of knowledge by God (Allah). This is of course based on the strength of good intentions, the strength of faith, and the strength of sincere students themselves. If a student looks down on other students, he will be hindered from getting the knowledge because it violates the rules and will automatically be excluded from KI. The success of mastering English through the Subconscious-Installing Method also does not burden students with practice or special prayers.

There is a close relationship between acquiring knowledge and charity. To get the success of mastering English through the Subconscious-Installing Method requires strong commitment that is implemented by the students through deeds by fulfilling the three main requirements set by KI.

In the learning process, students impose the impression that the implementation of learning takes place very quickly. Time is running out quickly. That is because there is a leap in the level of ability in the workings of the brain of the students, that is, from level I directly reaches level IV. Level II and Level III are covered in a short time so the learning process becomes pleasant and enjoyable. As a result, learning activities that are generally considered uncomfortable, difficult, exert a lot of energy, mind, and concentration are transformed into a fun and enjoyable process that becomes a necessity. Learning does not have to be done hard but it is enough to be done calmly, in relaxed and fun situation because knowledge is strength, pleasure, and enthusiasm. Knowledge is not a heavy burden to bear. It must strengthen, not burden, not boring, or not even tiring.

LPB-KI used subconscious installing methods as a strategy, it's called as a newest paradigm teaching and learning. The clues gaining the success in learning English through subconscious-installing methods (LETS-IM) are: 1) being active in attending in class, 2) Carrying out the orders that are determined by the program, namely: a) it is commanded not to be late, b) examining the other is not allowed, c) It is not permitted to switch on mobile the

learning process is being done, d) communicating with the other learners while the class is going on is forbidden, e) Having negative thought is not recommended, f) Putting questions is not permitted, asking questions is allowed after learning or at the space for questions and answers given by the installer, g) criticizing is not allowed, h) attending the program in the purpose of surveying only is forbidden, h) It's not permitted to eat any sort of food in the classroom while the session is being held.

In its learning process, this program has got different paradigm in certain aspects compared to the ones that are applied by educators in this time, the aspects are: 1) from the first the learners must have commitment to have serious intention, conviction or firm belief and sincerity to follow the rules of this program. They have to realize these, as they are going to learn through the different paradigm. It's a must, 2) During in the learning process the students may not use their analytical and critical thought too seriously. In sort, students may not optimize the mind hard. If the learners do not understand the materials taught, they must forget them, 3) The learners may not write while the class is being held, but they will get the output to be able to write English well and accurately, 4) The learners are not permitted to memorize the lesson, they must forget what they learn, however, they are able to absorb the materials taught optimally in the end, 5) the learners do not get the same materials repeated many times. They learn material that are developed, 6) The learners are forbidden to put questions, but the questions of the learners will be answered without being explained in detail, or they are answered without being explained, 7) the learners need not have intensive conversation, however, the output of the learners will be able to produce free English conversation competence automatically.

Sufism Process	Teaching Role & Process at LPB-KI
<i>Takhalli</i> (Scanning, identifying, emptying spiritual diseases in learning English) ie:	<ol style="list-style-type: none"> 1. It is commanded not to be late (undisciplined) 2. Examining the other is not allowed (negative thinking/under estimate) 3. It is not permitted to switch on mobile the learning process is being done (deconcentrated). 4. Communicating with the other learners while the class is going on is forbidden (deconcentrated and disrespect to installers), 5. Having negative thought is not recommended (negative thinking)

	<ol style="list-style-type: none"> 6. Putting questions is not permitted, asking questions is allowed after learning or at the space for questions and answers given by the installer (annoying, debating) 7. Criticizing is not allowed (using more rationality) 8. Attending the program in the purpose of surveying only is forbidden (less commitment for learning) 9. It's not permitted to eat any sort of food in the classroom while the session is being held (unfocussed).
<i>Tahalli</i> (installing or fulfilling process) ie:	<ol style="list-style-type: none"> 1. Materials were given by installer not in order. 2. The learners must have commitment to have serious intention. 3. The learners must belief and sincerity to follow the rules of this program. 4. The learners must use heart and don't use their analytical and critical thought too seriously. If the learners do not understand the materials taught, they must forget them. 5. The learners may not write while the class is being held, but they will get the output to be able to write English well and accurately, 6. The learners are not permitted to memorize the lesson, they must forget what the learn, however, they are able to absorb the materials taught optimally in the end, 7. The learners do not get the same materials repeated many times. They learn material that are developed, 8. The learners need not have intensive conversation, however, the output of the learners will be able to produce free English conversation competence automatically.
Tajalli (Values manifestation or implementation process).	Ms Lyndia as an installer started the lesson by reciting al-Fatihah and then open the MEL Book and give instruction to the learners for opening page 21 (about past tense). She asked to the learners that it was our <i>rizki</i> . "Our <i>rizki</i> , now in page 21". In other lesson, she installed with random (unchronological page).

	<p>In once time Ms Lyndia entered class with the new installers, the young girl, her name is Fatimah. She was 19 year old and still young (alumni Vocational high school/SMK). But she was an installer LPB-KI. Lyndia gave opportunity to Fatimah for delivering some materials. The learners must sincerity to follow and must respect to the installer.</p> <p>In any cases, if the leaners look like understand material taught, the installer usually said, “Don’t worry, forget it and forget it”.</p>
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There is a meeting point between al-Ghazali's perspective and the science installation process at KI. Science, in al-Ghazali's perspective, is like an object reflected by a mirror. *Qalb* is the place of knowledge. As required by KI, the *qalb* of a student must be a) sure, 2) clear and free from bad prejudice, and 3) sincere. These points are the conditions suggested by al-Ghazali in *Ihya 'Ulum al-Din*. According to al-Ghazali, *qalb* will be very optimal when it is a) mature, not childish, b) clear (free from liver impurities, envy, pain, and other liver diseases), c) focus, d) no barrier, e) not misdirected.

CONCLUSION

Learning English Through Subconscious-Installing Method KI uses a combination of processes in the acquisition of knowledge, namely *ilhami* and *iktisabi/taklimi*. The installer's teaching activity is a form of *taklimi/iktisabi* process with strict boundaries, and the rest, KI tries to invite students to polish the *qalb* to stimulate the coming of knowledge in the form of emanations (*ilhami*) of English language skills and other benefits.

There are strong relation in the world such as in the learning process. The installers, learners, and sciences were perceived as creatures that should have been in harmony of the spiritual realm to maximize the synergy during the learning process. Learners were supposed to pose positive thoughts to the teacher and the science because negative thoughts could only become *hijab* (barrier) of the science in learning process.

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A Constructing and Analyzing Model for the Teaching of Grammar

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Abstract

Facilitating students to succeed in learning grammar has received a lot of critical attention from teachers. Grammar mastery is perceived as a determining aspect for the students to communicate accurately in a written form, yet they often encounter problems to acquire it. Students may have basic knowledge of the rules or of sentence structures, but most of them still make frequent mistakes as well as errors in their subsequent writing although teachers have provided adequate feedback. This notion attracts the writers to propose an alternative model, called Constructing and Analyzing Model (CAM). Substantively, this model comprises five major steps; composing sentences, peer review, self-review, teacher's feedback, and concluding the concept. It is asserted that CAM is one of the communicative ways in teaching grammar that facilitates students not only to learn it effectively but also assist them in constructing their own understanding, making use of their knowledge in an acceptable context, and developing their writing skill. Engaging students in various grammar activities using CAM enables them to be able to (a) integrate the concept of grammar into writing, (b) become interactive and collaborative learners, and (c) sharpen high-order thinking skills. The writer's two-valuable-semester experiences have shown that CAM is appropriately applied in a grammar class for it increases students' scores in grammar quizzes and learning involvement. In this regard, the current article is intended to overview the concept and theoretical framework of the teaching of grammar using CAM, the five major steps to implement it, the model, and its benefits.

Keywords: *Analysing; Constructing; Grammar; Model; Writing*

INTRODUCTION

English grammar is one of the vital language components that needs to be learned and mastered by students who learn English as the target language. At the university level, in designing the curriculum, grammar is taught in the early semester since it is the basic foundation for students to learn the four skills: listening, speaking, reading, and writing. In his book review, Wa-Mbaleka and Austin (2008) conclude that, while learning a second language entails a specific focus on various language skills, both second and foreign language learners frequently place a special interest on the mastery and accurate use of the grammar of the target language. Further, they confirm that English as a second language (ESL) and English as foreign language (EFL) curriculum specialists, teachers, and learners are constantly in search of effective and efficient approaches for teaching or learning English Grammar.

Mbaleka and Austin (2008) also conclude that while learning a second language entails a specific focus on various language skills, both second and foreign language learners frequently place a special interest on the mastery and accurate use of the grammar of the target language. Further, they confirm that English as a second language (ESL) and English as foreign language (EFL) curriculum specialists, teachers, and learners are constantly in search of effective and efficient approaches for teaching or learning English Grammar to help them.

Learning English grammar is hard for Indonesian students due to the immense different patterns between the two languages. A study about students' perception toward grammar conducted by Chowdhury (2014) in Jayan University, particularly the students of PYP (Preparatory Year Program), reveals that students are not naturally motivated to learn language because the teaching model mostly used by the teachers are grammar drills. In such a way, the students get a proper discourse less which results in frustration when attending grammar lessons. Habitually, in composing sentences, students are still influenced by Indonesian language. Mantasiah et.al. (2018) state that Indonesian students tend to use the grammar rules of Bahasa Indonesia to produce English sentences where they write, translate, and speak. In other words, once they write, translate and write they tend to use the rules of Bahasa Indonesia, not the academic rules of the English language. As a result, they tend to use informal or daily words in producing sentences compared to the academic ones (Sukirman, 2018).

Besides, English grammar is categorically complex. It cannot be negated that the use of Indonesia-verb compared to English-verb has vast differences in which in English-verb, the form

of verbs has variation forms based on the time and the subject. As the example, the word 'eat' turns into 'eating' when the speaker expresses the idea that something is happening now, at this very moment, it turns into 'ate' when the speaker expresses idea about the past happening, it turns into 'eaten' when the speaker says an action happened at an unspecified time and it changes into 'eats' when the subject of the sentence is singular. The example illustrates that the verb 'eat' can be changed into four forms or even more. It differs with the Indonesia-verb that 'time and subject' does not influence the form of the verb such as; the word '*makan*' does not need to be adjusted with another forms; '*makaning*', '*makaned*', *makans* even though it is used for different time and subjects.

Principally, the function of giving grammar in language class is to support the language skills especially speaking and writing. In other words, to produce acceptable and correct sentences or utterances, people ought to acquire grammar. It is the basic persistence of learning grammar. Inasmuch as the reason, students should learn grammar with the precise aim so they can use their grammar mastery to communicate both in spoken and written. A better approach is perhaps to see grammar as one of many resources that we have in language which helps us to communicate (Al-Mekhafi and Nagaratnam, 2011). Likewise, the idea of communicative language teaching and the belief to that language is best learned when it is being used to communicative messages, therefore, kind of communicative task has been a prominence role in syllabus design organization (Birjandi and Ahangari, 2008). We should see how grammar relates to what we want to say or write, and how we expect others to interpret what our language use and its focus. It is said that grammatical rules are nothing but hypothetical codes to initiate the process of communication in an orderly manner (Chowdhury, 2014). Moreover, he clearly expresses the need of grammar for students are to protect the beauty of the language.

Numerous strategies have been applied to help students understand and revel in learning grammar, such as 'group discussion,' 'everybody is a teacher here', 'game', 'running dictation' or just do exercises in a text book provided by the teachers. Thus, these strategies can improve the students' score on grammar. However, the use of these strategies results limited ability. It means that these ways merely enable students to remember the pattern of grammar and understand the function of each pattern. These strategies cannot make the students write and speak using correct and proper grammar. They cannot apply their grammar ability to write and to speak. Accordingly, it can be assumed that students failed to use grammar in the context of speaking and writing communication. For many L2 learners, learning grammar is often meant learning the rules of grammar and having an intellectual knowledge of grammar. Further, they explain the believing of

the teachers' perception that this will provide the generative basis on which learners can build their knowledge and will be able to use the language eventually 2.

Based on the overview above, this paper familiarizes a new model that appropriate to teach integrated grammar. This strategy integrates grammar into writing skill. The name of the strategy is 'Constructing and Analyzing Model' (CAM) in which this model comprises five major steps; composing sentences, peer review, self-review, teacher's feedback and concluding the concept.

GRAMMAR IN ENGLISH LANGUAGE TEACHING

Facilitating students to succeed in learning grammar has received a lot of critical attention for teachers. Mastering grammar is perceived to serve as a predetermining aspect in which students can communicate accurately in written form, whereas they often encounter problems to acquire it. Students may have basic knowledge of the rules or sentence structures, but most of them still make frequent errors in terms of grammar on their subsequent writing although teachers have provided adequate feedback. However, grammar is one of the English language components that must be learned and mastered by L2 learners to grasp for the target of English skills (speaking, writing, listening and reading) acceptable. Grammar is the sound, structure, and meaning system of language. He continued saying that all languages have grammar, and each language has its own grammar in which people who speak the same language are able to communicate because they intuitively know the grammar system of that language; that is, the rules of making meaning (Chin, 2000). Anyway, teaching grammar both in school and universities level is still separated with four English skills. Teachers tend to teach grammar by giving the topics of grammar and giving the patterns of grammar. Teaching as the example; simple present tense, conjunction, article, singular and plural and other grammar materials will not be given integrated with the language skills. Besides, grammar books mostly contents of the formula of grammar and provide the example in the form of sentences than integrating grammar with language skills. These activities will behave the students to learn grammar separately with language skills. As a result, whenever the students write sentences, they cannot recall their understanding on grammar so that their writings are unacceptable. In fact, grammar has function if it used in language skill. Lots of researchers show that teaching grammar on the writing context is more effective than teaching grammar separately from four skills (Calkins, 1980; DiStefano and Killion, 1984; Harris, 1962)

Moreover, studies conducted since 1960 showed that teaching grammar separated from writing skill could not improve the students' writing ability (Hillock, 1986). These researches recommended teacher and grammar book writers not to separate grammar along with writing skill.

It is supported with what Weaver did in his teaching that he used writing context approaching in teaching grammar (Weaver, 1998). Hence, it can be concluded from the previous studies and based on the writer's best practice in grammar class at the university level that teaching grammar cannot be separated from other language skills. Even though at the university level, grammar stands on its own as a course, but it is suggested to teach grammar by using writing approach.

CONSTRUCTING AND ANALYZING MODEL (CAM)

The previous explanation describes that teaching grammar should be integrated with other language skills, as the example in writing. One of teacher's responsibilities is to facilitate learners with communicative class models to succeed them engaging with English. Teachers also are believed as the source of learning in which to them students expect to communicate with in class (Mufanti, 2014). In line with this, the writers have enabled their learners with an appropriate model of teaching and have been the learning source for their learners in learning grammar by designing an alternative model, as mentioned before the name is Constructing and Analyzing Model, in which this model has been applied since 2016. This model was given for the students in university level who join grammar class. The writers' experiences of using CAM in teaching grammar have shown that CAM is appropriately applied in the grammar class. Students' comments toward CAM show that they got benefits from it, such as they are able to use grammar in real context and their understanding on grammar is better. Moreover, their final score on grammar also shows improvement.

Principally, this model comprises five major steps; composing sentences, peer review, self-review, teacher's feedback and concluding the concept. CAM is designed as the new teaching model in English teaching area enabling teachers to integrate grammar along with writing context. CAM has attested that teaching grammar using it is able to integrate grammar into writing. The writer's experience in using CAM for teaching grammar indicates good improvements on students' grammar and writing, such as; the students score in grammar improves significantly, students' writing quality especially on the use of grammar indicates that the grammar used is correct, students realize the function of learning grammar, improving students' critical thinking, building their own knowledge of grammar and others.

The systematic practice of combining sentences can improve students' knowledge in the grammar domain as well as to improve the quality of student sentences (Hillocks and Smith, 1991). This theory proves that an appropriate model to teach grammar using writing approach is required to design with the intention of English teachers can use this model. Some reasons presented why

CAM is believed to be very effective for teaching grammar, such as; it can improve students' understanding of English grammar, behave students to work their writing using correct grammar, students' performance in writing has a good quality, and students can accumulate their grammar knowledge in writing. Many studies on exercises combining sentences result in significant improvements in the maturation of student sentences (Hillock, 1986).

Broadly speaking, constructing and analyzing model is a model for teaching strategy in which students are asked to compose one or more paragraph (based on their level) then the result of the sentences are analyzed by other students (peer review), their selves (self-review), teacher's review (teacher's feedback) that from the analyzing they know the errors made. This strategy is completely simple but not many teachers realize to use writing as the approach of teaching grammar. This model is appropriate used in higher level.

THE IMPLEMENTATION OF CONSTRUCTING AND ANALYZING MODEL (CAM) IN TEACHING GRAMMAR

Constructing and Analyzing Model (CAM) is a new teaching model based on teacher's best practice in teaching grammar class recently at the university level. So, the implementation of how this model used need to described detail so that people are easy to adapt it. However, a research relating to Constructing and Analyzing Model has just been conducted in one university in Indonesia. In their research, they involved two intact classes consisted of 49 students at the age around 19 years old who have similar background in which those groups were chosen randomly. Further, they revealed two findings related to this issue. The first finding is this model could assist learners to understand grammar easier and also use their mastery in writing context. The second finding is most of research participants perceived positively towards this model (Mufanti et.al., 2019).

Hence, this part describes how CAM is implemented in grammar class. CAM is designed to integrate grammar with other language skills, in this case, writing. The writing approach is believed able to improve students' grammar not only at the level of recognizing and answering grammar questions but capable of synchronizing the grammar into writing. As we know, that usually students can answer grammar questions easily, however, their ability on grammar cannot make them able to use grammar in real context. Based on these problems, CAM is a new teaching model that is able to synchronize grammar in the writing context. As mentioned before that CAM is divided into five major steps in which each step is discussed below;

1. Composing Sentences

This step is the first step to start using this model. In this step, students are asked to compose paragraph based on the topic given by the teacher. The number of paragraphs is decided by the teacher, it can be one paragraph, two paragraphs, three paragraphs or even more depends on the student level. Then, the teacher decides the minimum and the maximum words in each paragraph. The time allotment in composing a paragraph is decided based on the length of the words given. After finishing in composing the sentences, the students are asked to submit the paper to the teacher. The last activity in this session is distributing the students' paper randomly. Teacher must be sure that every student does not get and analyze their own paper.

2. Peer Review

The second step of CAM is peer-review in which in this step, teacher asks students to analyze his/her friend paper in using grammar by giving comments. Teacher has to explain to the students how to give comments and what subject is analyzed. There are two ways in analyzing the paper. First, the student must analyze, decide and write what grammar used in each sentence if the grammar used is correct or wrong. Second, if the grammar used is wrong, the student must give comments why the grammar used in the sentence is wrong without giving correction. After analyzing, the students submit the paper back to the teacher. Then, the teacher gives the analyzing paper to the student who writes it.

3. Self-Review

The third step is self-review. In this step, the teacher asks the students to analyze their own paper, analyze the comment given and correct the wrong grammars. In this case, the student can ask for clarification if she/he thinks that the analyzer is wrong in analyzing her/his sentences. Moreover, if the students are confused to the comment given by the analyzer, they also can ask for clarification or questions. Then, the teacher asks the students to recompose and revise their writing using correct grammar. The last activity of the step is students are asked to submit two papers; the original paper with comments from other friend and the revising paper.

4. Teacher's Feedback

The forth step is teacher's feedback. After the students submitting their paper, teacher must analyze the students' paper. Teacher must notice how the students work between the original paper with comments and the revising paper. The teacher provides comments and corrective feedback to the students' paper focusing on grammar. Corrective feedback in the writing context is known as the strategy used by a teacher to correct errors made by students in writing (Mufanti, 2016: 20).

Furthermore, she said the underlying assumption for giving corrective feedback is that it supposes to help students notice their errors and, subsequently, produce the correct forms.

5. Concluding the Concept

The fifth step is concluding. In this last step, the teacher gives the paper back to the students, and opens class discussion session or question and answers session. This step aims to build the students' critical thinking since the teachers facilitate and guide the students to think the concept of grammar used in the sentences. In the end, the teacher gives conclusion so that the students having the same perception on the concept.

The procedures above illustrate how the CAM model work start from asking students to compose sentences in the paragraph, analyzing sentences, and giving feedback and concluding. Composing sentences in this process is called constructing and the analyzing process is called analyzing. The procedures also show that in teaching grammar the teacher does not give topics of grammar such as tenses, article, conjunction, conditional sentences, gerund as given in the ordinarily grammar books. So that, it is assumed that these activities are able to make students to recognize the grammar used, understand how grammar used and how to synchronize their knowledge of grammar into writing. CAM is also believed able to facilitate students to conclude and arrange the kinds of grammar used by them. Teacher's clarification and feedback are also able to apprehend students what kinds of grammar used in their writing and how to use grammar in a real world. Unconsciously, students learn and use grammar for real activities.

THE BENEFITS OF CAM

Engaging students in various grammar activities using CAM benefits them from gaining abilities to:

1. Integrate the Concept of Grammar Into Writing

This model brings the students to understand that grammar learned is not only for the reason of doing grammar exercises but also to support their four skills, especially for writing and speaking. To build the students' thinking, facilitating with an innovative teaching model that can integrate grammar and writing is crucially needed. Therefore, CAM offers this integration. CAM behaves the students to write using correct grammar. These as the one benefit of CAM. Nowadays, grammar test in one of standard International test such as IELTS, is not own stand but it is integrated in four skills; speaking, writing, listening and reading. It means that in this test, grammar is not presented as the test items, but it is counted in the language skills. However, grammar is

one of indicator to assess those skills. Teaching grammar with direct practice through writing makes it possible to familiarize students with the correct grammar. It can be emphasized that one of the advantages of using CAM is to drill students to think integrated. Moreover, it makes the students apprehend that the function of learning grammar is to support their English skills.

2. Become Interactive and Collaborative Learners

The characteristic of successful learning is able to make students active. Hence, a teacher should be able to make the class interactive and collaborative. In this regard, CAM is a teaching model that can create the interactive and collaborative class. A paper analyzing activity makes the students interactive, in another hand, correcting the paper, giving comment and asking for clarification creates collaborative activity among them. In other words, analyzing activity in CAM creates interactive and collaborative activity and brings the students active.

3. Sharp High-Order Thinking

In this regard, constructing and analyzing activity on CAM sharp high-order thinking. It builds students' critical thinking. In analyzing activity, there are three analyzing activities. First analyzing happens when students are asked to analyze the other student's paper by giving comments whether the sentences are correct or wrong and putting notes. Second analyzing happens when students getting back their own paper and analyze their friend's comments. In this case, if the comments are not clear or they think the comments are not correct, they can ask for clarification. Third analyzing happens when students get corrective feedback from their teacher. From the three activities of analyzing, it can be said that this analyzing activities arouse student to think critically.

CONCLUSION

CAM is one of the communicative ways used for the teaching grammar. It facilitates students not only to learn grammar effectively, but also assists them to construct their own understanding, makes use of their knowledge in an acceptable context, and develops their writing skill. Engaging students in various grammar activities using CAM helps them (a) gain abilities to integrate the concept of grammar into writing, (b) become interactive and collaborative learners, and (c) sharpen high-order thinking skills. It also proves that the two-valuable-semester experiences of the writers have shown that CAM is appropriately applied in the grammar class.

The students can perform better as indicated by the increasing scores in grammar quizzes and their involvement in learning.

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Formulaic Sequences as Predictors of Listening Comprehension: A Contribution to Research into Incidental Learning of Collocations

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Abstract

An important gap in research into second and foreign language vocabulary concerns the relative absence of interest in linguistic variables believed to have major effects on listening comprehension. The primary purpose of the current study is to explore the effectiveness of aural verb-noun collocations for improving the listening performance of a sample of 78 students of English as a Foreign Language. Learning was measured by a recall collocation test and a version of the Listening Vocabulary Level Test (LVLT). Findings showed that the construct of aural collocation knowledge had a significant though slight effect on the listening comprehension scores. Moreover, the results revealed that students' vocabulary size at the 1000 and the 2000 word frequency levels were significantly correlated to their listening comprehension task. Pedagogical implications and recommendations for teaching collocations and listening practice in L2 classroom are discussed, and suggestions for further research are made.

Keywords: *EFL, collocation, listening comprehension, incidental vocabulary learning, vocabulary proficiency*

Introduction

During the past three decades, a remarkably large body of empirical research has thrown light on the nature and the value of vocabulary knowledge in supporting and predicting various

dimensions of second (L2) and foreign language (FL) competence (e.g. Alharthi, 2014a, 2014b, 2015a, 2015b; Bogaards & Laufer, 2004; Brown, Waring, & Donkaewbua, 2008; Coady & Huckin, 1997; Laufer & Rozovaski-Roitblat, 2014; Meara, 1980; Milton, 2009; Nation, 1990, 2001; Nation & Webb, 2011; Peters, 2013; Schmitt, 2008, 2010; Tian & Macaro, 2012; Webb, 2016; Webb & Chang, 2015). To be more specific, knowledge of vocabulary has been suggested as one of the most essential and reliable predictors of reading comprehension with an abundance of research on adult L2/FL learners (see, among others: Alharthi, 2018; Andringa, Olsthoorn, van Beuningen, Schoonen, & Hulstijn, 2012; Day, Omura, & Hiramatsu, 1991; Horst, Cobb, & Meara, 1998; Hu & Nation, 2000; Pitts, White, & Krashen, 1989). However, studies of the link between vocabulary and listening comprehension among adult non-native speakers are still in their infancy, despite particularly rapid growth in the number of studies in the most recent decade (Alharthi, 2016; van Zeeland & Schmitt, 2013; Matthews, 2018; Matthews & Cheng, 2015; Wang & Daller, 2017). As one of the four main skills, research into listening has been of considerable value to L2/FL learning research and pedagogy (Chang & Millett, 2016; Staehr, 2009). Despite the importance and centrality of listening to learning English, listening has often been considered the most difficult and complicated skill (Siegel, 2016; Vandergrift & Baker, 2015). As Graham (2011, p.113) notes, “listening is a source of frustration to learners and an area in which it seems difficult to make progress”.

In Saudi Arabia (SA), the context of the current study, English is a compulsory subject in school and university education. Although Saudi learners study English for nine years (elementary-intermediate and secondary) before their tertiary studies, their competence is very low because the syllabuses in these stages emphasize grammar rules, translation and rote memorization of vocabulary lists. Additionally, English teaching is delivered in written and printed mode rather than oral and aural communication form. As a consequence this fosters very little evident progress in the learners’ performance. In their tertiary education, most EFL learners in SA know a good range of vocabulary but are unable to speak the language themselves.¹ As they rarely have contact with native speakers in real listening contexts, their level of proficiency in aural lexical knowledge is usually low unless they enroll in private language courses where they practice listening to the material of English tests (IELTS or TOEFL). The causes of this obstacle to listening have been noted by several L2/FL vocabulary researchers. The reasons for this include the greater difficulty

¹ Although the approach used in the teaching of English is predominantly “communicative” in the sense that classes are based on the integration of the four skills in the teaching of grammar and vocabulary, students still find it hard to understand words in the speech stream.

of typological differences between the languages and the discrepancies between the cultures of the source and the target language (Wang & Daller, 2017). The difficulty in recognizing words of English as spoken by native speakers is also addressed in the Chinese context by Goh (2000). Furthermore, the large number of students in classrooms even at university level also causes a problem in teaching listening. Alharthi (2016), in an attempt to investigate the relationship between explicit learning and the acquisition of individual vocabulary knowledge from listening exposure, lamented that oral communication is not much used or encouraged in SA due to the “large number of EFL university students [class size 30-35 students] with limited exposure to English outside the context of the formal study” (p. 627).

It is worth noting that among the factors that have been researched in relation to L2 learners’ listening comprehension performance is linguistic knowledge, which covers three components: vocabulary, phonology and syntax (Bachman & Palmer, 2010). However, Matthews (2018) shows concern about the scarcity of studies that have investigated the interaction between aural vocabulary knowledge (in his study the focus was on single words), listening comprehension and the level of language learning proficiency. The need to focus on these influential factors which have not yet been studied in the Saudi context therefore makes the case for the present study.

Literature review

Lexical size and language competence

Vocabulary size is believed to have a positive impact on various sub-skills in English, i.e. reading, writing, listening and speaking. In the field of vocabulary studies, one issue is the amount of lexical knowledge needed to enable learners to perform well in listening comprehension. A good starting point in our discussion is to highlight previous studies that have found vocabulary knowledge to be a strong predictor of listening comprehension. Staehr (2009), for example, presented empirical evidence of the lexical size of 115 Danish advanced learners of English in their spoken discourse. Staehr’s main objective was to find out to what extent vocabulary knowledge is essential for successful listening comprehension and to what extent learners have a lexical threshold (vocabulary size) for adequate listening comprehension. Results revealed that the vocabulary based on the 5,000 most frequent word families was needed to demonstrate adequate listening comprehension on the Vocabulary Levels Test (VLT) (Nation, 2001; Schmitt, Schmitt, & Clapham, 2001). A significant shortcoming of Staehr’s study is that the VLT failed to measure the ability to recognize the target words in the spoken discourse. However, Staehr (2009, p. 597) was quick to warn that “a study of the relationship between vocabulary size and listening should

ideally be based on a vocabulary test that involves hearing the target words rather than reading them". The contribution of written and aural aspects of vocabulary knowledge to the prediction of successful L2 listening was investigated by Milton, Wade, and Hopkins (2010) with 30 EFL learners. A number of measurements were administered, namely, orthographic vocabulary size test (X-lex), phonological vocabulary size test (A-lex) and students' sub-skills scores from IELTS. Spearman correlation analyses indicated that phonological (A-lex) scores correlated strongly with listening ($r = 0.67, p < 0.01$) and speaking ($r = 0.71, p < 0.01$) and moderately with writing and reading. As promising as these results are, the small sample size of Milton, Wade, and Hopkins' (2010) study suggests that a word of caution is in place before generalizing from their results.

Research into lexical coverage and specific constructs of vocabulary knowledge in relation to listening comprehension are acknowledged by many researchers, such as van Zeeland and Schmitt (2013), Matthews and Cheng (2015) and Alharthi (2016). Based on their results, van Zeeland and Schmitt (2013) argued that knowledge of 95% of the target words embedded in spoken texts or knowledge of most of the 2,000 - 3,000 word families is necessary for good listening comprehension. In a study with 167 Chinese learners of English, Matthews and Cheng (2015) also investigated the link between recognition of the three-word frequency levels and the promotion of listening comprehension. They employed a dictation test to measure word recognition in speech (WRS) and a sub-skill (listening scores) from IELTS. Regression analyses revealed positive correlations between (WRS) scores and the participants' scores obtained in IELTS listening scores ($r = 0.73, p < 0.01$). However, the study was not without its limitations; for instance, it measured only words at higher frequency levels and did not take lower ones into account.

Other research has adopted a more explicit approach to determining the effectiveness of vocabulary instruction, i.e. its effect on listening performance (Alharthi, 2016; Bonk, 2000; Chang & Read, 2006). For instance, in a study involving 40 Saudi EFL university students, Alharthi (2016) investigated the effectiveness of an explicit approach to the teaching of vocabulary through listening comprehension. The participants were distributed into two groups, an experimental cohort and a control cohort, each with 20 learners. Before the intervention, baseline measurements (a combination of recognition and recall vocabulary tests) were carried out, immediately one week after the experimental session and two weeks after the treatment was administered. The intervention was delivered over four weeks in the normal English class. ANOVA tests ($F = 30.529, p < .001$) showed that the students in the experimental group were significantly better at retaining

vocabulary after being trained. In short, the study found that vocabulary instruction plays a very essential role in systemically improving learners' listening capabilities.

Another line of evidence suggests that aural vocabulary knowledge not only determines the effectiveness of listening comprehension but also constitutes an important part of language proficiency. Bonk (2000) investigated 59 EFL learners' comprehension of four texts in connection with speech and word knowledge at different levels of difficulty within these texts. He reported that knowledge of over 95% of a spoken text was strongly correlated with good comprehension of participants with higher levels of proficiency. Conversely, the knowledge of less than 80% of the spoken text is highly correlated with poor comprehension of learners with lower levels of proficiency. In a recent study with Chinese learners of English, Matthews (2018) investigated potential relationships between vocabulary knowledge and proficiency in listening comprehension using the Aural Vocabulary Knowledge (AVK) test to measure 247 participants' ability to perceive and produce target words at three levels of word frequency. Matthews found that both levels 2 and 3 of the AVK test were strong predictors in L2 listening for high-proficiency learners, while level 1 of the AVK test was a reliable indicator in L2 listening for low-proficiency learners.

While the literature cited above clearly demonstrates the importance of lexical knowledge in listening comprehension, it is important to point out that in all previous studies of the relationship between vocabulary knowledge and listening comprehension, the construct of vocabulary knowledge under investigation was limited to single words. Although the primary role of individual words in L2 or FL listening has been acknowledged and supported empirically (e.g. Alharthi, 2016; Milton & Hopkins, 2006; Staehr, 2009), there are nevertheless key vocabulary components such as multi-word units, known variously as formulaic sequences, collocations, lexical chunks and lexical phrases (Schmitt, 2000), that need to be taken into account and which have not yet been adequately investigated in studies of listening comprehension. Furthermore, researchers argue that a solid knowledge of multi-word units plays a critical role in language use (Biber, Conrad, & Cortes, 2004; Ellis, 2003; Meunier & Granger, 2008; Millar, 2011; Nesselhauf, 2005; Schmitt, 2004; Wray, 2002) and language proficiency (Crossley, Salsbury, & McNamara, 2015; Howarth, 1998). Another advantage of multi-word units in the improvement of reading and writing skills has been demonstrated by studies of collocations, one of the major formulaic variations of vocabulary knowledge (e.g. Alharthi, 2018; Asif & Ulugbek, 2018; Chen, 2019; Durrant & Schmitt, 2010; Pellicer-Sánchez, 2015; Webb, Newton, & Chang, 2013). It is therefore, that the learning of collocations is likely to improve listening comprehension, and to the best of the current researcher's knowledge, this argument has not been seriously challenged so far. The

purpose of the present study is to gain further insight into the relationship between the knowledge of collocations and listening comprehension and so to begin filling this gap in the literature.

Motivation for the present study

There are numerous insights in the literature cited above that motivate the current study. The relationship between the construct of aural collocation knowledge and listening comprehension is equivocal and likely to be valuable in determining the concise nature of such relationship. That is, the established interaction between the aural modality of collocation knowledge and listening comprehension success in the sense that learners overly rely on aural stimulus input and excluding any access to written modality that was evident in the studies reviewed above. Moreover, the contribution of a particular component of vocabulary knowledge in the present study constrains the input target to the knowledge of collocations in listening comprehension to FL learners. On a final note, the current study aims to measure a variable such as the effectiveness of learners' proficiency levels on listening comprehension by a narrower focus to include the knowledge of collocations.

The present study is thus designed to specifically address existing research gaps regarding two dimensions: (1) the relationship between the construct of aural collocation knowledge and listening comprehension, and (2) the inclusion of learner proficiency level as a factor that affects the link between aural knowledge of collocations and listening comprehension. To this end and to fill these gaps, the following research questions will be addressed:

1. To what degree does aural knowledge of collocations contribute to learners' listening comprehension success?
2. Is there a relationship between listening comprehension of collocation and learners' proficiency level?

Methodology

Participants

Participants were 78 second-year undergraduate students recruited from a single university, namely King Abdulaziz University (KAU) in Saudi Arabia. They shared the same linguistic background. That is, they were Arabic speakers who had studied English for a minimum of eight years in classrooms. However, the EFL majors were not exposed to spoken English abroad after they had passed their secondary education and entered university. The participants were from two intact sections of a required semester-long BA course focusing on listening that met three hours a

week. It was not possible to have participants from the same section due to unexpected administrative issues. Based on their answers to the background questionnaires, they received some practice in listening comprehension to contents of standardized English proficiency tests such as IELTS and TOEFL.

Instruments

Listening vocabulary comprehension test

A listening vocabulary comprehension test (LVCT) is the main instrument of data collection for the current study; therefore, it was important to choose collocations that were common and useful for Saudi learners of English. First, fifteen target collocations were selected from the participants' listening textbook, *Pathways Listening Speaking and Critical Thinking* (MacIntyre, 2013), as this was the main text used in their BA classes as shown in Table 1. The course book aims to prepare students with an integrated set of skills for the development of academic literacy skills. These target collocations were then used in conjunction with candidate items listed in McCarthy and O'Dell's (2005) pool, which themselves were based on the Cambridge International Corpus of Written and Spoken English and the CANCODE corpus database of spoken English. As Alharthi (2018) had noted that verb-noun collocations such as 'crash a party' were presenting difficulties for Saudi EFL learners, verb-noun combinations were flagged in the current study. To create the necessary learners' attention on aural aspects of the target candidate items, a number of native speakers of American English recorded the study materials selected from the participants' listening textbook mentioned above. Besides, American English is maintained as it is the form primarily used in the Saudi education system.

Table 1 Target collocations

Verb-noun collocations				
maximize-chance	get- home	break-the law	catch-a cold	
restore-painting		save-energy	take-notes	make-
				progress
regulate-power		pay-attention	do-business	
convert-building		keep-control	have-lunch	
Total: 15				

These audio texts were obtained in order to expose the current participants to more authentic and natural input. Such practice aimed to meet the aural construct of Nation's (2001) various aspects of knowing a word so as to emphasize the aural modality of the participants' knowledge of target collocations as they are heard them in speech. The extent to which the learners had learned the collocations was assessed by means of an off-line paper and pencil form recall test where the target collocations were embedded in sentences. The participants were supplied with the node noun of each collocation and a gap to complete a collocated verb on the basis of the context that served as a prompt. Moreover, no clues were provided such as the first letter which corresponded to each verb that formed the collocations measured. To complete the task, test takers had to concentrate solely on the acoustic input they were receiving. In the following example, test takers are requested to write *make* next to the node noun *progress* to get the correct answer: Meanwhile, they are _____ progress with their plans to sell the business. (To move forward in one's work.)

Vocabulary proficiency test

In the current study, we were interested in the relationships between the learners' proficiency levels and the success of their listening comprehension of collocations. Therefore, it was important to measure the learners' overall aural vocabulary size. The most accurate overall proficiency vocabulary scores available were obtained from Mclean, Kramer, and Beglar's (2015) Listening Vocabulary Levels Test (LVLT).² The rationale of using the LVLT was that:

1. The test measures aural English vocabulary knowledge thus matching the purpose and needs of the present study.
2. The test was developed as a diagnostic tool that assesses the vocabulary knowledge from the first five 1000 word frequency levels as well as a section from the Academic Word Level (AWL) (Coxhead, 2000), which can be representative of the vocabulary knowledge of the study participants at their educational level.
3. The format of the LVLT has been validated and established as a reliable measure of examinees' knowledge of aural vocabulary (Mclean, Kramer, & Beglar, 2015).
4. The LVLT appeals to users in various academic contexts, including undergraduate tertiary programs, due to the simplicity of its multiple-choice format, which is likely consistent with the format used by the participants' textbook materials.

² A copy of English version of the test along with its audio file can be downloaded from www.lvlt.info.

The test comprised the 1000 to 5000 levels of English vocabulary frequency with 24 items per level and the AWL with 30 items. The LVLT is a multiple-choice test in which for each test item, examinees have to choose from a set of four short responses with the closest meaning to the target word. Items being tested are presented in the context of a short sentence in which test takers listen to a single reading of the target word followed by four isolated distractors. Test takers need to demonstrate their listening ability by focusing on the beginnings and endings of each distractor they hear. An example item is shown below:

[Examinees hear: School: “This is a big school”]

- a. (bank)
- b. (see animal)
- c. (school)
- d. (house)

Procedure and data analysis

The listening vocabulary comprehension tests with the LVLT were administered over two separate controlled sessions during normal class time, each of which lasted one hour. In the listening vocabulary comprehension test, the researcher informed the participants that it was a study about listening comprehension. Regarding the LVLT, the researcher explained the purpose of the test was to help them get to know their vocabulary level and possible weaknesses. To reduce the effects of guessing, the participants were instructed to work on each item as far as they could and to leave the item blank if they found the high word level difficult. The participants signed a consent form and promised to take part in the two successive sessions the study required. All the participants were instructed in an oral form in Arabic to ensure accurate understanding. During the testing sessions, participants were not allowed to check their dictionaries or to ask somebody else.

For scoring the listening vocabulary comprehension test, even though the number of letters for each target verb-noun collocation was not specified, spelling errors were not considered as long as answers contained only minor spelling errors such as *ristore*-painting instead of *restore*-painting. Responses on the LVLT were marked dichotomously, hence a correct response gained one point and an incorrect or no response received zero point. The data analyses were carried out using SPSS (Statistical Package for Social Sciences) version 22 for Windows. The independent variable was the participants as cases and the dependent variables were both the LVCT and LVLT scores as cases. The participants' LVCT scores were calculated as follows: [(number of participants that recalled a target verb-noun collocation correctly*100 / total verb-noun

collocations measured)]. The scoring for the analysis in LVLT was commonly done by calculating [(the number of correct answers for all six frequency levels sets* 100)]. The Kolmogorov-Smirnov test was performed to determine whether the distribution of data conformed to normality. The results showed that LVCT scores for collocation knowledge did not differ significantly from the normal distribution, therefore parametric tests such as repeated measures ANOVA and Pearson correlation coefficients were adopted in all analyses. Accordingly, an alpha level of < .005 was used to assess statistical significance.

Results

Table 2 presents the means and standard deviations of the LVCT results. In answer to the first research question, the average score on the LVCT was 16.28 which may reflect an appropriate level of difficulty for the study participants. Interestingly, while nearly one third (34.1%) of the target items were answered correctly, more than two thirds (66.4%) were answered incorrectly. The repeated-measures ANOVA ($F = 4.658$; $P < .001$) showed that the differences among the participants were significant though kept minimal. We suggest that the study participants were homogenous in the sense that they did not produce much variance in the LVCT performance ($SD = 2.89$). Although gains may have indeed occurred through the completion of the LVCT, the rate of learning was too low. This suggests that it is far more difficult to produce verb-noun collocations from such an aural task.

Table 2 scores on the LVCT

Test	<i>M</i>	<i>SD</i>	<i>Minimum</i>	<i>Maximum</i>
LVCT	16.28	2.89	31.1	84.4

The descriptive statistics of the LVLT scores, including the means and standards deviations of the participants' lexical proficiency, are displayed in Table 3. In the present study, we used the monolingual English version of the LVLT, all out of 29, 26, 30, 27 and 25 items at the 1000, 2000, 3000, 4000 and 5000 word frequency levels respectively, while the AWL represents the total scores out of 30. As one might expect, the participants in the current study were considered to have larger receptive vocabulary sizes at the most frequent word levels than the least frequent word levels. Vocabulary learning from the 1000 word level to the AWL is very slow and consistent. That is some learning is observed at the 1000 word level before a small decline occurs in the

successive word frequency level. The standard deviations and the minimum and maximum scores in Table 3 show wide variations in participants' scores across the six frequency levels.

Table 3 Learners proficiency of LVLT

LVLT	<i>Total items</i>	<i>M</i>	<i>SD</i>	<i>Minimum</i>	<i>Maximum</i>
1000	29	24.8	20.76	80.1	96.8
2000	26	19.3	22.23	77.5	85.8
3000	30	16.0	24.44	61.3	71.4
4000	27	12.6	28.11	52.8	57.2
5000	25	10.8	29.67	30.7	47.5
AWL	30	6.4	33.90	27.4	32.8

In order to further inspect whether the word frequency levels differed significantly, a one-way ANOVA was carried out. The independent variable was the word frequency level and the dependent variable was the mean raw scores for each of the six word frequency levels. The analysis showed that the participants' aural vocabulary knowledge at the 1000 word frequency ($F = 18.67$, $p < .001$) significantly exceeded their aural vocabulary knowledge at AWL except for 2000, 3000, 4000 and 5000 word frequency levels which did not differ significantly. This might indicate that most of the aural vocabulary items presented in the participants' EFL classrooms are limited to the most frequent 1000 and 2000 words. However, the participants' LVLT scores determined that they correctly answered more than 60 items that make up the 1000 and 2000 word frequency levels on the LVLT to enable them to understand aural English texts at the first 2000 word frequency levels.

To what extent do scores on vocabulary size at LVLT contribute to predicting the performance on aural collocation learning at LVCT? After carrying out the analysis, it became evident that the Pearson correlation coefficients showed significant positive correlation between total percent scores of the LVLT and total percent scores of the LVCT as summarized in Table 4.

Table 4 Pearson correlation among scores on the LVLT and LVCT

LVLT frequencies	LVCT (collocation Test) <i>r</i>	Sig. (2-tailed)
LVLT 1000	.798	.45**
LVLT 2000		.31*
	.641	

Note: ** $p < 0.001$ * $p < .0.05$

The strengths of the correlation coefficients were moderate for LVLТ at 1000 frequency level ($\rho = .798, p = .45$) followed by low LVLТ at 2000 frequency level ($\rho = .641, p = .31$). In other words, participants who answered correctly in LVLТ at 1000 and 2000 word frequency levels showed significantly higher gains through LVCT. However, none of the low frequency levels at the LVLТ later turned out to correlate with aural LVCT for the present participants. That is, all these 3000, 4000, 5000 and AWL frequency levels are related to LVCT scores to a similar degree of strength. The absence of such significant correlations is discussed below. It can be concluded that the most frequent 1000 and 2000 word levels were the best predictors of the dependent variable, indicating that this independent variable makes more of a contribution to collocation knowledge through listening comprehension.

Discussion

The present study was primarily designed to investigate the relative effect of aural knowledge of collocations on listening comprehension competence. The findings of the study related to research question one indicate that the vocabulary measurement of aural collocation knowledge makes a significant, though not very large, positive contribution to the participants' listening performance. Due to the lack of existing research that can be compared with the findings of the current study, reference is made to studies of single word acquisition through listening comprehension. The results may be said to be in agreement with previous findings (e.g. Alharthi, 2016; Matthews & Cheng, 2015; Wang & Daller, 2017; Matthews, 2018; van Zeeland & Schmitt, 2013). It seems reasonable to suppose that items, i.e. the verb-noun collocations, presented auditorily might demonstrate listening comprehension success.

However, the data suggest that the learning rate of verb-noun collocations through incidental listening is remarkably slower than through reading (Waring, 2008). There is a less than 35% chance that the target collocations can be produced as indicated by correct answers in the recall collocation test. In other words, more uptake of collocations might have been possible if the current study implemented more manageable listening intervention sessions. This could echo Nation's (2001, p. 118) argument that "it is likely that for extensive listening the ratio of unknown words to known words should be 1 in 100".

As mentioned above, verb-noun collocations may still remain an obstacle for FL learners. This is most obvious with the LCVТ where the Saudi learners of English experienced challenges when using verbs such as *do* and *make* interchangeably in related collocations and simultaneously *get* and *take* which may result in confusion of these pairs of verbs in their relevant noun

collocations. This observation is in line with the findings from Tsai (2018) who concluded that Chinese learners of English rarely produced verbs which share a similar sense in closely related collocations. Another possible reason for the low rate in verb-noun collocation learning evident in the present study might be found in the test design. This would have considerable implications for the kind of test used as recalling such verb-noun combinations is more difficult and requires a greater depth of knowledge than being able to recognize them in spoken discourse (Groot, 2000; Nation, 2001).

Low aural verb-noun collocation knowledge may be expected in an FL setting such as SA where English is not frequently practiced in classrooms by small groups of well educated learners. Ultimately, rote learning and repetition are linked to intentional learning of word items in terms of the extent of learning but there is little or no opportunity a new collocation will be introduced explicitly or picked up from listening input. The challenge in real classroom contexts is that the mechanism of explicit learning of collocations might be restricted as EFL learners show less awareness of the formulaic sequences and therefore it is potentially a greater barrier not only in reading texts but also in listening to texts. The participants at sophomore level are studying English which means they are highly motivated and have good language competence which enables them to be admitted to the English department. Interestingly, they recall one third of the collocation items which could mean there is a very little focus on speaking skills and direct teaching of collocations does not appear to be a major element of such EFL classes.

Regarding the relationship between the participants' vocabulary proficiency and their prediction of listening comprehension performance, the results point to a positive correlation as higher frequency lexical items in LVLТ were recognized more often than lower frequency lexical items. This was especially the situation for our participants who showed mastery ($\rho = .798$) of the most frequent 1000 words followed by smaller effect ($\rho = .641$) in relation to the proportion of the most frequent 2000 words and the listening comprehension performance. This is not an uncommon finding and has been reported in other studies of individual words (e.g. Matthews & Cheng, 2015; Milton, Wade, & Hopkins 2010; Matthews, 2018). This reflects the accuracy of the construct of aural word knowledge of LVLТ which is fairly strongly associated with the participants' knowledge of aural collocations measured by LVCT. Overall, the findings of the present study seem to suggest that as the learners' lexical proficiency increased, they had greater knowledge of verb-noun collocations and managed to illustrate the meanings of the target collocations from the verb meanings. This result is consistent with the notion that vocabulary size based on 1000 and 2000 frequency levels are sufficient to produce rare and advanced words and therefore benefited

from learning collocations with the same sentence context. This might suggest as noted by Uchihara and Clenton (2018, p. 11) that “knowledge of high-frequency words may be adequate for speakers to express themselves”.

The non-significant correlation between the lower word frequency levels of the participants’ lexical proficiency and listening comprehension of collocation knowledge might be attributed to the difficulty of recognizing words beyond the most frequent 2000, particularly in spoken academic texts. As Dang and Webb (2014) argue, a large size of vocabulary is required to adequately function at university level. This might be true considering the fact that our participants’ aural infrequent words size is insufficient in the limited learning setting of the present study to enable them to consider the semantic association presented in the spoken discourse so as to produce the target collocations better (Thi, Rodgers, & Pellicer-Sánchez, 2017).

Conclusion and future roadmap research

In order to advance our understanding of the contribution made by formulaic sequences on listening comprehension ability, the present study threw interesting new light on the relationship between the aural knowledge of collocations and listening comprehension success. The learning gains obtained by the learners’ knowledge of aural verb-noun collocations suggest that the construct of collocation knowledge operationalized through aural modality is predictive of listening comprehension capabilities. As noted above, although the aural form of verb-noun collocations showed a significantly positive effect on the participants’ listening comprehension, the learning gain of these collocations was very small. A closer examination of our data reveals a potential difficulty in the participants’ listening comprehension measure, which indicates that verb-noun collocations remain a challenge for Saudi EFL learners. Establishing the relative prediction of other measures of linguistic knowledge such as the participants’ lexical size is fundamental to explaining their knowledge of verb-noun collocation listening comprehension. Significant correlations were found between LVLTL 1000 and 2000 words frequencies and the listening comprehension task. Nevertheless, analysis of LVLTL infrequent words did not indicate any significant correlations for producing aural verb-noun collocation in the listening mode. This means that learners with a knowledge of high frequent words would produce collocations in aural contexts better than those with low frequent ones.

Given recent studies on the usefulness of incidental learning of formulaic sequences for language learners (Alharthi, 2018; Durrant & Schmitt, 2010; Hsu & Hsu, 2007; Wood, 2009), further research needs to focus on a combination of both explicit and implicit approaches to the

learning of verb-noun collocations to promote listening performance. That is, robust studies should control the task format to accurately scrutinize the association between the aural construct of collocation and listening ability. The collocation test used in the present study was based on productive knowledge, i.e. via recall tasks. As there is some evidence indicating the learning of collocation through productive tasks, collocation knowledge at a recognition level might effectively represent the learners' true lexical resources in listening, but this was not assessed. Therefore, it is of paramount importance that future studies measure other aspects of knowledge of verb-noun collocations, such as receptive knowledge, to explore significant effects of mode difference between target collocations and listening comprehension task. Taken together, the present study has contributed to our standing by adopting new insights into the relationship between aural verb-noun collocation and listening comprehension.

Pedagogical implications

As the present study does not engage in explicit teaching of formulaic sequence patterns (i.e. collocations), it fills an essential gap in the field of L2/FL vocabulary development by providing tentative evidence for the incidental learning of aural verb-noun collocations using listening comprehension measures. There are a number of pedagogical implications of the findings from the current study. It is certainly clear at least in the current setting that teachers of Saudi learners of English should encourage their students to learn vocabulary in contextualized forms thus raising their awareness of collocations (Taylor, 1981). It is argued that words which frequently co-occur appear in a large proportion of everyday conversation (Nation, 2001). Thus, more authentic and corpus based materials which include real examples of formulaic sequences in spoken mode could be integrated in listening classes (see Webb & Rodgers, 2009a, 2009b), when watching movies and television programs. Since EFL teachers have to follow strict guidelines about what items they are to teach, especially in the limited time at their disposal, it cannot be assumed that all registers of vocabulary found in course materials are likely to be covered. Teachers should therefore improve their students' aural perception of streams of speech by creating intensive practices of listening input. In this way, learners would increase the size of their vocabulary and, most importantly, familiarity with lexical items at a greater level of difficulty, something that would also apply to the learning of verb-noun collocations in listening comprehension classes.

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The Influence of Cooperative Learning Model and Self-Evidence on Students' Speaking Ability

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Abstract

The purpose of this study is to investigate the effect of cooperative learning model with point counter point techniques, concept mapping and self-evident to the English-speaking skills of students. This research was an experimental method, where in all experiments as applied *Point Counter Point* model and the control class applied *Concept Mapping* model. The results of the descriptive analysis shows that by using point counters point technique with learning techniques self evidence: classic 8.55, while inferential is 6.50. With the sake of classical self-evidence, it is more influential. Whereas with technical learning concept mapping, classical self evidence 6.00, inferential self evidence 7.35. Then inferential Self evidence is more influential if taught by the concept mapping learning technique.

Keywords: *Cooperative Learning Model, Self-Evidence, Speaking Skills.*

Introduction

English learning has been a pivotal topic to conduct. There are some previous studies conducted English as main topic like (Al-Eryani, 2007; Lee & Oxford, 2008; Mantasiah & Yusri, 2018; Yusri et al., 2017; Koosha & Jafarpour, 2006). Most of the studies tried to offer effective model and strategy to implement in English learning process. Intrinsically, the learning models were composed based on the problems faced by students and teachers. Therefore, every problem faced in English learning process must be overcome with different strategies (Mantasiah et al., 2018).

In English learning process, there are various learning models which can be implemented, one of them is cooperative learning model. According to Johnson, this model can be defined as a structured system of work or learning groups and it is one of the learning models that supports contextual learning. To implement the model, there is that should pay attention by researchers, among others, grouping models which means collecting students in a smaller scope where each person is different but must continue to work together to get the best, rearrange the classroom to be more conducive and create a classroom atmosphere that allows students to focus on learning.

Based on the results of observation of researchers in English learning process in UNBAJA (Universitas Banten Jaya, Indonesia), it was found that there are several disadvantages which can be defined as a problem. First, students still lack confidence. Second, the learning techniques used are still centered on the lecturer. Third, these deficiencies include: First, the lack of vocabulary and pronunciation that is still often wrong, so students lack confidence in learning English speaking skills. Second, lecturers pay less attention to student characteristics. Third, lecturer knowledge about learning techniques are still lacking.

Based on the above problems, researchers chose two types of learning model, namely Point Counter Point and Concept Mapping model. Both of these models are thought to be effective in speaking skills. The models can be integrated with the activities of reading, writing, listening and speaking skills. Likewise, Concept Mapping learning techniques are effectively applied in learning speaking skills. So these two learning techniques are effectively used in learning speaking skills.

On this study, researchers chose Point Counter Point learning techniques because it belongs to the category of innovative learning models. This technique is included in the Cooperative learning model that focuses on empowering study groups and it is very good for

involving students in discussing complex deep issues. Technically, it is like a debate, it is just packed in a less formal atmosphere. Point Counter Point learning techniques are a way in the learning process that provides an opportunity for students to actively discuss using English to then submit ideas during the discussion process. Point Counter Point is a great technique to stimulate discussion and gain a deeper understanding of complex issues. The purpose of implementing Point Counter Point learning techniques is to train students to be able to discuss using English in solving an actual problem in accordance with the position played.

This study not only focused to investigate the learning model, but also tried to investigate self-evidence of students. Self-evidence can also influence students' English speaking skills. Self-evidence is a way to support learning. From the problems regarding learning techniques and those discussed, the researcher intends to see the effect of the two learning techniques on students' English speaking skills, while observing whether *Self-evidence* has an impact on improving students' English speaking skills.

Research Method

This study aims to find out empirically the effect of learning models and self-evidence on English speaking skills. In particular, this study aims to obtain data on (1) learning model (point-counter-point and Concept Mapping), (2) Self-evidence (high and low), (3) English speaking skills. The method used is an experimental method, where the learning process in experiments group used Point Counter Point model and the control class used Concept Mapping model. The design used is factorial twice two. In factorial 2X2 design, each independent variable has two values. The treatment given is to present two kinds of learning models techniques to the students, namely *Point-Counter-Point* learning techniques and *Concept Mapping* learning techniques as an independent variable, while the attribute variable is the *self-evidence* of students, this variable is divided into two categories, high *self-evidence* and low *self-evidence*. Data analysis technique used quantitative descriptive and paired sample t test approach. Paired sample t-test which was a part of inferential statistics. It aimed to know whether the model implemented could increase student's speaking skill significantly. Qualitative data which consist of student's responses and observation result during the learning process was analyzed using a qualitative descriptive approach.

Result and Discussion

The collected data was analyzed by using descriptive statistics and inferential statistics. The further information related the study result can be seen on the below tables:

Table 1.

Dependent Variable

A	B	Mean	Std. Deviation	N
Teknik Pembelajaran Pointed Counter Point	Self-Evidence Klasikal	8.55	.510	20
	Self-Evidence Inferensial	6.50	.513	20
	Total	7.53	1.154	40
Teknik Pembelajaran Concept Mapping	Self-Evidence Klasikal	6.00	1.026	20
	Self-Evidence Inferensial	7.35	.671	20
	Total	6.68	1.095	40
Total	Self-Evidence Klasikal	7.28	1.519	40
	Self-Evidence Inferensial	6.92	.730	40
	Total	7.10	1.197	80

From the results of the descriptive analysis above, it shows that the learning technique is pointed counter point with self evidence: classical learning techniques: 8.55, while the infective is 6.50. Thus the classic Self evidence is more influential. Whereas with the Concept Mapping learning technique, the classic self evidence is 6.00, inferential self-evidence 7.35. So, inferential self is more influential if taught by the concept mapping learning technique. Moreover, Levene's Test price with a statistic $F = 3,640$ with $db = 3$ and $db = 76$ in $p\text{-value} = 0,020 < 0,05$. So that all 6 sample data groups have the same or homogeneous variance.

Table 2.

Dependent variable Y

Source	Type II Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	74.700 ^a	3	24.900	49.153	.000
Intercept	4032.800	1	4032.800	7960.852	.000
A	14.450	1	14.450	28.525	.000
B	2.450	1	2.450	4.836	.031
A * B	57.800	1	57.800	114.099	.000
Error	38.500	76	.507		
Total	4146.000	80			
Corrected Total	113.200	79			

a. R Squared = .660 (Adjusted R Squared = .646)

Interpretation:

Main Influence (Main Effect)

- 1) $F_0(A) = 0,000$ with $p\text{-value} = 0,000 < 0,05$, or H_0 rejected. This means that there are differences in the average pointed counter point learning techniques with self evidence learning techniques.
- 2) $F_0(B) = 0.031$ with $p\text{-value} = 0.031 < 0.05$, or H_0 rejected. This means that there are differences in the average classical self-evidence with inferential self-evidence.

Interaction Effect

$F_0(AB) = 0,000$ with $p\text{-value} = 0,000 < 0,05$, or H_0 rejected. This means that there is a very significant interaction effect between factors A (Learning Technique) and B (Self-Evidence) factors. It can be seen from the analysis that the influence of the Cooperative Learning and Self-Evidence Learning Model variables on English Speaking Skills is 66%. The effect of the interaction of learning techniques in Cooperative Learning and Self-Evidence Learning Models on English Speaking Skills is presented in the following figure.

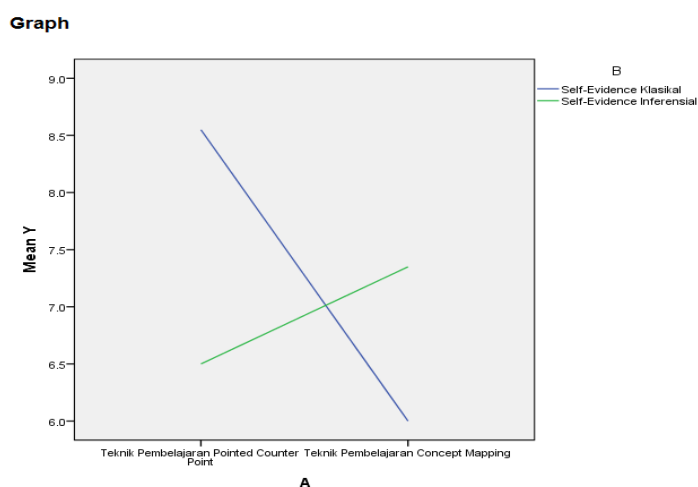


Figure 1. The interaction of learning techniques in Cooperative Learning and Self-Evidence Learning Models on English Speaking Skills

Based on the picture above shows that students who have classical self-evidence are best taught using the concept mapping learning technique. While students who have inferential self-evidence are best taught using pointed counter point learning techniques.

Table 3.

Contrast Test

Contrast Tests							
Contrast			Value of Contrast	Std. Error	t	df	Sig. (2-tailed)
Y	Assume equal variances	A1B1 X A2B1	2.55	.225	11.330	76	.000
		A2B1 X A1B2	2.05	.225	9.108	76	.000
		A2B1 X A1B2	-.50	.225	-2.222	76	.029
		A2B1 X A2B2	-1.35	.225	-5.998	76	.000
		A1B2 X A2B2	-.85	.225	-3.777	76	.000
		A1B1 X A2B2	1.20	.225	5.332	76	.000
	Does not assume equal variances	A1B1 X A2B1	2.55	.256	9.952	27.862	.000
		A2B1 X A1B2	2.05	.162	12.669	37.999	.000
		A2B1 X A1B2	-.50	.256	-1.949	27.941	.061
		A2B1 X A2B2	-1.35	.274	-4.925	32.735	.000
		A1B2 X A2B2	-.85	.189	-4.501	35.559	.000
		A1B1 X A2B2	1.20	.188	6.367	35.477	.000

Because testing the hypothesis of the effect of interaction is significant, it must be tested for simple influence or *Simple Effect*. Furthermore, the One Way Anova procedure was performed to test the difference in averages of the six treatment groups. The hypotheses to be tested are:

$$H_0: \mu_{11} = \mu_{12} = \mu_{21} = \mu_{22}$$

H1: Not Ho

From the *corrected model* line in the Test of Between Subjects-Effects table, the price of $F = 49,153$, and $p\text{-value} = 0,000 < 0,05$, means that H_0 is accepted. Thus, there are differences between the six groups.

a. Simple effect test for B1:

Difference between A on B1 (A1B1 and A2B1)

- 1) $t_o(A1B1 - A2B1) = 11,330$, $p\text{-value} = 0,000 / 2 = 0,000 < 0,05$ or H_0 is rejected. Thus, the average classic self-evidence with pointed counter point learning techniques is higher than the test results from the application of the classic self-evidence application taught by the concept mapping learning technique.
- 2) $t_o(A2B1 - A1B2) = 9,108$, $p\text{-value} = 0,000 / 2 = 0,000 < 0,05$ or H_0 is rejected. Thus, the average test results from the application of the Concept Mapping learning technique with the character of students who have Classic Self-evidence are higher than the test results from the application with Counter Point Point learning techniques in the Classic Self-evidence group.

- 3) $t_o(A2B1 - A1B2) = -2.222$, $p\text{-value} = 0.029 / 2 = 0,000 < 0.05$ or H_o is rejected. Thus, the average test results from the application of the Concept Mapping learning technique in the Classic Self-evidence group are higher than the test results from the application of learning techniques Counter point points in the inferential Self-evidence group.

b. Simple effect testing for B2:

Difference between A on B2 (A1B2 and A2B2)

- 1) $t_o(A2B1 - A2B2) = -5,998$ $p\text{-value} = 0,000 / 2 = 0,000 < 0,05$ or H_o is rejected. Thus, the average test results from the application of the Learning Technique Concept Mapping with the Classic Self-evidence group are higher than the test results from the application of the Concept Mapping learning technique in the inferential Self-evidence group.
- 2) $t_o(A1B2 - A2B2) = -3,777$, $p\text{-value} = 0,000 / 2 = 0,000 < 0,05$ or H_o is rejected. Thus, the average test results from application with the application of learning techniques Counter point points in the Inferential Self-evidence group are higher than with the application of the Concept mapping learning technique in the inferential Self-evidence group.
- 3) $t_o(A1B1 - A2B2) = 5.332$, $p\text{-value} = 0,000 / 2 = 0,000 < 0.05$ or H_o is rejected. Thus, the average test results from application with the application of Counter Point Point learning techniques in the Classic Self-evidence group is higher than the test results from the application of the results of the application of the Concept Mapping learning technique to the inferential Self-evidence group.

Table 4.

Statistics Descriptive Result

A	B	Me an	Std. Deviat ion	N
Pointed Counter Point Learning Techniq ues	Classica l Self- Evidenc e	8.55	.510	2 0
	Inferent ial Self- Evidenc e	6.50	.513	2 0

	Total	7.53	1154	40
Concept Mapping Learning Techniques	Classical Self-Evidence	6.00	1,026	20
	Inferential Self-Evidence	7.35	.671	20
	Total	6.68	1,095	40
Total	Classical Self-Evidence	7.28	1,519	40
	Inferential Self-Evidence	6.92	.730	40
	Total	7.10	1,197	80

Generally, the purpose of this study was to measure the effects of applying action of cooperative learning model (pointcounter point, concept mapping) method and self evidence on students speaking ability. At the beginning of the study, all of the students were given a circulatory sistem pretest. During the circulatory sistem phase, the participant engaged in their respective point, counter point, concept mapping method by completing identifying or proposition identifying point counter point, concept mapping method. The point counter point, concep map were scored and given back to the participant with feedback that could be used to improve their concept mapping skills. At the conclusion of the intervention, all participant were given a posttest, each participant created a point counter point and concept map on the circulatory system. In addition, after posttest, each participant created a point counter point and concept map on the circulatory

system using respective that model. The score was taken from students test and calculating by using in mean score. After that the writer used score of test to find out the students improvement percentage. The presents study explored the influence of cooperative learning model and self evidence on students speaking ability. The point counter point and concept map scoring instrument that was used to evaluate the identifying, proposition identifying, and students generated concept maps was created by Lomask, Baron, Greigh, and Hamson (1992). The scoring method designed by Lomask et al. (1992) entails comparing the concept and link on the students concept map to lecturer generated concept map. Lomask et. Al (1992) generated a rubric that involves determining a score for the concept map based on percentage of accurate concepts and link on the students map compared to lecturer generated map.

The concept identifying were scored using only the part of the rubric relevant to the point counter point and concept map to lecturer generated map. The first research question was designed to investigation whether there was an effect of the cooperative learning model (point counter point, concept mapping) on students speaking ability. At the beginning of the study all of the student completed sistem pretest. The pretest covered vocabulary, grammar, fluency related to speaking ability that were include in the instruction phase of the study. Following four weeks of instruction on circulatory sistem, the students completed a posttest that was identical 20 items multiple choice pretest. The finding of the research based on descriptive analysis above, it shows that the learning techniques is point counter point with self evidence : classical learning techniques: 8.55, while the ineffective is 6.50. Thus classic self evidence is more influential. Whereas with the concept mapping learning technique, the classic self evidence is 6.00, inferential self-evidence 7.35.

Inferential self is more influential if taught by the concept mapping learning technique. For Main influence (main effect), $F_0(A) = 0.000$ with $p\text{-value} = 0.000 < 0.05$ or H_0 , this mean that there are differences in the average point counterpoint learning technique with self evidence learning techniques. $F_0(B) = 0.031$ with value = $0.031 < 0.05$, or H_0 rejected. This mean that there are differences in the averages classical self evidence with inferential self-evidence. Interaction effect, $F_0(AB) = 0.000$ with $p\text{ value} = 0.000 < 0.05$, or H_0 rejected. This mean that there is a very significant interaction effect between factor A (learning techniques) and B (self evidence) factors. It can be seen from the analysis that the influence of Cooperative learning model and self evidence variables on English Speaking is 66%. The effect of interaction of learning model in cooperative learning and self evidence learning models in English speaking skill is testing the hypothesis of the effect of interaction is significant, it must be tested for simple effect. Furthermore, the one way

Anova procedure was performed to test difference in averages of the six treatment groups. From the corrected line in the test of between subject-effects table, the price of $F = 49,153$, and $p\text{-value} = 0.000 < 0.05$, mean that H_0 is accepted. Thus there are differences between the six groups. a). Simple effect test for B1: differences between A on B1 ($A1B1$ and $A2B1$)= to ($A1B1 - A2B1$)= $11,330$, $p\text{-value} = 0,000/2 = 0,000 < 0,05$ or H_0 is rejected.

Thus, the average classic self evidence with point counter point learning techniques is higher than the test result from the application of the classic self evidence application taught by the concept mapping learning technique. Then, to ($A2B1 - A1B2$)= $9,108$, $p\text{-value} = 0,00/2 = 0,000 < 0,005$ or H_0 is rejected. Thus, the average test results from the application of the concept mapping learning technique with the character of students who have classic self-evidence are higher than test result from the application with point counter point learning techniques is the classic self evidence group. After that, to ($A2 - B1 - A1B2$)= -2.222 . $p\text{-value} = 0.029/2 = 0,000 < 0,05$ or H_0 is rejected. Thus, the average test result from the application of the concept mapping learning technique in the classic self evidence group are higher than the test from the application of learning technique point counter point in the inferential self evidence group. B). Simple effect testing for B2: Difference between A on B2 ($A1B2$ and $A2B2$). To ($A2B1 - A2B2$)= $-5,998$ $p\text{-value} = 0,000/2 = 0,000 < 0,05$ or H_0 is rejected. Thus, the average test result from the application of the learning technique concept mapping with the classic self evidence group are higher than the test result from the application of the concept mapping learning technique in the inferential self evidence group. Next, to ($A1B2 - A2B2$)= $-3,777$, $p\text{-value} = 0,000$, $2 = 0,000 < 0,05$ or H_0 is rejected.

Thus, the average test result from application with the application of learning techniques point counter point in the inferential self evidence group are higher than the application of the concept mapping learning technique in inferential self evidence group. The last, to ($A1B1 - A2B2$)= 5.332 , $p\text{ value } 0,000/2 = 0,0000 < 0,05$ or H_0 is rejected. Thus, the average test result from application with the application point counter point learning technique in the classic self evidence group is higher than the test result from the application of the result of application of the concept mapping learning techniques to the inferential self evidence group. It show that the students who have classical self evidence are best taught using the concept mapping learning. While students who have inferential self evidence are best taught using pointed learning techniques.

The students self Evidence in learning process can be influenced by point counter point model that the lecturer used. Even through, this model has some weakness but in implementation it, the students are interest in learning process, when the writer tell that this model is same with debate active method, the students seem enthusiast. Through point counter point method, the students

can be easier to tell and convey their idea freely, so that they can try their speaking ability. After implementating this model there is significant improvement of their ability in speaking, the students can practice speaking in debate activity. Based on result of data analysis above, the writer conclude that there significant implementation of students speaking ability by used cooperative learning (point counter point, concept mapping) and self evidence on student speaking ability is influenced

Conclusion

The purpose of to study was to measure of the experimental study was to measure of cooperative learning (point counter point, concept mapping), and self evidence on students speaking ability. The results of the current demonstrated that cooperative learning model were effective in raising student speaking ability. The students in the point counter point identifying concept mapping group outformed students in the proposition identifying point counter point, concept mapping strategy may be a useful scaffold in instructing students how to develop student generated concept map. In the learning objective is to prepare pupils to face real life by developing knowledge and skill aspects and mentally self evidence. One key aspect to develop pupils the students self evidence. Therefore, the learning process with cooperative learning method, point counter point and concept mapping, is suitable for the Indonesian context which is characterized by diverse students. There are research and educational implication that can be recommended based on the result of the current study. One the research implication is the need for more rigorous cooperative learning training the assessment of point counter point, concept mapping to determine performance of the cooperative learning process. In addition, continued research that investigate the influence of the point counter point, concept mapping model is necessary due to the inconsistency of result. The cooperative learning model (point counter point, concept mapping) produced in future research study should be assessed for accuracy and used as a measure of students knowledge. In regard to educational implication, the most significant implication is that the point counter point, concept mapping learning model are valuable in raising student speaking ability. Furthermore, the concept identifying learning strategy also be used as a scaffold while teaching students to create students generated concept map. Lastly, cooperative learning model (point counter point, concept mapping) should be assessed and used as an illustration of students speaking ability in educational context.

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Spoken Discourse Analysis Along Adjacency Pairs in English as Second Language (ESL) Classrooms

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Abstract

Academic success in universities and colleges often points back to the effectiveness of the medium of instruction used and the quality of classrooms interaction and exchanges between the teacher and the students. The success of second language acquisition also rests on the proficiency and productivity of the members of the classroom.

This study determined the profile, the discourse patterns and the language used in instruction by the English instructors along adjacency pairs at Cagayan State University. It further analyzed if the language used is useful or not to language teaching and learning.

The study used descriptive-qualitative design. And the schematic approach by Cotts is adopted in analyzing the transcribed dialogues.

It was found out that majority of the respondents are middle-aged, female, speak Ibanag, LET passers, doctorate degree holders, have 10 years teaching experience and use English language in instruction. The teachers and the students used different adjacency pairs. It is revealed that those classes with great number of adjacency pairs used have interactive classes than those who used fewer adjacency pairs. And it is also revealed that profile of the teachers is not significantly related to their language used in instruction.

It is concluded then, that teachers and students' spoken discourse in the ESL classroom make use of adjacency pairs for enhancing classroom interaction; thus, making possible conversational contributions in the class which adhere to Grice's Cooperative Principle which postulates that effective communication is in consonance with the maxims of quality, quantity, relevance, and manner.

Keywords: *adjacency pairs, English as a Second Language (ESL), second language acquisition, spoken discourse analysis*

INTRODUCTION

Teachers and students play noteworthy roles and functions in the English as Second Language (ESL) classrooms. Both contribute to the easy acquisition of the target language. The teachers must take the lead in building creative and lively communication in the classroom while instruction is at its best. There should be a continuous conversation where different ideas are elicited. This is in consonance to the ideas of Sacks and Schegloff (1979) that every conversational action of speech occurs in a sequence of utterances between two or more people who all shape what they say around what has already been said and what they predict might be said later on in the conversation. This is known as recipient design as people unconsciously shape, or design, their speech to meet the expected needs of other's in the conversation. Furthermore, Sacks and Schegloff (1973) adhere to the importance of adjacency pairs in instruction. They said that this is one of the most basic forms of speech that is used to produce conversation needed in instruction. It is a sequence of two utterances that follow one another, or are 'adjacent', and has two parts, a first pair part and a second pair part. What kind of first pair part is used by the speaker determines the range of responses that the other participant in the conversation can give, as only specific second pair parts correlate to each first pair part. Hence, there is an active classroom interaction when the different types of adjacency pairs are intellectually used both by the teachers and the students.

Corollarily, this academic success rests on the language use and interaction of the members of the classroom- both the teacher and the students. Mohr, K.J. and Mohr, E.S (2007) mentioned in their study "Extending English Language Learners' Classroom Interactions Using the Response Protocol, that in order to be proficient users of English language and productive teachers and students, there is a need for many opportunities to interact in social and academic situations. The teachers should have skill in managing the exchanges in the classroom to sustain the communication and interaction in the English as a Second Language (ESL) classroom.

Expectedly, teachers should use more adjacency pairs in their explanation. This would facilitate learning easily as well. Their communication skills and the great number of adjacency pairs used will help them attain their teaching goal and that is to impart the knowledge successfully. This is in consonance to the idea that rich language interactions encourage thinking, social relationships, and expanded language use.

In addition, teachers must purposively and creatively use language for them to deliver their instruction in a manner where they can be easily understood by their students. Furthermore, both teachers and students should adhere to the maxims of cooperative principle of Grice where both participants should make a “conversational contribution” and accept the purpose or direction of the talk exchanges and must speak cooperatively and mutually so that effective communication will be achieved. Grice mentioned that conversational exchanges helps the classroom becomes interactive. This is composed of two utterances by two speakers, one after the other.

Furthermore, Cazden (2001) as cited by Mohr, K.J. and Mohr, E.S. (2007) in their study, postulates that effective teachers encourage their students' participation in classroom discussions, welcome their contributions, and motivate them by such practices. However, many educators often allow their less proficient students to remain silent or to participate less than their English-fluent classmates. It has been noticed that the teachers missed many opportunities to help students communicate in class, allowing them to be less involved in oral interactions.

Significantly, teacher should serve as a conduit for sharing information and scaffolding social and academic language. Low levels of instruction and low-quality interactions often combine to yield poor academic achievement among students who are busy constructing the meaning of the language and the content of school. Rich language interactions, however, encourage thinking, social relationships, and expanded language use. As Johnston (2004) admonished a teacher has "to think more carefully about the language he uses to offer students the best learning environments he can".

The critical role teachers play in students' academic success come into play. It is imperative that they consider the appropriateness of the language they use in the classroom in generating student's ideas. It also includes the type of adjacency pairs the class used that help boost maximum participation and interaction.

Language use in college and in university is made clear in the updated CHED policy on language use as embodied in the CHED Memorandum Order (CMO) No. 59, series 1996 which mandates that language courses, whether Filipino or English, should be taught in that language. It is too clear then, that English language should be used in teaching English subjects in College. However, there are some teachers at Cagayan State University who used variety of languages. Some English teachers code shift from English to Filipino or vice versa while some teachers even code mix English and Filipino. On the other hand, some English instructors also translate English words or phrases into Filipino for better understanding; however, using these various languages

including translation method in teaching affect language accuracy and fluency of the teachers and the learners as well.

Language accuracy and fluency are interrelated concepts in making both teacher and learners be communicative competent. To be able to communicate in the target language fluently means that the speaker is comfortable using the second language and can be reasonably understood by other speakers or the students of the target language. This does not necessarily mean that the speaker is free from errors in their communication, but that the errors they make do not obstruct the message because linguists believed that accuracy refers to the correctness of the language being produced by the speaker. Fluency and Language Accuracy are equally important both in the success of language acquisition and instruction. However, Language accuracy will be affected once an English instructor uses different languages in a single utterance. It has been noticed that the teachers missed many opportunities to help students communicate in class, allowing them to be less involved in oral interactions and most prefer to code-mix and code-switch in instruction even when using different types of adjacency pairs.

OBJECTIVES OF THE STUDY

This study determined the spoken discourse patterns on language use along adjacency pairs in English as a Second Language (ESL) classrooms. It likewise identified the perceived factors affecting language use in instruction, the profile of the teacher-respondents, the language use and the relationship between the profile of the teachers and their language used in instruction.

METHODOLOGY

Research Design

The study made use of descriptive-qualitative research design since the profile of the teacher-respondents in terms of age, sex, language spoken, highest educational attainment, number of years in service and college affiliation, and language used in instruction were described. Moreover, the comparison of language use in instruction along adjacency pairs of the teacher-respondents when grouped according to profile was also described.

A careful analysis and interpretation of the transcripts of actual classroom discourse were recorded which became the main reference for documenting the discourse patterns evident in instruction by the teachers.

Locale of the Study

The study was conducted at Cagayan State University- Andrews Campus, Tuguegarao City.

Respondents and Sampling Procedure

All Grammar and Composition 1 Instructors of the Colleges of Teacher Education (CTE), Allied Health Sciences (CAHS), Business Entrepreneurship and Accountancy (CBEA) and Hospitality Industry Management (CHIM) of Cagayan State University-Andrews Campus, Tuguegarao City during the school year 2015-2016. Total enumeration was employed in the study.

Research Instruments

Survey questionnaire was used to elicit the profile of the respondents including their language preference in instruction. A documentary analysis on schematic and practical approach by Cotts (1995) was employed in transcribing dialogues.

Collection of Data

Survey questionnaires were given to the teacher-respondents one month before the actual classrooms observations and formal interviews after the said observations were conducted.

Analysis of Data

The data gathered were analyzed with the use of frequency counts and percentages to treat the profile of the teacher-respondents and their language preference in instruction. Ranking was also used based on the frequency counts. And, in analyzing the discourse patterns evident in the instruction by the teacher-respondents, transcription was done first. Then, the schematic and practical approach by Cotts (1995) in analyzing the transcribed dialogues was adopted.

RESULTS AND DISCUSSION

Table 1. Profile of the teacher-respondents

Variables	Frequency (N=15)	Percent
Age		

21-30	4	26.67
31-40	5	33.33
41-above	6	40
Mean	37.8	
Standard deviation	10.48	
Sex		
Male	5	33.33
Female	10	66.67
Language Spoken		
Iloco	3	20
Ibanag	4	26.67
Itawes	2	13.33
Itawes and Ibanag	3	20
English, Filipino and Iloco	2	13.33
Filipino, Iloco and Itawes	1	6.67
Highest Educational Attainment		
With Units in Master's Degree	1	6.67
Master's Graduate	4	26.67
With Units in Doctorate Degree	8	53.33
Doctorate Degree	2	13.33
Eligibility		
CS Professional Passer	1	6.67
LET Passer	9	60
CS Sub-professional and LET Passer	1	6.67
CS Professional and LET Passer	2	13.33
P.D. 907, CS Professional and LET Passer	2	13.33
Length of Service		
1-3	1	6.67
4-6	6	40
7-9	2	13.33
10-above	6	40
Mean	9.2	

Standard Deviation	5.72	
College Affiliation		
College of Teacher Education (CTEd)	3	20
College of Allied Health Sciences (CAHS)	2	13.33
College of Business and Entrepreneurship (CBEA)	3	20
College of Hospitality Industry Management (CHIM)	7	46.67

Majority of the teachers are middle-aged, female, Ibanags and have units in doctorate degree. They have two or more eligibilities, have a good number of rendered years as English teachers in the university and are from the College of Hospitality Industry Management.

Table 2. Language Use of the Teacher-Respondents in Teaching English

Language	Frequency	Percent
English	8	53.33
Code- switch (English and Filipino)	6	40
Code-mix (English, Filipino and Iloco)	1	6.67
Total	15	100

Table 2 reveals that majority of the respondents used English language in instruction; while, some of the respondents code-switched or code-shifted English and Filipino in instruction and code-mixed Filipino, English and Iloco. This is based on the tallied questionnaire given to the teacher-respondents. However, it was found out in the actual transcribed classroom conversations that there are few teacher-respondents who code-switched and code-mixed other languages such as English, Filipino, Itawes and Ibanag while employing the different types of adjacency pairs.

This finding implies that only more than half of the respondents followed the CHED policy on language use as embodied in the CHED Memorandum Order (CMO) No. 59, s. 1996 which mandates that language courses, whether Filipino or English, should be taught in that language. For it is too clear, that English language should be used in teaching English subjects such as Grammar and Composition 1 in college.

Table 3. Sample Discourse Patterns Evident in Instruction along Adjacency Pairs

Type of Adjacency Pairs	L a n g u a g e U s e	Sample exchanges (lifted from the transcripts)
1. question-answer	E n g l i s h	<p><i>T: When do you use singular indefinite pronoun?</i></p> <p><i>S: When a singular indefinite pronoun is used such as everyone, everybody, each, either, neither, none, everything, anyone, anybody, someone, somebody, anyone, anybody, kind and sort, needs singular form of the verb.</i></p>
		<p><i>T: What is interjection?</i></p> <p><i>S: Interjection are words express strong feeling is followed by</i></p> <p><i>exploration.</i></p> <p><i>T: Please observe subject-verb agreement. When you say interjection is a word and when you say interjections use plural linking verbs interjections are words.</i></p>
	C o d e - m i	<p><i>T: Personal pronoun class refers to the subject.</i></p> <p><i>The personal pronouns refer to the person speaking, nagsasalita, the person speaking to, kinakausap and the person spoken about, pinag-uusapan What's the difference between first person, second person and third person?</i></p> <p><i>S: Sir</i></p> <p><i>T: If we say first person? Kung yung first person is your?</i></p>

	<p>x (E n g li s h a n d F il i p i n o) a n d tr a n sl at i o n</p>	<p>Ss: Nagsasalita (speaker) T: Second person is the one you are speaking to... kinakausap Ss: kinakausap (speaking to) T: Third person? S: Pinag-uusapan (speaking about) T: Let's look at the matrix the first person pronouns. Singular muna tayo refers to only one. S: You...Kayo T: Third person S: They...sila</p>
2. inform - explain	<p>E n g</p>	<p>T: I told you last time that if you're referring to the subject is about time, distance, measurement, the answer is singular</p>

	li s h	<i>S: Yes ma'am, that is true</i>
	C o d e s w it c h / m i x (E n g li s h a n d F il i p i n	<p><i>T: How do we determine that all of those are prepositions? Meron silang kasama.(they have companion) In short they have objects.</i></p> <p><i>T: So, lahat ng (all of) prepositions ay may (with) object, tama o mali (true or false)</i></p> <p><i>Ss: Tama</i></p> <p><i>T: Now, since ang sabi natin kanina may mga (we have said that) preposition dapat may kasamang (must have)object. Therefore, a preposition plus objet or objects is called? Is called?</i></p> <p><i>Ss: prepositional phrase</i></p>

	o)	
	C o d e - m i x (E n g li s h a n d F il i p i n o)	<p><i>T: In Filipino, ang past perfect na verb ay isang action nangyari bago ang isang past action so, ano ang mas nauuna nangyari yung past perfect or yung isang past action? Which of these? (In Filipino, the past perfect verb is a past action before another past action occurred)</i></p> <p><i>S: Past perfect</i></p>
3. Explain- Example- Inquire or EEI type of adjacency pairs	E n g li	<p><i>T: Again what is the formula for the perfect aspect?</i></p> <p><i>S: have plus en</i></p> <p><i>T: have plus?</i></p> <p><i>S: en</i></p> <p><i>T: What does the en stand for? It's a part of your verb.</i></p>

	<p>s h, E n g li s h - F il i p i n o</p>	<p>T: <i>It's referring to your past participle</i> T: <i>Refers to past participle. Like for example speak. What is the past perfect of speak?</i> S: <i>spoken</i> T: <i>spoken lang?(only)</i> S: <i>have spoken</i> T: <i>correct!</i></p>
Question-example-proving-acceptance type	<p>C o d e - m i x (E n g li s h a n</p>	<p>T: <i>Can you give me an example of irregular verb?</i> S: <i>call</i> T: <i>Prove to me that it is a regular verb? Paano tayo makakasigurado? (How can we be sure?)</i> S: <i>tanggalin mo yun tapos i-add mo ng E-D (remove and add E-D)</i> T: <i>Okay? we add D or E-D to form its past tense and past Participle. Alright sing. Why sing is an irregular verb? (Parehas lang yun. (Still the same) Drive, sing I agree drive is an irregular.</i> S: <i>Kasi sa drive (In drive) change its vowel</i> T: <i>it's spelling</i> T: <i>Exactly! Para di tayo mawala sa usapan. (So we will not be confused)</i></p>

	d F il i p i n o)	
informing / suggesting- accepting type	E n g li s h	<p><i>T: Give sentences in comparative degree?</i></p> <p><i>S: The church looks more cleaner.</i></p> <p><i>T: You just choose one. More or cleaner</i></p> <p><i>S: The church is cleaner than before.</i></p> <p><i>T: Give sentences in superlative degree?</i></p> <p><i>S: The lady is tallest among the dogs.</i></p> <p><i>Ss: ha!ha!ha!</i></p> <p><i>T: no! You cannot compare a lady with a dog!</i></p> <p><i>Ss: ha! ha! ha! kamukha ng dog (looked like a dog)</i></p> <p><i>S: The boy is the most talented among the two.</i></p> <p><i>T: Again?</i></p> <p><i>S: The boy is the most talented among them.</i></p> <p><i>T: you are comparing two</i></p>

Table 3 shows sample adjacency pairs used by the teachers in their instruction during the first and second sessions. As reflected in the table, most teachers used *question-answer type* in instruction.

The teacher-respondents also used *inform / explain type of adjacency pair* as shown in the third example. It was noted that the teacher-respondent and the students translated English terms during the session. For instance, the teacher explained “*The personal pronouns refers to the person speaking, nagsasalita, the person speaking to, kinakausap and the person spoken about, pinag-uusapan*”. And the students also used translation method like what they mentioned “*they...sila*” and “*you...kayo*”

In addition, it can be seen in the table that teachers also cited example after their explanations and before asking another question. This is an *Explain-Example-Inquire or EEI adjacency pairs type* and question-example-proving-acceptance type.

Lastly, the conversational turns of the teacher and the students in the last example used *informing / suggesting-accepting type* with question-answer type of adjacency pair. It can be seen also that the teacher checked her student's answer by explaining the correct usage of comparison.

The sample dialogues revealed that there were interactive class discussions most especially when the students were allowed to speak in any language. Even though students used Filipino language in asking, in conversing and in reciting, the teachers still managed the class. They guided them and helped them to improve their sentences. As a result, both understood each other's point. The quantity and the quality of the students' responses to the teacher's question also did not impede them in conveying the message though some answers were in incomplete sentences. The data also show that during the sessions, both teachers and the students used varied languages where they are most comfortable in expressing their thoughts. The conversation was sustained and the intended meanings of both speakers were conveyed.

These findings conform to the maxim of quality (be true), maxim of relevance (be relevant), and maxim of quantity (be brief) in Grice's Cooperative Principle. Students' answers though shortly and simply stated were still true and correct. The responses of the students were relevant to the questions of the teacher and the translated terms were correct though the answers were incomplete sentences. In addition to this, the art of questioning of the teachers encouraged their students to take part in the discussion. Though various languages and translations were used, transfer of learning and classroom interactions were said to be successful. This implication coincides with what Nunan (1993) concluded that learners participate in communicative situations where they have to negotiate meaning in order to make themselves comprehensible to their interlocutors.

Comparison of the Discourse Patterns when Grouped According to Profile Variables

Based on the transcriptions analyzed, there was no difference on the discourse patterns evident in the instruction of the teacher-respondent when grouped according to their age, sex, number of years in service, language spoken, eligibilities and college connected.

Furthermore, English language is used in the instruction and the use of translations, code-mixed and code-switched statements along adjacency pairs are evident in all colleges. On the other hand, the profile variables most especially the college affiliation have no significant relationships

on the language used in instruction. In addition, the colleges with board courses like CTE, CBEA and CAHS and so with the college with non-board courses like the College of Hospitality Industry Management value the importance of English language. Thus, the English instructors used this in instruction more frequently than other language variations for the following reasons: 1) the CTE students are future teachers thus, they are required to be fluent and effective English speakers where English language is the medium of instruction in the class; 2) the CAHS set standard in terms of its screening and selection to their incoming students and it strictly follows its retention policy; 3) the CBEA students are expected to be in the business world where English language is used in transaction and communication, and 4) the CHIM students are expected to be hosts or front liners in local and international hotels and restaurants where English language is also used.

With this reality at hand, it is deemed necessary for and by the Grammar and Composition 1 instructors of these colleges to use English language in teaching the said subject as mandated by CHED in its CMO 59 series 1996 that English language should be used in teaching College English subjects.

CONCLUSIONS AND RECOMMENDATIONS

Teachers in English as a Second Language (ESL) classrooms used many types of adjacency pairs for purposes of enhancing classroom interaction thereby making possible conversational contributions in the class which adhere to Grice's Cooperative Principle which posits that effective communication is in consonance with the maxims of quality, quantity, relevance, and manner.

Remarkably, the ESL classroom is teacher-dominated and becomes less interactive when the language teacher uses straight English as a medium of instruction, in contrast to an active ESL classroom that engages students when the teacher uses a language within their level of understanding. In addition to this, the class seems lackluster when few adjacency pairs are used by the teachers and the students. Invariably, teachers' language use in instruction in the ESL classrooms is evident regardless of their age, sex, language spoken, educational attainment, eligibility, years of service, and their college affiliation.

This has important implications for the language policy of the university, which among others, aims to develop students who are English proficient which is the primordial concern of ESL classrooms as mandated by CHED. This aim of developing English proficient students is clearly not going to be achieved unless the language teachers exemplarily model English language use in the University.

Thus, it is suggested that English instructors should have great number of adjacency pairs in instruction. In addition, teachers should intensify the use of English language in teaching English subjects as mandated in CHED Memorandum Order No. 59, s.1996.

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ERROR ANALYSIS OF STUDENT INTERNS' REFLECTIVE JOURNALS: BASIS FOR A GRAMMAR REMEDIATION CLASS

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Abstract

The study aimed to analyze the errors evident in the reflective journals written by student interns. The respondents came from the different programs and academic majors who are studying at Cagayan State University in the Philippines. All of the participants are from non-English speaking environments and rarely communicate in English outside the university campus. However, in their student-teaching internship they need to make use of English as a medium to their students. And at the end of this phase, the student interns are required to write reflective journals to narrate and make account of their day to day experiences and exposures in their respective cooperating schools. Their reflective journals are required to form part of their individual portfolio. The instruments used in the study were the participants' reflective journals. All the errors committed by the students were checked and categorized into different types of error. The findings of the study revealed that the student interns have committed several errors such as: run-on, wrong use of words, word order, error on subject-verb agreement, noun- antecedent error, etc. The results also showed that the most frequent errors committed by the students were run-on sentence and subject-verb agreement error. In light of the obtained results, several recommendations and pedagogical implications were suggested in order to help EFL teachers in their attempt to reduce errors and difficulties among student interns in writing reflective journals after their student internship stint.

Keywords: *Error analysis, linguistic competence, communicative competence, student-teaching internship, reflective journal and grammar remediation*

INTRODUCTION

Student teaching internship is the final and significant phase for training the students at the College of Teacher Education. It is a program that provides opportunities and experiences to expose the student interns to actual teaching-learning environment. This is the avenue where they are able to put into practice the pedagogical knowledge, skills and attitude which were learned by the students in the university. Furthermore, it provides the students all the opportunities to act like real teachers in their respective cooperating schools. And it also helps the students understand their roles in the larger arena of the teaching profession and in the extended operational environment of the school where he or she is assigned to.

Expectedly, student-teachers must be linguistically competent before they will be deployed to the primary and secondary schools. These interns must be communicative competent and must possess speaking and writing skills as well. When these competences and skills are fully equipped by the student-teachers, teaching-learning process will certainly take place.

Significantly, part of the student-teaching internship is the submission of the reflective journal where the substantial teaching experiences were documented. The collective narrative reports or journals serve as an eye-opener to the faculty members and to the administrators because this would be their basis in improving the student-teachers' performance particularly in be improved.

However, it was observed in their submitted reflective journals the evident grammatical errors such as Subject-Verb Agreement Errors, Sentence Fragments, Missing Comma After Introductory Element, Misplaced Or Dangling Modifier, Vague Pronoun Reference, Wrong Word Usage, Run-On Sentence, Superfluous Commas, Lack of Parallel Structure, Sentence Sprawl, Comma Splice, wrong punctuation usage and split infinitives.

This prevailing situation alarmed the administrators in the academe particularly the language head and professors. This further motivated the researchers who are both language professors to conduct an Error Analysis on their Reflective Journal. The results of the study will serve as basis for the conduct of a Grammar Remediation class for all incoming student interns.

This research is anchored to MacSwane's (2017) adopted model Time-on-task Theory—for educating English language learners (ELLs), with a focus on the role of language factors in explaining achievement differences among ELLs. In this research, the said theory is employed because the researcher also focused on the present or prevailing proficiency status of the respondents particularly in composition. This study also described qualitatively whether the profile of the respondent has significant relationship in his or her proficiency in writing.

Linguists have always been attempting to describe the types of errors committed by the language learners, and that is exactly the best way to start with, as it helps out the language professors in the university like the Cagayan State University to identify where the problem lies. According to Dulay et al. (1982) errors take place when the learner changes the surface structure in a particularly systematic manner. Thus, the error, no matter what form and type it is, represent a damage at the level of the target language production.

Errors have been classified by J. Richard et al. (2002) into two categories. The Interlingual Error and the Intralingual Error, those two elements refer respectively to the negative influence of both the speaker's native language, and the target language itself. Interlingual error is caused by the interference of the native language L1 (also known as interference, linguistic interference, and crosslinguistic influence), whereby the learner tends to use their linguistic knowledge of L1 on some Linguistic features in the target language, however, it often leads to making errors. This is related with Malana's (2018) study. She stated that first language interferes in learning the second language.

On the other hand, Intralingual error is an error that takes place due to a particular misuse of a particular rule of the target language, it is, in fact, quite the opposite of Interlingual error, it puts the target language into focus, the target language in this perspective is thought of as an error cause. Furthermore, J. Richard, et al. (2002) consider it as one which results from "faulty or partial" learning of the target language.

The present study is somewhat related to Maleki's (2008) findings. He stated that one of the most serious problems that Iranian EFL students face in their field of study is their inability to communicate and handle English after graduating from university. This is due to their weaknesses in general English.

On the other hand, the present study is related to the study of Silalahi (2018) which focused on grammatical errors analysis in translating English texts into Bahasa Indonesia text. The results of his study showed that the errors were on: 1) 85.29% of morphological error on word formation and 14.70% of affixation errors found; 2) syntactic error on phrase (3.96%), clause (1.00%), and

sentence (95.04%); and 3) the factors causing the errors in translating namely the students did not understand the context of the source language text, the students were not able to build sentence grammatically in the target language, the students were lack of grammar comprehension of source language and target language, the students did not use the dictionary and machine translation, and the students did not implement the right translation strategy. He concluded that the respondents made a lot of errors in translating English texts in to Bahasa Indonesia texts on morphology and syntactic.

Similarly, Crompton (2011) studied problems encountered by English learners whose mother tongue does not have an article system such as Arabic. His article described an enquiry into article system errors in a corpus of English writing by tertiary-level L1 Arabic speakers. Frequencies of articles are compared with those in native English and non-native English speaker corpora. A detailed account is given of the commonest types of errors, classified according to the misuse of each article. It is found that the most common errors involve misuse of the definite article for generic reference.

Objectives of the Study

This study analyzed the errors committed by the student-teaching interns which are evident in their reflective journals. The written outputs were analyzed using the error analysis of Coder (1981).

METHODOLOGY

Research Design

The study made use of descriptive-qualitative research design since the reflective journal was described. An error analysis on the respondents' reflective journal were done by the researchers.

Locale of the Study

The study was conducted at the College of Teacher Education, Cagayan State University-Andrews Campus, Tuguegarao City during the second semester of school year 2018-2019.

Respondents and Sampling Procedure

The respondents of this study were the student teaching interns of the Colleges of Teacher Education (CTE) of Cagayan State University-Andrews Campus, Tuguegarao City during the

school year 2018-2019. Random sampling procedure was employed in the study to determine the respondents.

Research Instrument

Error analysis adopted from Corder (1981) was used to analyze the errors in the reflective journals submitted by the student teaching interns.

Collection of Data

The reflective journals submitted by the student-teaching interns to their professors were read intensively and these were analyzed using the **Error Analysis** of Corder (1981).

Analysis of Data

The data gathered were categorized based on the type of errors committed and those were analyzed by adopting the Error Analysis of Corder (1981). This focused on errors that are systematic violations of patterns in the input to which the respondents have been exposed.

RESULTS AND DISCUSSION

Table 1. Emergence of the Common Grammatical Errors in the reflective journal of the respondents

Sample sentences/phrases	Errors committed
The head of the English Department talked to us for a while regarding the mentor whom will be assigned to us.	Pronoun antecedent error
She made me teach for my first day because she wants me to immediately have the experience of being there in front of the students.	Incorrect verb and preposition
I learned from her that it's good to keep authority but not in the way that the students will detest you because students tend to reciprocate the attitude that you show to them.	Incorrect direct object

It is already my second week but I am still working with the relationship that I have with the them but what I can see to my students is that first, they are interactive during discussion and it means a lot to me because for me they can understand the topic that I discussed.	Run-on sentence Absence of a comma Complicated thought
My objectives are composed of cognitive, psychomotor and affective aspect that it is used to guide my students as they reviewing	Subject-verb agreement error Wrong use of word (instead of aspect, it should be domain)
To cater their different perspective in the subject matter I incorporate creative thinking and multi intelligence	Incorrect plural form of the noun Run-on sentence
Just like the other week I can say that I was able to get interest of my students through motivating them before discussion and engage them into enthusiastic learning	Run-on sentence Absence of a comma
Before I discussed I flashed pictures or give some activities to be able to catch their attention.	Absence of a comma
It is already my third week and the relationship that I had with my students is good because during discussion I can tell some funny stories that make them laugh a little to relaxed and enjoyed and sometimes I do this to catch their attention.	Run-on sentence Absence of a comma Infinitive –verb violation
Being a teacher isn't not easy, but one thing it most definitely could be labelled as a teacher is by loving and be interested to what you are doing	Double negatives
This is the most practices that the students need to avoid.	Subject-verb agreement error
I am trying to confiscate their cellphones and also to call their attention and give some task or I let them work individually.	Incorrect plural form of the noun
I believe that they also have something mind	Absence of preposition (something in mind)
Giving high numbers of kilometers as their recitation scheme really motivated them to do well.	Inappropriate use of word

This week for me was all about working with my students who need to improve their grade to become one of the academic excellence awardee .	Plural form of the noun is needed when one of the is used
When I got home, I compare my situation now to many weeks ago, I can really see how much I have learned and how far I have become with the help of my very supportive cooperating teacher.	Lack of parallel structure Run –on sentence
Now we will be discussing a new lesson but before I have here pictures you just say what is it.	Absence of a comma after a transition word
I can say that my objectives are powerful they are actionable and measurable so they are easy to reach .	Wrong use of word
4 weeks being with my students is good because every discussion I can already share some of my experiences in life	Misplaced and dangling modifiers
During discussion I also incorporate issue-based and multi-intelligence	No comma after an introductory statement
I deal with this through giving them activities that fits to all of them and discussing it in away where they can all understand it	Run –on sentence
All of my objectives are always composed of cognitive for the mind....	Tense of verb error
These objectives are all measurable wherein I know that I can reached these objectives by the end of the discussion.	Incorrect verb after a modal
All the activities that I let them do fits to all of them and during discussion I give all the information that they needed in a simple way that I know all I know of them can understand	Subject-verb agreement error Absence of a comma Run-on sentence
As I always see of effective classroom management specially student’s need.	Fragment
Their objective of this is, the student’s way of expressing will broaden, their act of talking in front, especially their esteem, it will take into place.	Parallelism

Table 2 shows the emerged common errors committed by the pre-service teachers. Majority of the errors committed were absence of a comma, subject-verb agreement and run-on sentence. This finding implies that regardless of the course and majors of the student intern, the errors committed are the same. During the informal interview to some of the student teaching supervisors and teachers, the student interns are not fully linguistically and communicatively competent. This can be attributed to weak grammar foundation and orientation of the students.

This finding coincide with the ideas and statements of Corder (1976). He stated that errors are significant of three things, first to the teacher. Exclusively, as to how useful his or her teaching strategies towards the goal the learner has progressed and, consequently, what remains for him or her to learn. Second, how language is learned or acquired, and what strategies or procedures the learner is employing in his discovery of the language. Third is the learner himself or herself, because making of errors makes the students learn.

CONCLUSIONS, AND RECOMMENDATIONS

This study concluded that the student teaching interns are not fully linguistic competent and proficient writers even if they are done with Grammar 1 and 2 or had their student teaching internship. Their exposure and training in using the language most especially in using correct grammar usage caused their inability to produce a refined reflective journal that is completely free of grammatical errors.

The outcome of the conducted research has a great implication to language teaching and language curriculum. The EFL teachers should conduct Grammar Remediation class to the students so that the existing linguistic problems will be addressed. The offering of a Grammar Remediation could be one best practice of the College of Teachers Education and an extra mile of the English faculty members whose should passion always be increased to refine the writing of reflective journals.

In like manner, the administrators should push through for the inclusion of the two additional English subjects, Advanced Modern Grammar and Language Proficiency next school year so that the students' linguistic and communicative competences will be enriched and be enhanced.

Pedagogical Implications

The reflective journals written by the pre-service teachers have grammatical errors that should no longer be committed. As an intervention to this, learning activities along grammar rules

should be intensified in ESL classes. Moreover, the checking of written requirements of pre-service teachers should be dealt with by their Supervisors in the strictest sense for them to minimize or avoid committing errors.

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APPENDICES

Sample students' outputs with errors

1. Have you been successful in maintaining students' enthusiasm while teaching? What evidences would you ensure that what you do is effective in arousing the interest and on maintaining the attention of the learners?

For sixth weeks being with these students, I already feel comfortable with them and all the strategies that I did from first week is what I am doing until this week. Even though it's already 6th weeks that I had the same strategies but these strategies are still effective to my students just like arousing them through playing videos or showing pictures and keep on asking questions during and after discussion to monitor if they understand something and also to catch their attention.

run on

2. Is there a rapport between yourself and your learners while you are teaching? How is this shown? Give three examples.

It's already my sixth week and I feel comfortable with them. I can tell some funny stories that make them laugh a little for them to relax and enjoyed and sometimes I do this to catch their attention. My students asked questions in a respective manner.

W use of respective polite

3. What practices have you observed and tried out in providing for the varying needs of the learners or individual differences? How often have you done it?

The individual differences of this students is not that easy to handle but I already stay with them for sixth weeks, so I already know how to deal with it. I make sure that all of them understand the lesson and I see to it that all the activities that is I ^{give} given fits to all of them.

Pro active

4. What are some procedures or strategies you have employed in order to reach your objectives? What instances would you cite to prove that these are appropriate in attaining the objectives of your lesson?

I can say that my objectives are ^{S.M.A.R.T.} powerful they are actionable and measurable so they are easy to reached. I also incorporate multi-intelligence and creative thinking during discussion.

This week was the first full week of school and because of this, I have really learned a lot about creating positive learning environment with my students. Together, my cooperating teacher and I established teacher authority. We shared the day so that both of us would be viewed to the class as equal authority. The rest of the week was spent cleaning the t.l.e center, we spent listing and reviewing classroom rules and procedures. During break times after class, my cooperating teacher and I collaborated for the following week and discussed which part of the days she would let me start taking over.

A positive learning environment encourages social interaction, active engagement in learning, and motivation. All of these have been seen inside my grade 9 and 10 class since my first meeting with them. From the day 1, we have practiced our rules and regulations, and allowed time for independent/self discovery in the classroom. It was so important in my second week to create a positive learning environment with my students feel comfortable with me.

Week 3: Student Intern Execution of Lesson Plan

1.) Have you been successful in maintaining students' enthusiasm while teaching? What evidences would assure you that what you do is effective in arousing the interest on maintaining the attention of your learners?

- ✦ Being a teacher isn't not easy, but one thing it most definitely could be labelled as a teacher is by loving and be interested to what you are doing. The feeling of pride and happiness you extract from helping a struggling student to fulfil their potential is one you'd be hard to pushed in recreating elsewhere, you should understand them and take a long patience.

2.) Is there rapport between yourself and your learners while you are teaching? How is this shown?

Give three examples.

- ✦ Yes, in a way of participating in class discussion. They are able to build their confidence to ask question regarding the topics they don't understand.
- ✦ By way of giving them advices in life and through this we build a strong relationship between me and the learners and also they are not afraid to share their problems.
- ✦ And by way of giving time to have bonding not only in the class but also outside of the school.

3.) What practices have you observed and tried out in providing for the varying needs of the learners or individual differences? How often have you done it?

- ✦ Using cellphone during discussion. This is the most practices that the students need to avoid. Sometimes you cannot control them to use their gadgets inside the room and even during discussion. In order to catch or get their attention, I am trying to confiscate their cellphones and also call their attention and give some task (recitation) or I let them work individually. In that way, all of them can participate in the class discussion.

This week for me was all about working with my students who need to improve their grade to become one of the academic excellence awardee. I assisted my grade 10 students in fixing their project on their different subjects. Honestly, they were my favourite students. I also helped my students for their moving up ceremony. When I got home, I compare my situation now to many weeks ago, I can really see how much I have learned and how far I have become with the help of my very supportive cooperating teacher. I really feel that I have made good connections with my students some of those who I have asked to apply themselves more, pay attention and not be noisy in the classroom most especially in classroom discussion have responded well to me. I have told my students how I think they are all talented and I want them all reach their dreams and to become successful someday. I started my students internship by being stranger to my students, now they are talking to me after class, saying “we will miss you ma’am you’re our favourite student teacher and I’m like uhhh.. that feeling was so good.

SOCIAL REGARD FOR LEARNING

“Teacher serves as positive and powerful role models of the values of pursuit of learning and the effort to learn, and that the teachers’ actions, statements and different types of social interactions with students exemplify this ideal.”

First meeting with the principal, we have been initially informed that EVHS has no records of any acts of violence or misconduct, only proving that they instill great emphasis on values and social respect. This served as a reminder for us practice teachers to be very much aware of what we say and do in front of the students. In order to keep up with this, I ensure to present myself in front of the students, not only as respectable in terms on how I look, but also amiable in terms on my actions.

Every time I discuss, I make sure that I will be careful with my words in terms of dealing with the noise and behavior of the students. My mentor commended me for having that ‘subtle katarayan’. She said that it will prove beneficial in establishing activity mechanics and retaining students’ respect. I learned from her that it’s good to keep authority but not in the way that the students will detest ^{me} you, because students tend to reciprocate the attitude that you show to them.

My strategy was to treat them with tolerance. I don’t scold and shout at them for simply being noisy because sometimes the noise is caused by their participation only that it gets out of hand. In those cases, I applied my ‘subtle katarayan’ in a way that I will not say anything and just stare at them until they realize that I’m actually asking them to keep quiet and pay attention. Sometimes I raise my fist to let them know that they are getting way too noisy. In terms of my actions, I disciplined not to do any acts like that of throwing things and hurting the students. I also kept the distance between us as teacher and students.

1. Have you been successful in maintaining students' enthusiasm while teaching? What evidences would you ensure that what you do is effective in arousing the interest and on maintaining the attention of the learners?

This week is a tough week for me but I believe that I was able to get the attention of my students and maintain an enthusiastic learning. During discussion the first thing that I usually do is to catch the attention of the learners through posting pictures or playing videos that is connected to the topic. Next, is that I asked different question after the discussion to see if they understand something. Every time that my students answer the questions that I gave and asked some questions concerning to the topic I can say that my students are very interested to the subject matter.

man-on

2. Is there a rapport between yourself and your learners while you are teaching? How is this shown? Give three examples.

It is already my second week but I am still working with the relationship that I have with them, but what I can see to my students is that first, they are interactive during discussion and its means a lot to me because for me they can understand the topics that I discussed. Second, they asked question with respect. And lastly, noise is already part of the discussion so just like last week and I just call their attention and immediately they will be quiet and focus again to the topic.

3. What practices have you observed and tried out in providing for the varying needs of the learners or individual differences? How often have you done it?

I deal with their individual differences through giving activities to have interactive class. I even asked different questions that engage them to listen more and I asked for their opinions or any additional information the topic that I discussed.

4. What are some procedures or strategies you have employed in order to reach your objectives? What instances would you cite to prove that these are appropriate in attaining the objectives of your lesson?

My objectives are composed of cognitive, psychomotor and affective aspect that it is used to guide my students as they reviewing material and preparing for assessment. To cater their different perspective in the subject matter I incorporate creative thinking and multi intelligence.

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In my Teaching Strategies, Before our practice teaching, my knowledge about teaching strategies was only limited and because of my Cooperating Teacher I was able to look deeper into it that I could use for my class. And I observed also in my teaching days that the strategies she taught me was very useful to feed the need of my

- ♣ As I always see of effective classroom management specially student's need. I looked forward to minimize content discussion, instead, student discussion. The objective of this is, the student's way of expressing will broaden, their act of talking in front, especially their esteem, it will take into place. So their abilities to show what they have, is what I look to

Classroom management, I handle them strictly but happy in class.

3. What practices have you observed and tried out in providing for the varying needs of the learners or individual differences? How often have you done it?

Being with them for five weeks is that I can see their own uniqueness - their individual differences. I deal with this through giving them activities that fits to all of them and discussing it in ^{in way} away where they can all understand it.

4. What are some procedures or strategies you have employed in order to reach your objectives? What instances would you cite to prove that these are appropriate in attaining the objectives of your lesson?

All of my objectives are always composed of cognitive for the mind, psychomotor for the body and affective for the heart. These objectives are all measurable wherein I know that I can reached these objectives by the end of the discussion.

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Communication Skills and Caring Behavior of Nurses

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Bioprofile

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Abstract

The importance of positive communication with patients has been the cornerstone in nursing practice. Recognizing that nurses' communicative roles can influence the quality of patient caring; hence, the conceptualization of this study. It aimed to explore nurses' communication and caring behavior in nurse-patient relations. Findings revealed that the patients agree to strongly agree with mean ranging from 4.26 to 4.70 on items which traditionally utilize verbal and non-verbal communication to define the caring behaviors of nurses. The nurses' role in the relationship with patients is designed based on the patients' needs. Therefore, if the patients' needs are defined and clarified appropriately, the nurse-patient relationship will be improved, and thereby, the quality of care will be better.

Keywords: *Dimensions of Caring, patients' perspectives, nurses, hospital, Philippines*

Introduction

Communication plays a vital role in professional nursing. Establishing an effective communication with patients is an essential aspect of nursing care (Jahromi & Ramezanli, 2014). Nurses through communication can recognize the patients' healthcare needs, as a meaningful

communication with patients enables nurses to aspire to enhance a thorough knowledge of individual patients and their characteristics (Bridges et al., 2013). The positive nurse-patient relationship includes a wide range of behaviors in multiple domains of nursing practice, and it is an essential factor in high-quality nursing care (Skea, MacLennan, Entwistle, & N'Dow, 2014). Therefore, improving the communication roles of nurses leads to a favorable opinion of their job and patients (McGilton, Irwin-Robinson, Boscart, & Spanjevic, 2006). Communication is the core of managing the patients, which can be challenging and unpredictable that may be difficult for the nurse to handle.

Furthermore, hospitals and clinics have been considered extremely stressful environment for direct care staff working closely with patients with unpredictable behaviors (Ward, 2013). At times, it can be difficult for the nurse to maintain effective communication with such patients. It has been challenging to manage even for the experienced nurses. In order for effective communication to take place, the nurse-patient interaction and involvement must be established first.

Moreover, the primary function of nursing is caring for their patients. To properly care for them, communication is essential. Patient-centered communication is the key that helps in the development of a positive nurse-patient relationship. Nurses whether novice or experienced have been considered poor communicators with patients suffering from different illnesses (Sharac et al., 2010). Maintaining effective communication between the nurse and patients has been considered the central core of caring in nursing (Peplau, 1997). The importance of communicating with patients is the cornerstone in nursing practice. Recognizing the nurses' communicative roles can influence the quality of patient caring.

The study of Rivera and Lear (2019) has shown that there are researches which reveal the importance of communication in changing the behavior and beliefs of people particularly of patients and that education and communication programs have evolved from the traditional one-way flow of communication. However, there are very few studies about nurse-patient communication in Zamboanga City or even in the Zamboanga Peninsula and majority of these studies have focused on communication barriers. Therefore, a more in-depth understanding of nurses' communication with patients can help healthcare policymakers plan strategies for enhancing high-quality nursing care. Therefore, this study aimed to explore nurse's communication and caring behavior in nurse-patient relations.

Related Literature

Communication

Communication is a crucial factor in providing and managing the care of patients with illness. Peplau (1997) stated that the nurse-patient association is the heart of nursing. Nurse and patient interaction play an important role in the quality of patient caring and its result. Although communication is the cornerstone of the nurse-patient relationship, nurses have been criticized for their lack of interaction and therapeutic engagement with patients (Sharac et al., 2010).

In Tay, Hegney, and Ang's (2011) study, the results revealed that patients' demands and needs could promote the needed communication between nurses and patients. Also, Granados Gamez (2009) concluded that the nurse-patient relationship creates the activity of caring. So, policymakers must pay additional attention to eliminate inhibiting factors of the nurse-patient communication process.

Moreover, Shafipour et al. (2014) qualitative study that focused on nurse-patient communication found that job dissatisfaction, routine-centered care, and lack of trust towards nurses were the significant barriers for achieving effective communication. Although there are other factors like workload, tasks, fatigue, little time to speak with patients, fast rate of nurses' speech, lack of welfare facilities for nurses and some problems with the patients were considered as barriers for communication between nurses and patients (Jahromi & Ramezanli, 2014; Anoosheh et al., 2009).

Norouzinia et al. (2016) concluded that difference in conversational languages between patients and nurse, the overload of works, and emergency of patients were the most barriers in nurse-patient communication. Also, Azimian et al. (2014) believed that routine-based culture is one of the barriers in establishing nurses' relationship. A review of the literature shows that nurse-patient communication is influenced by conditions that arise in clinical and hospital settings.

Effective communication with patients and health care providers is a critical process in safe and quality health care according to Schyve (2007) as cited by Benito (2019). Moreover, patient and doctor relationships rely on excellent communication, resulting in improved patient satisfaction, adherence to medical recommendations, and better healthcare outcomes as espoused by Wynia & Osborn (2010) as cited by Benito (2019).

Caring Dimensions

Caring is considered in related literature as the central focus of nursing. It is the art of nursing, which is the exercise of human skill, the skill of caring according to Clifford (1995) and

Jasmine (2009). The concept of caring needs to be re-contextualized in order to reflect current developments and changes in the way nurses practice nursing as perceived by their patients.

Caring is not an abstract idea but a fundamental component of pragmatic everyday nursing practice (Doane & Varcoe 2005). If one conceptualizes nursing as the human-involved process of relational practice, caring occurs because nurses interact with their patients. The discipline's care ethics is actualized during the daily interaction of routine practice (Bergum & Dosseter, 2005); that is, caring is demonstrated through the medium of nurse-patient relationships. However, in order for the nurse to establish a relationship with his/her patient, the nurse must be motivated to attend to the patient. Caring consists of three dimensions: (a) the intention to care, or intentionality; (b) the nurse-patient relationship, or relationality; and (c) the actions taken by the nurse that are appropriate given the patient's cues, situation, and context, or responsivity (Porr & Egan, 2013)

Communication and Caring

Kim, Heerey & Kols (2008) conducted a study to explore enabling factors for nurses in communicating effectively with patients. They concluded that the manager should consider a set of clinic-based strategies for improving the nurse-patient relationship beyond general communication skills.

Moore (2005) believed that effective nursing care required meaningful communication with the patient and a continued assessment of the patients' needs. Also, it seems that nurses and patients are engaged in a reciprocal process that influences both parties. For this reason, reflection on nursing skills can lead to the identification of the difficulties and the recognition of possible solutions (MacDonald, 2007). Thus, the perception of the cultural aspects of communication can help nurses in nursing practice (Anoosheh et al., 2009).

Mottram (2009) expressed that some nurses' behaviors such as adequate explanation, timely satisfaction of patients' requests, intimacy, and friendly interaction with the patient are characteristics of therapeutic communication in nursing care.

In Finch's (2006) study, patients expected a professional, respectful, intimate, and professional behavior from nurses. Nestel and Kidd (2006) believed that listening actively, speaking clearly, and behaving respectfully were verbal and nonverbal skills crucial to effective communication. In general, the meaning of nursing care from the patients' perspective can be summarized as respect and safety for the patient (Chiovitti, 2006).

Theoretical foundation

The supporting theory of this paper was Jean Watson's theory of human caring (Tomey & Alligood, 2006). Jean Watson is one of the most prominent caring theorists. She defined caring "as a science of care." Pipe (2006) illustrated the benefit of Human Caring theory by associating it with "patient-centered caring behaviors, communication, and patient safety." Some of the criteria taken into consideration in the process of selecting this theory included comfort, safety, and inclusion of patients in their care. Jean Watson's theory of human caring provided guidelines for its application through the ten "Carative Factors" (Tomey & Alligood, 2006). These are: humanistic-altruistic system of value; creating faith & hope; sensitivity to self and others; creating helping-trust relationship; expression of positive and negative feelings; use of the scientific problem-solving method for decision-making; promotion of transpersonal teaching-learning; providing supportive, protective, and corrective mental, physical, socio-cultural, and spiritual environment; assistance with gratification of human needs, and allowing existential phenomenological forces. These factors portray the importance of providing an injury free environment which, coincidentally, is one of the focuses of hourly rounding.

A particular concept that has a direct connection to the issue of patient satisfaction is "transpersonal caring relationship" which indicated the delivery of wholeness caring, connected to the patients' world, and exhibit of moments of compassionate caring (Tomey & Alligood, 2006). These concepts had a direct relationship to the development of communication skills and effective nurse-patient interactions. They were also embedded in how to perform a purposeful hourly rounding (Meade, Bursell, & Ketelsen, 2006).

Method

It is a descriptive study which employed quantitative techniques on the perceptions of patients on communication and caring behaviors of nurses. This study was conducted in selected hospitals in Zamboanga City, Philippines

Convenience sampling was utilized to identify the 252 patient-participants. This size falls within 20 % of the adult patient population confined in the selected hospitals at the time of the study. Inclusion criteria: at least 20 years old and admitted for at least three days in a General Ward or Special Unit, regardless of gender and marital status, and with an improved state of health upon discharge. Patients encountered an unstable state of health were excluded.

Data were gathered using a questionnaire-checklist which was prepared in English and translated into Bisaya and Chabacano, the dominant languages in the city. The questionnaire

included sections on demographic profile, and the instrument measures the patients' perception of communication and caring. It has 24 indicators with four negative items.

Results and Discussions

Table 1 presents the indicative statements that communicate what caring behavior is all about with the corresponding mean responses. It quantified the patients' agreement or disagreement on the said statements presented to them.

The patients agree to strongly agree with means ranging from 4.26 to 4.70 on items which traditionally utilize verbal and non-verbal communication to define the caring behaviors of nurses. Few differences in the responses were noted on the meanings of caring may be attributed to the understanding of patients of what inherently or traditionally caring is, which they expect every time they are admitted to hospitals relative to their ailments.

The findings of this study present new insights into nurse-patient communication. The findings showed that communicative roles of nurses were based according to the patients' needs. These roles were included identifying the patient's needs and communicative behavior in the face of the patient's needs that were applied by nurses. In other words, after identifying the patients' needs, nurses tried to enhance the quality of care with communicative behaviors such as caring attention, informal education of the patient, inducing calmness to the patient and winning the trust of the patient. Jahromi and Ramezanali (2014) concluded that therapeutic communication with patients needs to achieve care that is effective and responsive to their needs.

In this study, nurses were aware of patients' needs by self-expression of the patient. Nurses communicated with patients in informal form and interacted with patients according to their requests about their problems. Results of Chan et al. (2012) study showed that in informal communication, communication was initiated by the patients. Therefore, nurses answered them in a task-oriented form, such as treatment and procedural techniques.

Table 1. Communication and Nurses' Caring Behavior as Perceived by Patients

Indicative Statements	Mean	Patients' Verbal Description
1) Listens to the patient.	4.70	Strongly Agree
2) Speaks on behalf of the patient, about their care.	4.51	Strongly Agree
3) Talks to the patient.	4.55	Strongly Agree
4) Documents care given to patients.	4.64	Strongly Agree

5) A caring nurse is to do his/her best, to make the patient comfortable in their surroundings.	4.60	Strongly Agree
6) Gives the patient explanations concerning his/her care/ Educating the patient about self-care	4.54	Strongly Agree
7) Allows the patient to express feelings.	4.58	Strongly Agree
8) Keeps the relatives informed about the patient as negotiated with the patient.	4.59	Strongly Agree
9) Works collaboratively with colleagues to ensure continuity of care.	4.59	Strongly Agree
10) Creates a sense of trust.	4.51	Strongly Agree
11) Provides the patient with encouragement.	4.39	Agree
12) Knows what to do in an emergency.	4.43	Agree
13) Prevents any anticipated problems/ dangers from occurring.	4.39	Agree
14) Help to make experiences more pleasant.	4.43	Agree
15) Touches the patient when comfort is needed.	4.43	Agree
16) Keeps the patient's information confidentially.	4.26	Agree
17) Expects the patient to do immediately what she/he tells him/her.	4.07	Disagree
18) Gives priority to the needs of the hospital before the patient.	3.53	Disagree
19) Does not involve the patient in the planning of their care.	3.0	Uncertain
20) Does not give the patient all the information he/she needs.	3.46	Disagree
21) A caring nurse is prepared to work extra time.	4.67	Strongly Agree

22) Caring is a “joint effort” between the nurse and the patient.	4.65	Strongly Agree
23) Caring is acting; it is not just feeling.	4.62	Strongly Agree
24) Caring is a planned nurse activity designed to meet the patient’s needs.	4.60	Strongly Agree
Overall Mean	4.36	Agree

On the other hand, Taylor (2002) concluded that nurses use different sources such as nursing notes, patient's file, and history taking to recognize the patient's needs. Also, self-expression by the patient was another means of making nursing students aware of the physical condition of the patient.

Aljahdhey et al. (2014) as cited in the study of Taupan (2019) expounded how communication between healthcare professionals and patients’ multilingualism and different backgrounds of healthcare providers are the challenges to current medication safety practices.

According to the findings of this study, communicative roles of nurses were categorized according to two concepts: identifying patients’ needs and nurses’ behavior to patients. Nurses’ attention was focused more on the acute problems of patients. Shattell (2004) expressed that nurses paid more attention to patients with more needs. In a study that aimed to understand nurses’ communication with patients, the researchers found that in emergency conditions, nurses gave priority to physical care rather than the patient’s anxiety (Bryne & Heyman, 1997).

Implications

The implications of communication skills among nurses on practice, for future research, and social change are significant. For years, nurses’ communication skills have been criticized for not being compassionate, caring, or empathetic. It is essential that nurses can skillfully interact with patients in any setting and most important with aggressive patients in the hospital. Increasing nurses’ knowledge and awareness on their communication skills as it relates to the inpatient setting has the potential to reflect on how these nurses interact with people with mental illness outside of their safety zone and in the community.

This study suggests a specialized curriculum that will enhance nursing students’ attitudes, skills, and knowledge about effective communication. Current guidelines for communication skills training have been criticized for being too focused on training physicians, and research suggests that nurses and physicians play very different roles in communicating with patients and family

members (Krimshstein et al., 2011). Therefore, there is a need for individualized communication training guidelines and tools.

The school curriculum should provide instructors of nursing programs a unique opportunity to develop effective communication skills in their students. In addition to the module used for this study are additional modules explicitly tailored for nurses. The curriculum should be offered to nursing students, which focused on each of the seven principles if graduates are to enter the profession equipped to confidently and competently handle the difficult communication situations they will inevitably face. The curriculum should not be limited to nursing students. This curriculum could easily be used to teach practicing nurses in the form of professional development workshops.

Finally, communication skills training will likely continue to be an essential part of training for nursing students. Universities and colleges need to develop and implement the unique ways of using effective communication skills to nursing students to exemplify the need for these critical skills and the importance of their part in the nursing curricula.

Conclusions and Recommendations

The findings of this study are characterized by the multiple roles that nurses used in relationship with patients. It seems the patients' needs have an essential role in forming the nurses' communicative roles in clinical settings. Therefore, if the patients' needs are appropriately defined and clarified, then, the nurse-patient communication will be enhanced, and thereby, the quality of care will be improved.

The findings of this study can serve as a guideline for stakeholders and nursing policymakers to formulate appropriate strategies to enhance the quality of nursing care and communication process.

This study was performed with a quantitative approach, and the findings were limited to the field of study. Therefore, it suggests more studies on this topic in other settings using different methodologies.

The recommendation for remediation of limitations would be to expand the study to other facilities with provisions for larger sample size and increase generalizability, get insight of novice nurses' communication skills with patients, by providing an evaluation before and after three months completion of the hospital orientation, and to compare the evaluations to determine if the review on communication skills module had been effective.

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Utilization of English Language using Role Play in Teaching Filipino Female College Students in their Physical Education Class

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Bio-Profile:

Dr. Michael E. Santos is a college professor at Angeles University Foundation Angeles City Pampanga Philippines. A graduate of Bachelor Secondary Education and from the same university, he also acquired his Master of Arts in Teaching and Doctorate degree major in Educational Management. As a multidisciplinary researcher, he has published numerous research articles in various internationally recognized publications including top tier Thomson Reuters and Scopus indexed journals. Has been a research presenter in several International Conferences and Research Congress in the field of Education.

Abstract

The focus of this research article is to describe the teacher's performance and the motivation of the college students in speaking the English language in their group presentation (role play) about fitness concepts in their Physical Education (PE) class. Using Aboe's (2018) research questionnaire, the research described the level of interest of the students (n=83) in a role play class activity and their level of speaking and writing interests in English. An interview was also conducted with an all-female college students taking up Nursing degree, using a semi-structured questionnaire. The study is descriptive in nature since it describes and interprets the present situation of the Filipino female college students utilizing English language in their PE class. The result of the study heavily relies on the up-close, personal experience, observation and participation of the researcher.

Introduction

Cabigon (2018) stated that the Philippines is known internationally as one of the biggest communicative nations with a majority of its population having a minimum of a point of fluency within the English language. English has invariably been one amongst the official languages of

the Philippines and is spoken by over 14 million Filipinos. It is the language of commerce and law because the primary medium of instruction in education is in the English language.

In line, Leonen (2018) as reported in his Philippine Daily Inquirer news column that Filipino legislator Grace Poe has filed a resolution to inquire about the diminution in English competency of Filipino students. In Senate Resolution No. 622, she recommended an assessment of the curricula in elementary and in high school in the light of the "reports of narrowing advantage of Filipino graduates within the global language." The legislator then inspired the government to "adopt world English standards to enhance citizens' communication skills." Poe requested the Department of Education to review the current curricula "to improve teaching and learning of English" of the students.

"When learning a language, students need to be exposed into a good and well-designed strategy" (Aboe, 2018, p. 154). Teachers who are competent will find a way of making the learning process much easier for students by utilizing various teaching strategies such as drama, simulation, reporting and role play. Siegel (2016) likewise concluded that a thriving teacher will engage in multiple teaching strategies which enable students to learn and express their thoughts and language functions.

Dorathy and Mahalakshmi (2011) underscored that role play is an impressive strategy to stimulate the instruction and learning experience, evoke the curiosity of the students, and make the English language learning astounding. As Harmer (1984) suggested, role plays tend to increase the self-confidence of hesitant students because in role play and simulation activities, they will have a different role and do not have to speak as themselves, which means they do not have to take the same responsibility. Moreover, role play is an essential teaching strategy; as a result, it provides college students a chance to practice communicating in numerous social contexts and in several social functions.

Corresponding research studies supported the idea of utilizing the role-play teaching strategy in learning a language (Allman 2005; Toumpaniari et al., 2015). All of the studies mentioned above declared the value of role play as a strategy in teaching a language. Similar research article from Aliakbari and Jamalvandi (2010) reported that using role in teaching also produces a lot of positive vibes and conducive learning atmosphere in learning a language. The researcher conducted this study to describe the level of effectiveness of role play and to know if it promotes English language learning efficiently among Filipino female college students.

Methods

The researcher adopted Aboe's (2018) research questionnaire used in her paper entitled "Enhancing Students Speaking Interest through News Reporting Technique". The copies of the questionnaire were distributed to 83 female nursing students at the Angeles University Foundation Angeles City Pampanga Philippines. With the use of Likert scale analysis, the researcher utilized descriptive statistics particularly frequency and mean from the gathered data. With a semi-structured questionnaire, he interviewed the respondents to know the latter's perspectives on the use of the English language in their role play class activity, particularly to their overall motivation in speaking the English language in the class.

Results and Discussion

Figure 1 shows the level of interest of female college students regarding the use of the English language in a role play class activity. Based on the semi-structured questionnaire conducted via interview, 46 out of 83 or 55% respondents said that the activity is very interesting, 23 out of 83 or 28% respondents rated the activity interesting, while the rest of the respondents or 14 (17%) considered the activity as moderately interesting.

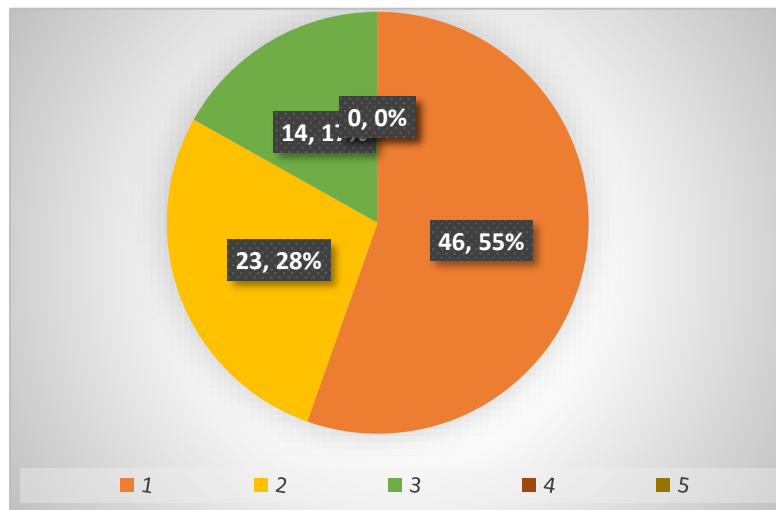


Figure 1. Frequency distribution among the respondents level of interest in regards with the use of the English language through role play class activity.

Legend:

1. Very Interesting 4. Difficult

2. Interesting 5. Not Interesting
3. Moderate

Table 1 details the teacher's performance in facilitating role play utilizing the English language in the class. Item 1 got a mean of 4.56, item 2 had 4.61, and 3 received 4.63; all three items got a descriptive rating of "Strongly Agree". These results mean that the teacher possessed an evident trait of being friendly, helpful and really pays attention to every student in the class. Also, items 4 had a mean of 4.42 while item 5 registered 4.46. Both of the items garnered a descriptive rating of "Agree". From the interview, respondents claimed that they less completely understand their teacher's explanation and that their teacher minimally uses multiple teaching strategies in their class.

Table 1. Teacher performance

		S A 5	A 4	N 3	D 2	S D 1	T F	W M	D R
A	Teacher								
1	The teacher pays attention to me in the class.	4 7	3 6				8 3	4.5 6	S A
2	The teacher is friendly.	5 1	3 2				8 3	4.6 1	S A
3	The teacher is helpful.	6 0	1 6	7			8 3	4.6 3	S A
4	I can understand the teacher's explanation.	5 3	2 4			6	8 3	4.4 2	A
5	The teacher uses various techniques and methods.	4 5	3 6			2	8 3	4.4 6	A

Legend: (SA) Strongly Agree; (A) Agree; (N) No Opinion; (D) Disagree; (SD) Strongly Disagree

Table 2 discloses the respondents view on role play as a teaching method in improving their English proficiency in the class. All of the items obtained a descriptive rating of "Agree" by the

respondents with a mean of 4.18, 3.87, 4.28, 4.45 and 4.16, respectively. Moreover, interviews with the respondents revealed that the role play technique used by the teacher moderately enhances students' English communication skills.

Table 2. Role play teaching strategy

		S A 5	A 4	N 3	D 2	S D 1	T F	W M	D R
B	Class Activity (Role Play)								
1	The class had helped me to improve my English.	2 5	2 9	2 9			8 3	4.1 8	A
2	The English level for this class is right for me.	3 7	3 9	7			8 3	3.8 7	A
3	The writing task helped me to learn more.	3 3	4 1	9			8 3	4.2 8	A
4	The speaking task improved my communication.	4 3	3 5	5			8 3	4.4 5	A
5	I grasped a lot of vocabularies and language function.	3 0	3 7	1 6			8 3	4.1 6	A

Legend: (SA) Strongly Agree; (A) Agree; (N) No Opinion; (D) Disagree; (SD) Strongly Disagree

Table 3 shows the motivation and interest level of respondents in terms of their engagement in using the English language in their role play class presentation. Item 1 obtained a descriptive rating of "Strongly Agree" with a mean of 4.65. Obviously, the respondents did have a great time participating in a role play class activity. However, in items 2, 3 and 4 the respondents displayed mid-level confidence in expressing themselves in English during and after their role play presentations. All of the said items were descriptively rated "Agree" with the mean of 3.73, 4.49, and 4.27, respectively. Item 5 was rated 3.37 and obtained a descriptive rating of "No Opinion". Based on the interviews with the respondents, only group leaders were given the chance in writing their role play materials. Notably, most of these students were raised in the United States or are Filipino-Americans thus have English as their first language.

Table 3. Motivation

		S	A	N	D	S	T	W	D
		A	4	3	2	D	F	M	R
		5				1			
C	Motivation								
1	I enjoyed the class with this technique (role play).	5 7	2 3	3			8 3	4.6 5	S A
2	I am confident with my speaking in this class.	1 9	1 8	2 1	2 5		8 3	3.7 3	A
3	I feel motivated to study with this technique (role play).	5 2	2 4	7			8 3	4.4 9	A
4	My level of understanding in speaking has improved.	3 6	3 9	3	5		8 3	4.2 7	A
5	My level of understanding in writing has improved.	2 4	4 0	2	1 7		8 3	3.3 7	N

Legend: (SA) Strongly Agree; (A) Agree; (N) No Opinion; (D) Disagree; (SD) Strongly Disagree

Conclusion

The level of academic performance of college students is contingent on their language skills which include macro skills such as reading, writing, listening and speaking. The use of role play as a tool for improving English language proficiency is evident among the Filipino female college students as supported by similar research studies mentioned above. The results of the study matched with those of Aboe (2018) who accounted that news reporting method which is similar to other teaching strategies such as drama, simulation, and role play showed appropriate teaching techniques in raising students' interest and speaking proficiency in the English language. However, training, workshops, or seminars should be provided to teachers by the school administrators to further improve their role play teaching strategy and add to their repertoire other interactive teaching methods.

Pedagogical Implications

Based on the results of the study, integrating role play in the class provides assortment and possibilities for a lot of language output to the learners. Respondents gave an overall impression of role play as a fun and motivating class activity that creates interest in learning the English language in a fun way. From the up close personal observations of the researcher, even low esteemed students got the chance to express themselves in a more outspoken way. Moreover, the utilization of role play exposes the class in touch with reality because the common plot of a role play usually portrays the practical world, thus making way to a much wider range of language opportunities for the students to explore and apply their knowledge on English in situations they are likely to encounter especially when they become professionals.

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PRODUCTIVE VOCABULARY: A PREDICTIVE VARIABLE OF PRE-SERVICE TEACHERS' COMPETENCE

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Abstract

This study was conducted to assert productive vocabulary as a predictive variable of pre-service teachers' competence. Specifically, it looked into the level of pre-service teachers' productive vocabulary level as a necessary component in their communicative skills during internship. It also looked into the level of teaching competence based on their Observation and Participation (OP), Practice Teaching (PT) and Supervisors' Evaluation, and its relationship to their productive vocabulary level. There were 605 respondents across campuses of the Cagayan State University in this study. This study used the descriptive-correlation method and used frequency counts, weighted means, correlation and regression to analyze the data gathered. Results indicated that majority of the pre-service teachers lack the expected vocabulary skill as the results indicated a level within high school or elementary level; therefore, productive vocabulary skill is limited. The level of productive vocabulary has significant relationship to their teaching competence in their OP, PT, and Supervisor's Evaluation. Their level of productive vocabulary is significantly related to their teaching competence. Since the results of this study indicated that the productive vocabulary level of the students is very limited, it is recommended that the student teachers should exert more effort to widen their vocabulary by more reading exposure in various media. In addition, teachers and peer-adults should initiate and encourage measures to enhance vocabulary by conceptualizing, proposing and implementing a Word Habit Program intended for students enrolled in teacher education courses to be undertaken before they enroll OP or PT. The findings imply that ESL teachers need to intensify learning activities from the first year level that

could highly improve their productive vocabulary level since it is a predictor to their teaching competence.

Keywords: *productive vocabulary, pre-service teachers, teaching competence*

INTRODUCTION

Teacher Education occupies a center stage in producing the right individuals so needed in our schools. The race to prepare teacher education student is so inevitable to meet unforeseen challenges that meet exactly the tremendous demands of our political, social, educational, and economic systems. Amidst upheavals in the nation, the educational system is now in the fore front, more than ever, to initiate its crucial role in steering the wheels of the system through the schools. It is at this point that quality education assumes a very critical importance. However, if one gets to consider importance or need of competence, is it a reality that one person is more competent than the other?

Every individual aims to succeed because it is the call of the times. However, success in school is generally believed to be related to intellectual capacity. In this view, students' productive vocabulary as an intellectual predictor to competence is of an essence. A principle underlying this study is that the productive vocabulary level of pre-service teachers provides the "enabling knowledge" that is necessary in order to be successful in all areas of language proficiency (Laufer and Nation, 1999). As emphasized by (Stuart, 2008), words are the primary carriers of meaning, and it has become evident that the more extensive one's vocabulary is, the higher their language proficiency is expected. The size of a student's vocabulary has been found to correlate closely with reading comprehension (Beglar, 1999; Quian, 2002) as well as with writing ability (Beglar, 1999; Laufer, 1998; Laufer and Nation, 1995) which are qualities of student teacher prior to deployment in the cooperating schools both in the elementary and secondary levels; this claim is necessary as there exist inferiority complex among pre-service teachers (Mai, 2016). Truly, vocabulary is regarded as an essential tool of language by which all other communicative skills rely on for competence. This primordial role of vocabulary has labelled it of big importance in second language proficiency as well as in academic pursuit because the acquisition of the four communicative skills is greatly anchored on it (Cumming & Silva, 2008; Laufer & Goldstein, 2004, Alqahtani, 2015). And these are requisites of becoming a competent teacher for them to be able to express thoughts to others (Stuart, 2005). Thus, pre-service teachers should develop a positive attitude towards English as a Second Language Learning (ESL), (Ilustrisimo & dela Cruz,

2019) and should have exposure to varied reading materials across media as a regular practice for students' competence (Busion, J. and Alieto, E., 2019)

What therefore influences the pre-service teachers' teaching competence. This has always been a perennial question that besets one's inquisitive nature. Are there really factors that predict teaching competence and skills? A scrutiny, therefore, of productive vocabulary as an intellectual predictor to teaching competence is essential in gaining a clearer insight of an individual's learning progress.

Over the years, there are many problems and issues confronting student teaching education and training, such as factors affecting teaching competence and skills. State colleges and universities aim for quality education and excellence; such mission is of equal interest and importance as other sectors in the educational system. For teacher education programs and institutions, the development of competent teachers is one of the primordial concerns. In achieving this goal, teacher training should enhance the capabilities and skills of the would-be teachers. To attune to this, the Cagayan State University has unceasingly sought ways to develop the necessary preparation and skills of teacher education students in their endeavor to answer the challenges of the new era.

To facilitate adequate vocabulary learning, four vocabulary learning partners (students, teachers, materials writers, and researchers) need to contribute to the learning process. Clearly, teachers need to be skilled in communicating to effectively relate to students, (Schechtman and Godfried 1993) as research reveal that students' vocabulary level is limited, (Usman, and Abdullahi, 2018) . It is for this reason that this study was conducted to look into the significant relationship of productive vocabulary as an intellectual factor to predict the teaching competence of pre-service teachers as measured by their OP grades , PT grades and Supervisor's evaluation.

Statement of the Problem

This research study determined productive vocabulary as a predictor to the teaching competence of pre-service teachers.

Specifically, it answered the following questions:

1. What is the level of the pre-service teachers' productive vocabulary?
2. What is the level of teaching competence of the pre-service teachers in regard the:
 - a. Final grade in Observation and Participation

- b. Final grade in Practice teaching
 - c. Supervisor's rating
3. What is the relationship of the pre-service teachers' productive vocabulary and their teaching competence?
 4. In which indicator of teaching competence is productive vocabulary a predictor to pre-service teachers' overall performance?

METHODOLOGY

Research Design

This study made use of the descriptive-correlation method of research. The descriptive method was adopted to appropriately describe the productive vocabulary level of the pre-service teachers. It also described their level of teaching competence. The correlation method was used to deal with the relationship between the productive vocabulary and teaching competence of the respondents. Moreover, it predicted productive vocabulary level as an intellectual factor to pre-service teaching performance.

Respondents and Sampling Procedure

The respondents of the study consisted of 605 senior students enrolled in the College of Teacher Education. Tuguegarao campus has the most number of respondents with 92.39; Gonzaga closely is next with 86.11 percent. Lasam, Sanchez Mira and Piat have 77.42, 75.00, and 73.44 percent respectively. Lowest retrieval rate are the campuses of Aparri and Lallo with 70.41 and 57.14 percentages. Total or complete enumeration was adopted with a retrieval of 81.65 percent.

Research Instrument

There were two research instruments used in the study. One was the I was a test on the different levels of productive vocabulary by Nation (1990). In this respect, no pre-test had been conducted. However, the researcher tried out the questionnaire among non-respondents, the second year students. This helped project the possible attitude of the respondents towards the questions/items. The try-out likewise determined the time allotment to allow during the actual conduct of the questionnaires. The respondents spent 15-20 minutes to answer the productive vocabulary test.

Documentary analysis was also used. The researcher used the final grades in Observation and Participation (OP) and Practice Teaching (PT) to predict the respondents' level of teaching competence. Records were taken from the Unit Registrar's Office. The Supervisor's evaluation or grades were determined by allowing the researcher to look into the college copy of students' grades with the permission of the College Deans.

Statistical Tools and Analysis

The Pearson-r moment of correlation was utilized to determine the relationship of variables. The 2-tail test at 5 percent significance was used in determining the acceptability of the correlation statistics. Step-wise regression analysis was used to determine the predictive value of productive vocabulary level of pre-service teachers.

RESULTS AND DISCUSSION

Analysis and Interpretation of Data

This part of the paper presents the findings of the researcher from the data gathered and collated. It also gives the analyses to the findings, as well as the interpretations made based on these analyses.

1. Productive Vocabulary

Table 1.a. Distribution of pre-service teachers' productive vocabulary at 2,000 word-level.

Scores/Category	Frequency	Percentage
1-5 (very low)	7	1.16
6-10 (low)	80	13.22
11-15 (moderately)	338	55.87
16-20 (high)	180	29.75

Mean = 13.65

Table 1.a. discloses that 338 or 55.87 percent have scores within 11-15, 180 or 29.75 percent have scores within 16-20, 80 or 13.22 percent have scores within 6-10 and 7 or 1.16 percent have scores within 1-5. The mean score for the 2,000- word level is 13.65 out of 18 items. This level is along the elementary level is lower than what is expected of a pre-service teacher. It can be deduced that the respondents' vocabulary skill is moderately high level.

Table 1.b. Distribution of pre-service teachers' productive vocabulary at 3,000 word-level.

Scores/Category	Frequency	Percentage
1-5 (very low)	14	2.31
6-10 (low)	183	30.25
11-15 (moderately high)	369	60.99
16-20 (high)	39	6.45

Mean = 11.575

Table 1.b. shows the word productive vocabulary of the of the respondents along the 3,000 word-level. The majority (369) or 60.99 percent scores from 11-15, 183 or 30.25 percent have scores within 6-10, 39 or 6.45 percent have scores from 16-20 and there are 14 or 2.31 percent have scores within 1-5.

The mean score at 11.575 of this level reveal that the students' scores are still low in as much as this level is designed for elementary vocabulary skill; the pre-service teachers have moderately high vocabulary skill.

Table 1.c. Distribution of pre-service teachers' productive vocabulary at 5,000 word-level.

Scores/ Category	Frequency	Percentage

1-5 (very low)	17	2.81
6-10 (low)	255	42.15
11-15 (moderately high)	316	52.23
16-20 (high)	17	2.81

Mean = 10.785

In Table 1. c. , data reveal that there are 316 or 52.23 percent whose scores fall within 11-15 and 255 or 42.15 percent have scores from 6-10 points. There are 17 or 2.81 percent in each along the scores of 16-20 and 1-5 categories. The mean score is 10.785 which is again lower than the 2,000 and 3,000 word-level scores. This level is suited for high school students. The results of their scores over 18 items is rather close to the value of 9 which is half of the perfect score. This indicate that as the word-level goes higher, their scores tend to decrease.

The word-level of the pre-service teachers fall between the low to moderately high levels.

Table 1.d. Distribution of pre-service teachers' productive vocabulary at the University Level

Scores/Category	Frequency	Percentage
1-5 (very low)	21	3.47
6-10 (low)	276	45.62
11-15 (moderately high)	283	46.78
16-20 (high)	25	4.13

Mean=10.664

The respondents' productive vocabulary at the university level is revealed in Table 21. There have been 283 or 46.78 percent who scored from 11-15 and 276 or 45.62 percent from 6-10. On the extremes, 21 or 4.47 percent have 16-20 and 25 or 4.13 percent have the lowest scores from 1-5.

The mean score of 10.664 is rather low as this level is along the collegiate level. Since they are pre-service teachers and are in the senior years, they are expected to have better scores. From the first level (2,000 word-level) to this level, the scores of the respondents had shown a decreasing trend. Indeed, the vocabulary level of the respondents fall between low and moderately high levels which are not very impressive.

Table 1.e. Distribution of pre-service teachers' productive vocabulary at 10,000 word-level

Scores/Category	Frequency	Percentage
1-5 (very low)	54	8.93
6-10 (low)	305	50.41
11-15 (moderately high)	232	38.35
16-20 (high)	14	2.31

Mean=9.848

Table 1. e. shows the scores of the respondents on the 10,000 word-level which is the highest and hardest level to test vocabulary skills. The 10,000 word-level is still intended for college. As seen, one half or 50.41 percent have scores 6-10, 232 or 38.35 percent have scores within 11-15 and only 14 or 2.31 percent have scores that are high at 16-20 points. There are 54 or 8.93 percent whose scores fall within 1-5 points which are the lowest.

At this level, the mean score is only 9.848. The findings reveal that as pre-service teachers, their vocabulary skill is generally low or weak. All through the 5 levels, their scores have had a decreasing order or trend. This has also been the findings of Pascual (2000) in her research.

Table 1.f. Distribution of the pre-service teachers' in their overall productive vocabulary level

Overall Scores	Frequency	Percentage
20-29	4	.66
20-39	24	3.97
40-49	114	18.84
50-59	224	37.02
60-69	186	30.74
70-79	50	8.26
80-89	3	.51

Mean=56.62

The overall summary of scores obtained by the pre-service teachers in all 5 levels is indicated in Table 1.f. There have been a total of 90 items per level. There are 24 or 37.02 percent whose score ranges from 60-69 and 114 or 18.84 percent who have scores from 40-49. Extremely low scores are obtained by 24 or 3.97 percent of the student teachers at 30-39 points and 4 or .66 percent whose score is within 20-29 points. For scores within 70-79, 50 or 8.26 percent respondents fall in that range and only 3 or .51 percent have the highest scores ranging from 80-89 points.

This implies that the majority of the respondents lack the expected vocabulary skill. Their level falls within the high school or elementary. Research showing academic success among students is predicted by verbal and vocabulary skills, as measured by standardized tests, as

presented by (Calub, 2017 & Meara, 2002). These studies seem to indicate that verbal and vocabulary skills are relevant in different fields. They also found that the students' levels vary due to different abilities and behaviors.

These findings they had could contend the results of this study due to the disparity of the pre-service teachers' scores in the different levels and the fact that they consist of different fields of specialization. In Pascual's study (2000), she found out that vocabulary level of pre-service teachers are not within their collegiate level.

2. Teaching Competence

Table 2.a. Distribution of the pre-service teachers based on their OP grades

Grades	Frequency	Percentage
1.25	89	14.71
1.5	184	30.41
1.75	149	24.63
2.0	90	14.88
2.25	58	9.59
2.5	28	4.63
2.75	6	0.99
3.0	1	0.17

Mean=1.73

Table 2.a. spreads the teaching performance or level of competence of the pre-service teachers based on their OP final grades. It is gleaned that 184 or 30.41 percent have 1.5 grade; 149 or 24.63 percent have 1.75; 90 or 14.88 percent have 2.0 and 89 or 14.71 percent have 1.25. There were 58 or 9.59 percent who have 2.25 grade; 28 or 4.63 percent who have 2.5; 6 or .99 percent have 2.75; and 1 or .17 has the lowest grade of 3.0.

The mean grade of 1.73 tells that the respondents have high level of performance during this phase of their senior year. This could be attributed to the fact that students satisfactorily perform tasks beyond observation and participation, and that they comply with whatever requirements that are attached to the course.

Table 2.b. Distribution of student teachers based on their PT grades

Grades	Frequency	Percentage
1.25	56	9.26
1.5	250	41.32
1.75	210	34.71
2.0	2	0.33
2.25	64	10.58
2.5	17	2.81
2.75	3	0.5
3.0	3	0.5

Mean=1.65

As reflected in Table 2.b., almost one half or 41.32 percent have obtained 1.5 grade; 210 or 34.71 percent have 1.75; 64 or 10.58 percent have grade of 2.25. Further, 56 or 9.56 percent have 1.25; 17 or 2.81 percent have grades of 2.5; and 3 or .5 percent have 2.75 and 3.0. Two or .33 percent have 2.0.

The data yielded a mean grade of 1.65 which is almost near 1.75 or equivalent to 90-92. This could mean that the pre-service teachers maintain the same level of competence with that of their OP. During this phase, they have impressed their pupils/students, cooperating teachers, supervisors and have complied with the basic requirements of practice teaching. The actual performance inside the classroom certainly influence the grades they get. An internet material (<http://www.win.edu/users/miedad/overview.htm>) cites, “The major purpose of student teaching is to provide the prospective teacher with opportunities to develop competence in classroom teaching, success in creating and making available, as well as benefitting from these opportunities is dependent upon the efforts of several individuals in either a direct or indirect way.”

Table 2.c. Distribution of student teachers based on their Supervisor’s evaluation

Grades	Frequency	Percentage
1.25	38	6.28
1.5	121	20.00
1.75	128	21.16

2.0	228	37.69
2.25	60	9.92
2.5	24	3.97
2.75	3	.50
3.0	3	.50

Mean=1.79

It is spread in Table 2.c. that the teaching performance of the pre-service teachers has yielded a mean average of 1.79. This has been derived from the results that 228 or 37.69 percent have grades of 2.0; 128 or 21.16 percent have 1.75 and 121 or 20 percent have 1.5. There are 60 or 9.92 percent who have grades of 2.25; 38 or 6.28 percent have 1.25; 24 or 3.97 percent have 2.5 as grades. There are 3 or .5 percent each who have grades of 2.75 and 3.0.

The 1.79 mean value is equivalent to 2.0 or 87-89. The level of competence of the pre-service teachers is noted lowest in this variable. To quote Weinstein (1998) “The work of the pre-service teacher along with the guidance and assistance of the Supervisor are obviously the most important aspects of the student teaching experience.” This only shows that the supervisor is a very important indicator to note the competence of the prospective teacher. The supervisor’s rating, however, consists 20 percent of the pre-service teachers’ PT grades. This is based in the standard grading system adopted in CSU, College of Teacher Education.

Relationship Between Productive Vocabulary Level and Teaching Competence of Pre-Service Teachers

The productive vocabulary level of the pre-service teachers has a positive significant relationship to their OP and PT grades as well as their Supervisor’s evaluation. This implies that the higher productive vocabulary level of the pre-service teacher, the better is his/her teaching competence during OP. The value supports the findings of (Schechtman and Godfried 1993; Akbarian, 2010) who opined that communication skills will help to effectively relate to students.

Predictor of Teaching Competence in Observation & Participation and Practice Teaching

The pre-service teachers who have high vocabulary have a unit increase of 0.0055 in their teaching competence.

Predictor of Teaching Competence based on Supervisor's Evaluation

Pre-service teachers of high vocabulary are rated higher by the supervisor. An explained variance of 3.11 with a regression coefficient of 0.227 is computed. This means that the better one's productive vocabulary, the supervisor's evaluation takes a unit increase of 0.227.

CONCLUSIONS

Based on the findings, the following conclusions are drawn:

The pre-service teachers' productive vocabulary level is not within the mastery level ;however, they have the very high teaching performance during their Observation and Participation and Practice Teaching. Productive vocabulary level is related to their overall teaching performance and has been found as a positive predictor to teaching competence.

RECOMMENDATIONS

In the light of the findings and conclusions, the following are recommended:

1. Pre-service teachers should exert more effort to widen their vocabulary by more exposure to various media. Teachers from the first year level should initiate and encourage measures to enhance and improve vocabulary skills.
2. The pre-service teachers' exposure to their Observation and Participation and Practice Teaching are very rich avenues for the development of the teaching competence of prospective teachers. These experiences and exposures during their senior years need to be intensified by the guidance and support of the Supervisors and faculty members.
3. In addition, teachers may initiate and encourage measures to enhance vocabulary by conceptualizing, proposing and implementing a Word Habit Program intended for students enrolled in teacher education courses to be undertaken before they enroll OP or PT.
4. Parallel studies should be conducted using other predictors that may have significant effect or relationship to teaching competence.

Pedagogical Implication

Productive vocabulary level of pre-service teachers is very limited. Its being found in this study as significantly related and a predictor to pre-service teachers' teaching competence, ESL

teachers need to intensify learning activities from first year level to highly improve their productive vocabulary once they are deployed for their pre-service internship.

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Language Learning Strategies and Communicative Competence of Public Elementary Teachers

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Abstract

This study aimed to determine the language learning strategies and the level of communicative competence of in-service elementary school teachers. It explored how language learning strategies were related to the communicative competence of in-service elementary school teachers. The present study employed a descriptive-correlational method, hence it involved collection of data in order to describe the nature of a situation as it exists at the time of this study and by which explored the causes of particular phenomenon. Findings of the study revealed that from among the language learning strategies employed by the teacher respondents, memory strategies obtained the highest mean score of 3.64 with affective strategies as the lowest with a mean score of 3.19. Research instruments made use of the Strategy Inventory on language learning and the Communicative Competence Test.

Results of the study further revealed that majority of the respondents are fair users of English consistently in the four criteria tested. From among the language learning strategies, there is no significant relationship between that of memory, cognitive, compensation, metacognitive, and social language learning strategies and the teachers' communicative competence. Affective strategy was correlated with their communicative competence with computed correlation value of 0.29.

Findings of the study also revealed that memory strategies are the preferred strategies used by the teacher respondents while affective strategies are least preferred. Majority of in-service elementary school teachers are fair users of English and only one language learning was correlated to their level of communicative competence, and that is affective strategies with a correlation value of -0.29.

Keywords: *language learning strategies, communicative competence, public elementary teachers*

Introduction

The world's thrust today is towards the creation of a collaborative, cooperative and communicative global community. Although this is gigantic task and process, the thrust is not that difficult because of the presence of a universal, global language communication-English. This is more facilitated with the access to advanced information technology where the world is able to connect at one click at the computer. The use of English as a global does not only reflect a cultural heritage but more as a bridge to growth, progress and development (Batang 2010).

In the Philippines, English plays a vital role in every individual. It is its second language as is the medium of business transactions. It is its second language as is the medium of business transactions. It is also the international language and regarded as the language of diplomacy, trade and commerce and of professionals. Indeed language spurs learning communication. Nowadays, it is advantaged to speak fluently in the English language because it is spoken in every part of the world. Many years ago, the Filipinos were masters of the English Language, but sad to say, we are in dilemma in terms of it (Dela Cruz, 2008).

For the five years, the problem on the status and condition of the Philippine Educational system was sought to be simple and easy way. Bonabante (2007, Batang, 2010) in her column in the Philippine Daily Inquirer stated that only out of every five public high school teachers was proficient in the English language. This was the result of a self-assessment test conducted in 2004 by the Department of Education. Of the 53,000 teachers who took the exam, only 19 percent or 10,070 scored at least 75 percent, the passing grade.

In 2005. Hidalgo, then officer-in-charge of the Department. Lamented that more than half on the country's 458,282 public school teachers had little or no training in English, Science and Math. Quite expectedly, the teacher's lack of mastery of the English language was reflected in the public school students' performance in the national achievement test. In the academic year 2004-2005, elementary pupils got a failing average of 59 percent in English, while high school students got 51 percent. The passing mark was 75 percent. In an effort to alleviate the problem, DepEd allocated in 2005 nearly P600 million for the training of teachers in English proficiency and Science. In March of 2006, DepEd issued a memorandum detailing the administration of a self-assessment test for 3,400 elementary teachers, as part of the Department's national English

proficiency program. The top 1,700 of the examinees would be trained as mentors who would assist fellow teachers in their schools or districts (Bonabante 2007).

The continued outcry on the deterioration of English spurs teachers and school officials to take accountability of students' proficiency. The developing issue of the country today is the attainment of quality education all over the country. Improving the quality of education is affected by the incompetence of public school teachers. There is a need therefore to strengthen the teachers' skill in communicating so that the quality of education will improve.

Review of Related Literature

One of the most popular words in the 20th century is communication. This has a great influence in the language teaching world not only because of its high influence appearance in the research world but because of its essential meaning that represents the gradual globalization the past century. Since Hymes, linguistic anthropologist proposed the concept of "communicative competence", Chomsky scope of linguistic theory confronted an attack of breaking Chomskian's idealism. For Chomsky, he focuses his attention on the rules of language for a generative grammar.

This introduction of Communicative Language Teaching (CLT) provides an approach to use language for communication purposes, which could finally help learners to attain the communicative competence (Xin, 2007, Batang, 2010). Recent trends in teaching English as a second language have been centered on the notion of communicative language teaching. Ellis (1994) stated that one main goals of Second Language Acquisition (SLA) was the description and explanation of the learner's linguistic or communicative competence (Lee 1996, Batang, 2010).

Hymes concludes that a linguistic theory must be able to deal with a heterogeneous speech community, differential competence and the role of socio-cultural features. He believes that we should be concerned with performance, not an idealized speaker-listener situation in a completely homogenous speech community. Hymes deems it necessary to distinguish two kinds of competence: linguistic competence that deals with producing and understanding grammatically correct sentences, and communicative competence that deals with producing and understanding sentences that are appropriate and acceptable to a particular situation. Thus Hymes coins the term communicative competence and defines it as knowledge of the rules for understanding and producing both the referential and social meaning of language.

Canale and Swain (1980, Xin, 2007) version of communicative competence is composed minimally of grammatical competence, sociolinguistic competence and communication strategies

(strategic competence. Nevertheless, interest in the acquisition of sociolinguistic skills is a counterpart of the focus on the pedagogical application in communicative language teaching.

Bachman's model (1990, Xin 2007) is a more current attempt to take forward the subdivision of communicative competence provided by Canale and Swain. He proposes that the framework of Communicative language Ability (CLA) should include language competence, strategic competence, and psycho physiological mechanism (Bachman, 1990, Xin, 2007). His interest is placed on the influence of strategic competence on language test performance and its measurement. And it could be generalized based on his idea, that is, in order to achieve a communicative goal, language competence is the implement which is utilized in the channel mode offered by psycho physiological mechanism.

In the wake of the shortcomings of the past teaching methodology, attempts at holistic approach toward second language learning emerged recently, holistic in the sense that language learning is seen to encompass a wide array of perspectives that are theoretical and empirical that focuses not only on language itself but language target and language competence (Pica, 1995, Lee, 1996). Thus, social ramifications of interactive communication were incorporated into the communicative language program. As the real use for language in real situations arose, the communicative language program focused on the communicative competence of the learner. In this light, major modifications of past teaching methodology seems to have exploded all at once in communicative language teaching.

In the Philippine setting, Tolentino (2004) conducted an exploratory study on Predictive factors in choosing English majors of Bulacan State University. The main purpose of her study was to determine the predictive factors that could be utilized in choosing English majors at Bulacan State University. Specifically, her study attempted to determine the attributes of student responses enrolled in the College of Teacher Education, major in terms of 1) personal Demographics to include age and gender, cognitive attributes to include intelligent quotient, language performance, and grade point average; non-cognitive attribute to include personality, attitude and motivation. It was also part of her study to include the attributes to the teacher-respondents with the same variables with student-respondents; finally, she identified variables singly or in combination that can be used in determining perspective English majors.

Language Learning style and strategies are among the main factors that determine how and how well our students learn a second language. Language learning strategies are specific actions,

behaviors, steps or techniques that students use to improve their progress in developing language learning skills (Oxford, 1992, 1993).

Griggs (1998) on the other hand defined learning styles of which is biologically and developmentally imposed set of characteristics that make the same teaching method wonderful for some and terrible for others. When the learner consciously chooses strategies that fit his or her learning style and the language task at hand, these strategies become useful toolkit form active, conscious and purposeful self-regulation. Teachers sometimes forget that students have different learning styles. He or she should have full knowledge of his to fit her teaching strategies and materials to suit the different learning styles (Bautista, 2007).

Similarly, Messer (2001) opined that language teacher have to be psychologically oriented to make learners competent in the target language. He played up to importance of having a sound background in understanding learners and learners' inclinations and directions for these are huge elements that compose pedagogy responsive to the task of teaching.

Aquino (2003) supported this claim as he said that a healthy language environment can be an effective agent to make the teaching task far better than desired. He suggests that language classrooms must appear as home to learners whereby, they can move as they want, not restricted by punishments and they can speak the way are, not thinking of errors. He said the latter usually is the biggest reason for language learners to be totally passive in the classroom. The thought of committing mistakes in the speech process bar them from going more active in the discussion until finally they lose their chance to express their good ideas, And for this, he said that language learners to talk freely about their ideas, feelings and insights. He displaces the lore of structuralism as he believes on the power of meaning rather than form which is firmly supported by Cast (2007) saying that the goal of communication is met when meaning is delivered.

Cast puts it that teachers of language have to put greater emphasis on ideas and insights of learners, letting them get to their point in a language they know. He said that anyway accuracy comes only when one has mustered enough speech confidence and when he got as much exposure and participation. Moreover, he claimed that grammar is not an issue in communication, citing that this is just a surface of language, not too significant in the realm. In his column published in the EFL Magazine, he singled out that the emphasis in grammar by ESL teachers, in particular, is not the real need in order to advance the goal of communication. He postulated that it should just be a minor concern of ESL teachers for there is a greater need to focus on that is how they can make

the learners open their mouth and begin the talk in a free running flow. To support his claim, he cited his observation as to be accuracy neither of the native speakers which he says that they too, even culturally shaped by that language, commit errors but are never giving nor given a damn and having no guilt feelings.

However, the view of the structuralist has been working among ESL teachers that they become adherent and supportive in this advocacy in language. This group doesn't favor the dropping of syntax in the mainstreams of communication as they cited that grammar is the key to meaning. They insist that a sentence with one or two errors in it will most likely be a deadline, for even just a single error will paralyze the whole flow of meaning.

Vilches (2008) has significantly stressed out this by saying that a statement could always be interpreted in a somewhat crooked manner when it's been woven by incongruous words. He cited that when a preposition is misused in the sentence, the thought will get absurd.

For this, Vilches disproves the idea that grammar should be set aside and that the message is prioritized. He points out that grammar is the language of meaning and it can't be separated nor be dropped. In his book, *The Language Arts and Beauty* published by Prentice Hall, he played up that language is like a human that has soul. He said that if a human has body and soul, language has grammar and meaning. And he said further that the loss of grammar in communication results to the death of meaning.

Many arguments about this communicative issue have been underway but still the learners are left to be sole deciders for this. They are still the ultimate judge as to whether they take the former or the former or the latter, or they will take two at a time.

In the wake of this warring issue of functionalism and structuralism, Palana (2005) has found out that ESL learners have significantly working for their acquisition of the two aspects of language. He found out that his respondents believe that both the two aspects of language are significant in the expression of their ideas, feelings and thoughts. Further he found out that his respondents are rather passive when they are confronted with situations where big audience are at hand and when they are nosed out by freight.

Raimes (2001), in his quest for nobler communication, proposed that mastering the rudiments of rules in language must be- the be all and end- all of all speech communications and the core of all language learning endeavors. He puts it all a speaker who is fully aware of this, will more likely to get respect from his listeners rather than the one who is falling short in grammar.

On the other hand, schools have to play the hardest in the development of learners in a target language. In the Philippines, for instance, schools have so much embraced the lore of the English language in this century that even the native language had been grossly set aside. This is because of the blooming industries capitalizing on English language.

For now, communicative competence is posing greater advantage on individuals who may have it. This is categorized into linguistic competence and pragmatics. The former touches the skill in using the language for spoken and written dimension while the latter in understanding the meaning of language.

Padilla (2007) opined that the root cause of this linguistic degradation among Filipinos is the poor orientation and pre-service training of the English Teachers. Add to this their mediocrity in content and usage. In the light of this tremendous issue on language competence, Serrano (2010) proposed that the government must take the lead in retraining English teachers for good. He cited that in order to revive the English competency of the Filipinos, teachers involved should be remodeled and energized with content, and confidence.

On the other hand, teachers must have the passion to develop their skills in speaking and writing since these are two important aspects that can show their performance as English teacher and are the two that they have to build among the learners (Villar 2007).

Villar has espoused the idea that having a good English teacher means having good English speaker. He opines that when the country has good English teachers, it doesn't only mean having good speakers but also having the lost asset back. Villar takes a clear stand on reinventing the English teachers by strengthening their background on the prosodic features of language. This, he said, would make them better speakers in front of their learners.

He stresses that when an English teacher demonstrates sound English to this student's, chances are, the students can learn the language even faster and they will use it more often. He said that the teaching of the language is just a matter of modeling, and that there is no amount of explaining the rules of grammar can ever replace the effectiveness of using it in communication.

On the other side, Santos (2006) suggests that English teachers must possess competence in the language if they want to get their learners speak the language. She remarked that English teachers should also involve the learners in any activity that forces them to speak for them to establish their confidence. She cited that in any endeavor, confidence counts.

In similar view, research, however, indicates that this increased exposure to English does not necessarily speed the acquisition of English. Over the length of the program, children in bilingual classes, with exposure to the home language and to English, acquire English language skills equivalent to those acquired by children who have been in English- only programs. This would not be expected if time on task were the most important factor in language learning.

Researchers also caution against withdrawing home language support too soon and suggest that although oral communication skills in a second language may be acquired within 2 or 3 years, it may take 4 to 6 years to acquire the level of proficiency needed for understanding the language in its academic uses (Collier, 1989; Cummins, 1981).

Teachers should be aware that giving language minority children support in the home language is beneficial. The use of the home language in bilingual classrooms enables children to maintain grade-level school work, reinforces the bond between the home and the school, and follows them to participate more effectively in school activities. Furthermore, if the children acquire literacy skills in the first language, as adults they may be functionally bilingual, with an advantage in technical or professional careers.

The issue that goes with is that, not all contemporary strategies work and are beneficial. It is believed that if one strategy doesn't apply to a particular learner or a group of learners, there is a need to try other strategies, after all, teaching is just a trial and error task. There are many other strategies we can choose from to address their learning pace, and to cultivate their interest. SLT in the Philippines is something that should be paid attention to by the government since the English proficiency of Filipinos has been alarmingly dipping as shown by many studies. Now other Asian neighbors have become more facilitative in the demands of global industries due to their advantage in English communication than the Filipinos. If this situation resists, Filipinos could totally lose grip on its only asset as a teacher.

Conceptual Framework

The foregoing discussion will guide the researcher in conceptualization of this undertaking.

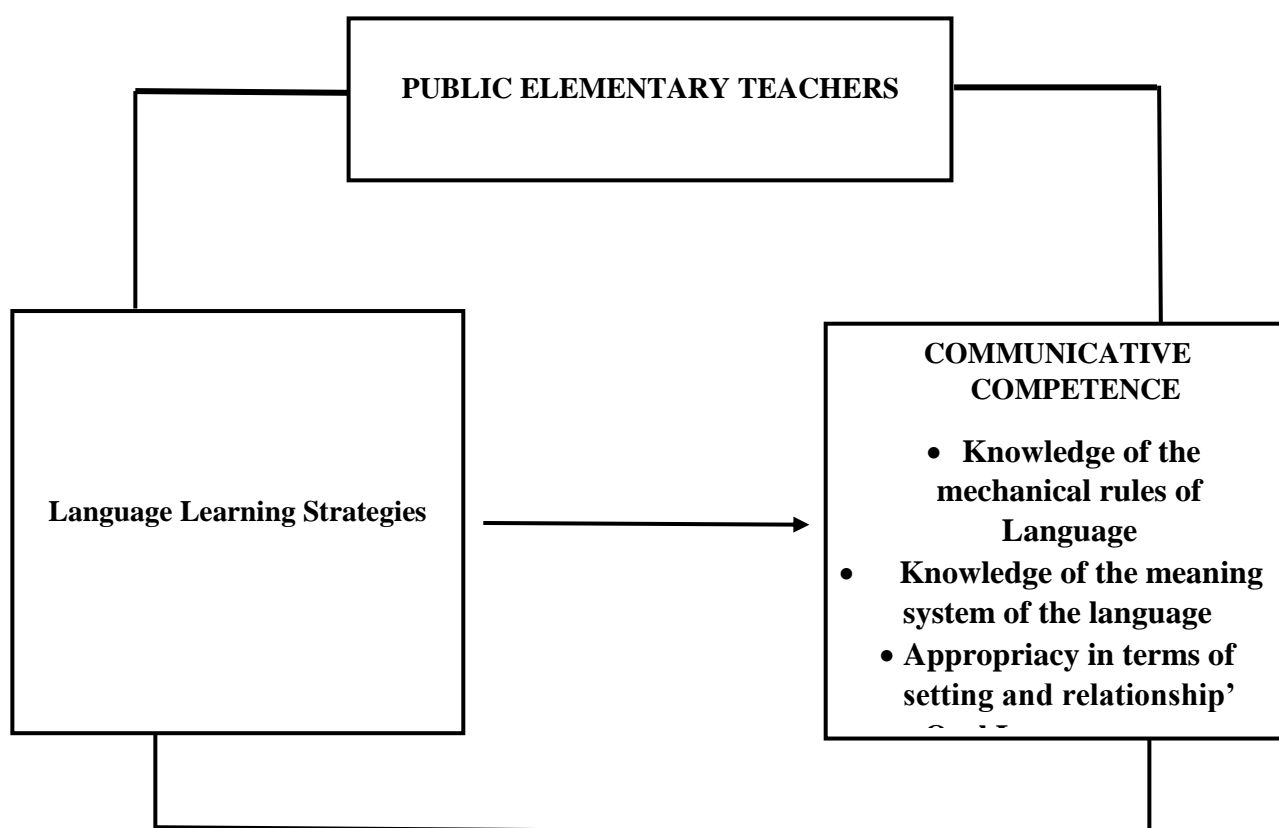


Figure 1. Schematic diagram showing the relationship between the teachers, language learning strategies and communicative competence.

Statement of the problem

Cognizant to the national problem on the deterioration of the English proficiency, this study recognized the needs to assess the public school elementary teachers' language learning strategies, and their level of communicative competence. Specifically, it attempted to answer the following questions:

1. What is the extent of the application of language learning strategies among public school elementary teachers?
2. What is the level of communicative competence of public school elementary teachers in terms of the following components?

- 2.1. Knowledge of the mechanical rules of language
 - 2.2. Knowledge of the meaning system of the language
 - 2.3. Appropriacy in terms of settings and relationships
 - 2.4. Oral language performance
3. Is there a significant relationship between the language learning strategies of public school elementary teachers and their level of communicative competence?

Hypothesis

There is no significant relationship between the teachers' language learning strategies and their level of communicative competence.

Significant of the Study

With the foregoing premise, this study attempted to contribute to a more thorough understanding on assessing the language learning strategies and communicative competence of public elementary school teachers. It would benefit curriculum planners because the results will be utilized as a guide in curricular offerings making them more adequate and responsive in the teaching-learning process. It will give the school administrators a solid basis for taking actions to improve the teaching of English and to remedy the problems encountered by the teachers concerned. It will also serve as a basis for them to improve English instruction in terms of English proficiency. This study will also serve as an evaluation for teachers on their effectiveness and competence in teaching English.

It will also serve as guide for them particularly on which strategies are best suited with different kinds of learners. The result of the study will also provide teachers vital information that will enable them to make necessary adjustments in their teaching. To the language learners, through quality teachers' competence in discharging their teaching profession, the students will be equipped with better skills. Future researchers will find the results of this study as bases for relevant research studies. Finally, the researcher will highly benefit from it for she will be challenged to improve her pedagogical skills to be more competent in her teaching profession.

Scope and Limitation of the study

This study is primarily concerned in determining the language learning strategies of public elementary school teachers. From this, their level of communicative competence was correlated

with their language learning strategies. The study also involved distribution of questionnaire, administration of the communicative competence test, and oral language performance.

Methodology

Research Design

The study employed a descriptive-correlation method; hence it involved collection of data in order to describe the nature of situation as it exists at the time of this present study. It also involved the administration of standardized tests in determining the language learning strategies of public elementary school teachers. Interviews were conducted to determine the oral language performance of public school elementary teachers.

Research Subjects

Simple random sampling was utilized in selecting the respondents of the study. A total of 60 public school elementary teachers were the respondents of the study

Research Instruments

The strategy inventory for language learning (SILL) was used in the study designed by Dr. Rebecca Oxford, Program Director, teaching of English to Speakers of other languages at the Teachers College, Columbia University. This instrument is being used all over the world both for second and foreign language learning. It is designed to assess how to go about language learning strategy. A 160-item test developed and validated by Danao (1987) was also utilized in the study. It is a test consisting of four criteria: (1) knowledge of the mechanical rules of language (dictation, related sentences, error analysis) (2) knowledge of the meaning system of the language (Idioms: their meanings, correct sentence usage, Cloze Test (3) Appropriacy in terms of settings and relationships (Initiating, responding to talk. Features of a communication situation, writing an application letter, and (4) Oral language performance.

Data Gathering and Research Procedure

Each of the standard questionnaire was accompanied by a brief letter addressed to the respondents. To obtain reliable and revealing responses, the teacher respondents were instructed and given assurance that their responses will be treated with utmost confidentiality. Each school was given a schedule for the administration of the standard questionnaire, the conduct of communicative competence test, and oral language performance.

Data Analysis

Data in the study was analyzed both quantitatively and qualitatively. In measuring the relationship between the teachers' language learning strategies and their level of communicative competence, criterion technique was used. Percentages, mean score, average, and ranking were also used in the study. Except for criteria 3 and 4 which involved application letter and oral interview, an inter rater evaluation in each of the output from the respondents was done to establish the inter rater reliability using Brendan Carroll's Academic Writing Scale and Interview Assessment Scale.

Results and Discussion

The first part describes the language learning strategies of public school elementary teachers. The second part presents the level of competence of public school elementary teachers. Third and fourth part of the study presents test of significant relationship and difference between the language learning strategies and the four components of communicative competence.

Table 1. Extent of Application on Memory Strategies among Public School Elementary Teachers

Responses	Frequency	Percentage	Description
5	0	0	Always or almost true
4	0	0	Generally true
3	29	48.33	Somewhat true
2	23	38.33	Generally not true
1	8	13.33	Never or almost never true
Total	60	100	
Mean	3.64		Somewhat true

As gleaned from table 1, memory strategies revealed to be the overall strategy being used by public school elementary teachers with a mean of 3.64. Majority of 29 or 48.33 of public school elementary teachers described their memory strategies to be somewhat true, 23 or 38.33% are generally true, and 8 or 13.33% are always or almost true.

Table 2. Extent of Application on Cognitive Strategies among Public Elementary School Teachers

Responses	Frequency	Percentage	Description
5	0	0	Always or almost true
4	20	33.33	Generally true
3	36	60	Somewhat true
2	4	6.67	Generally not true

1	0	0	Never or almost never true
Total	60	100	
Mean			Somewhat true

In a similar context, cognitive strategies on the part of teachers are also very crucial, from the results of the study, it obtained a mean score of 3.22. It refers to the steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials, hence all these characteristics should be possessed by teachers. Majority or 36 or 60% described their cognitive strategies to be somewhat true, 20 or 33.33% generally true, and 4 or 6.67% generally not true.

Table 3. Extent of Application on Compensation Strategies among Public Elementary School Teachers

Responses	Frequency	Percentage	Description
5	0	0	Always or almost true
4	24	40	Generally true
3	26	43.33	Somewhat true
2	10	16.67	Generally not true
1	0	0	Never or almost never true
Total	60	100	
Mean	3.20		Somewhat true

From the results of the study, it obtained a mean score of 3.20. As reflected in the table, majority of 26 or 43.33% described their compensation strategies to be somewhat true, followed by 24 or 40 to be generally true, and 10 or 16.67% to be generally not true.

Table 4. Extent of Application on Compensation Strategies among Public Elementary School Teachers

Responses	Frequency	Percentage	Description
5	0	0	Always or almost true
4	27	45	Generally true
3	24	40	Somewhat true
2	9	15	Generally not true
1	0	0	Never or almost never true
Total	60	100	
Mean	3.28		Somewhat true

As expected, metacognitive strategies are also important as teachers, as reflected in table 4, it obtained a mean score of 3.28. Majority of 27 or 45% described their metacognitive strategies to be generally true, followed by 24 or 40% to be somewhat true, and 9 or 15 % to be generally not true.

Table 5. Extent of Application on Compensation Strategies among Public Elementary School Teachers

Responses	Frequency	Percentage	Description
5	0	0	Always or almost true
4	20	33.33	Generally true
3	31	51.67	Somewhat true
2	9	15	Generally not true
1	0	0	Never or almost never true
Total	60	100	
Mean	3.19		Somewhat true

As gleaned from table 5, majority of 31 or 51.67% described their affective strategies to be somewhat true, 20 or 33.33% to be generally true, and 9 or 15% to be generally not true. Arguably, affective strategies should really affect teachers. It attempts to lower anxiety. Encourage oneself in taking emotional temperature. From the results of the present study, it obtained a mean score of 3.19

Table 6. Extent of Application on Compensation Strategies among Public Elementary School Teachers

Responses	Frequency	Percentage	Description
5	0	0	Always or almost true
4	12	20	Generally true
3	45	75	Somewhat true
2	3	5	Generally not true
1	0	0	Never or almost never true
Total	60	100	
Mean	3.23		Somewhat true

Results of the study shows that it obtained a mean score of 3.23. Majority of 45 or 75 described their social strategies to be somewhat true, while 12 or 20% to be generally true, and 3 or 5 to be generally not true.

Table 7. Summary on the Extent of Application on Compensation Strategies among Public Elementary School Teachers

Language Learning Strategies	Mean	Rank	Description
Memory Strategy	3.64	1	Somewhat True
Cognitive Strategy	3.22	4	Somewhat True
Compensation Strategy	3.20	5	Somewhat true
Metacognitive Strategy	3.28	2	Somewhat True
Affective Strategy	3.19	6	Somewhat True
Social Strategy	3.23	3	Somewhat True

As gleaned from Table 7, memory strategy was ranked 1 with a mean of 3.64, followed by metacognitive strategy with a mean of 3.28, next is Social Strategy with a mean of 3.23, Cognitive Strategy was ranked 4th with a mean of 3.22 followed by Compensation Strategy with a mean of 3.20. Last is affective strategy with a mean of 3.19

Table 8. Percent Distribution of Public School Elementary Teachers Knowledge of the Mechanical Rules of Language

Score Intervals	Frequency	Percentage	Description
43 and above	0	0	Very Competent User of English
35-42	8	13.33	Competent User of English
18-34	52	86.67	Fair User of English
11-17	0	0	Modest User of English
10 and below	0	0	Limited User of English
Total	60	100	
Mean	32.5		Fair User of English

As gleaned from table 8, majority of 52 or 86.67% are fair users of English while 8 or 13.33% are competent user of English with this particular criterion.

Table 9. Percent Distribution of Public School Elementary Teachers Knowledge of the Mechanical Rules of Language

Score Intervals	Frequency	Percentage	Description
35 and above	0	0	Very Competent User of English
26-34	5	8.33	Competent User of English
17-25	55	91.67	Fair User of English
8-16	0	0	Modest User of English
7 and below	0	0	Limited User of English
Total	60	100	
Mean	22.58		Fair User of English

As reflected in table 9, again majority of 55 or 91.67% are fair users of English while there are only five or 8.33% are competent users of English with this particular criterion tested.

Table 10. Percent Distribution of Public School Elementary Teachers Knowledge of the on Appropriacy on Setting and Relationships

Score Intervals	Frequency	Percentage	Description
33 and above	0	0	Very Competent User of English
27-32	5	8.33	Competent User of English
22-26	48	80	Fair User of English
17-21	5	8.33	Modest User of English
10 and below	0	0	Limited User of English
Total	60	100	
Mean	24.47		Fair User of English

As can be gleaned from table 10, consistently. Majority of 48 or 80% are fair users of English and 5 or 8.33% are competent users of English. Quite expected reflected in criteria 1 and 2, there are 2 or 3.33% very competent users of English.

Table 11. Percent Distribution of Public School Elementary Teachers Oral of the Language Performance

Score Intervals	Frequency	Percentage	Description
14 and above	0	0	Very Competent User of English

11-13	3	5	Competent User of English
8-10	9	15	Fair User of English
5-7	48	80	Modest User of English
4 and below	0	0	Limited User of English
Total	60	100	
Mean	7.63		Fair User of English

As reflected in Table 11, arguably, majority of 48 or 80% are competent users of English, 9 or 15% are fair users of English, while 3 or 5% are competent users of English.

Table 12. Percent Distribution of Public School Elementary Teachers Overall Competence Level

Score Intervals	Frequency	Percentage	Description
108 and above	0	0	Very Competent User of English
90-107	16	26.67	Competent User of English
53-89	44	73.33	Fair User of English
35-52	0	0	Modest User of English
34 and below	0	0	Limited User of English
Total	60	100	
Mean	87.18		Fair User of English

As gleaned from 12, the overall competence of public school elementary teachers show that majority of 44 or 73.33% are fair users of English, while 16 or 26.67% are competent users of English. While it is true that there are some very competent and competent users of English among public school elementary teachers based on its individual criterion, the overall competence level show that by itself, referring to the totality of the communicative competence test, public school elementary teachers obtained a mean rating of 87.18 with interpretation that they are fair users of English.

Table 13. Summary of Correlation Values between Teachers Language Learning Strategies and Communicative Competence

Language Learning Strategies	Correlative Value	Significance
Memory Strategy	-0.09	Not Significant
Cognitive Strategy	0.003	Not Significant
Compensation Strategy	0.07	Not Significant
Metacognitive Strategy	Not Significant	Not Significant
Affective Strategy	-0.29	Significant

Social Strategy	-0.13	Not Significant
Critical Value (0.05): 0.254		

As can be gleaned from table 10, consistently. Majority of 48 or 80% are fair users of English and 50 or 33% are competent users of English. Quite expected reflected in criteria 1 and 2, there are 2 or 3.33% very competent users of English.

The summary of correlation values between the teachers' language learning strategies and their communicative competence is shown in Table 13. The insignificant correlation values as shown on the table above indicates that memory, cognitive, compensation, metacognitive, and social language learning strategies are not significantly related with the teachers' communicative competence. This means that the teachers' communicative competence is independent of their language learning strategies.

It is worthy to note that the teachers' affective strategy is significantly and inversely correlated with the communicative competence. This implies that the higher their ratings in the use of affective strategy, the lower is their communicative competence and the lower their ratings in the use of the said strategy; the higher are their communication competence.

Conclusions

Although all language learning strategies are important, results of the study show that memory strategies are preferred strategies used by the teacher respondents. With the results that public elementary teachers were fair users of English, there is a need to intensify the communicative needs of these teachers in order to address the specific trainings and seminars to be offered by the Department of Education.

Recommendations

Teacher-respondents should explore the possibility of using all language learning strategies in their language classrooms to achieve quality language instruction. A thorough and follow-up research study must be conducted to validate the present claims of this study, such as involving students and actual classroom observation as regards level of communicative competence of public elementary teachers. A series of courses that will develop communicative competence with experiences in actual environments for the teacher respondents must be enhanced. Seminars and trainings on specific issues, problems, strategies, and other concerns in English Language Teaching must be conducted for teachers and must be the priority of school administrators.

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Effectiveness of Data-driven Learning (DDL) on Enhancing High-proficiency and Low-proficiency Thai EFL Undergraduate Students' Collocational Knowledge

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Abstract

The collocational knowledge is definitely significant to English language learners as it provides them with an opportunity to achieve mastery of lexical knowledge and enhance their communicative competence. Despite its significance, many scholars have reported that a lot of EFL and ESL learners, irrespective of their English proficiency levels, have encountered several problems about learning and producing English collocations. Consequently, a study scrutinizing the effectiveness of a particular collocation teaching and learning approach should be conducted so that its findings might be applied for helping learners effectively deal with such difficulties. The present study, therefore, aims to investigate the effectiveness of the Data-driven Learning (DDL) on enhancing collocational knowledge of high-proficiency and low-proficiency Thai EFL students. To reach the conclusion, the 96 participants divided into two proficiency groups with equal numbers were conveniently selected to attend classes where they were required to learn the target collocations through the application of DDL method. The comparison between their pre-test scores and the post-test scores were statistically drawn through utilization of t-test to determine the effectiveness of DDL. The results confirm that DDL can enhance the collocational knowledge of both low-proficiency and high-proficiency Thai EFL students. In addition to the effectiveness of DDL, the learning strategies and problem-solving strategies utilized by Thai EFL students during learning English collocations through DDL are also investigated and the data regarding these perspectives were elicited through ‘Students’ Reflection’ and ‘Think-aloud Task’. The findings reveal that although both of the low-proficiency and the high-proficiency participants could follow DDL procedures, several learning strategies and problem-solving strategies were utilized to maximize the effectiveness of the application of DDL on English collocation learning.

Keywords: *Data-driven learning (DDL), English collocational knowledge, Effectiveness of DDL, DDL learning strategies, DDL problem-solving strategies*

Introduction

The knowledge of English collocations has achieved importance in English as a Foreign Language (EFL) and English as a Second Language (ESL) teaching and learning because many scholars have expressed that much of natural language, in both speech and writing, are in the fixed forms of expression and the language forms that are stored in minds or memories of native speakers are also whole chunks of language forms not as single words (e.g. Marton, 1997; Nation, 2008). Learning only English words in isolation, therefore, does not seem to facilitate language learners

become successful language users with proper lexical knowledge. This means the learners have to acquire a large number of prefabricated chunks (i.e. collocations) to enhance their English lexical knowledge and communicative competence (Hedge, 2000; Hoey 2005; Lewis, 2000; Mallikamas & Pongpairoj, 2005; McCarthy, 1990; Siyanova & Schmitt, 2008, Tim Hsu, 2010).

Although the collocational knowledge is considered a significant aspect of English language teaching and learning, many scholars have further reported that many EFL and ESL learners, irrespective of their English proficiency level, have encountered a lot of difficulties and problems in learning and producing English collocations (e.g. Boonyasaquan, 2006; Hsu & Chiu, 2008; Mallikamas & Pongpairoj, 2005; Nesselhauf, 2003; Phoocharoensil, 2013; Yumanee & Phoocharoensil, 2013). Consequently, the importance of teaching and learning collocations should be emphasized in EFL and ESL classrooms in order to help learners effectively deal with such obstacles.

Despite the important roles of collocations English language teaching and learning, there has also been little research on collocation instructions conducted with Thai EFL students, especially a study investigating how English collocations are learned by Thai learners (Dorkchandra, 2015; Phoocharoensil, 2014; Wattanapichet, 2013; Yumanee & Phoocharoensil, 2013). Thus, a comprehensive conclusion regarding the effectiveness and practicality of a particular collocation teaching and learning method has probably not been yet confirmed. For this reason, the present study aims to bridge the aforementioned research gaps by investigating how English collocations are learned by Thai EFL students through Data-driven Learning (DDL), which is a teaching approach proposed by Johns (1991), Jones & Waller (2015), and Timmis (2015) to explain the integration of huge databases of English corpora with language teaching and learning. The application of DDL in classrooms provides several advantages to learners and the approach is claimed to “help [learners] to become better language learners” (Johns, 1991, p. 31). The DDL can also encourage learners’ generalizing skills and raise learners’ consciousness of a particular linguistic point that lead to greater autonomy and better language learning skills in the long term (Boulton, 2010). In spite of its potential effectiveness, DDL has not been recognized as a part of mainstream language learning and teaching practice because some language teachers probably have noticed some possible barriers and limitations concerning the application of DDL in classrooms (Chambers, 2007; Farr, 2018; Johns, 1991).

As there are some controversial arguments on the advantages and disadvantages of DDL approach, a study examining the effectiveness of DDL in language learning should be conducted for a broader understanding about the outcomes and effects of DDL on language learning (Boulton,

2010). Consequently, the effectiveness of DDL in teaching English collocations to Thai EFL students will be examined in this study to investigate how DDL contributes to the development of English collocational knowledge of Thai EFL students as well as to shed the light on these uncovered perspectives of DDL methods.

Literature Review

Data-driven Learning

The term ‘Data-driven Learning’ was first introduced by Johns (1991) to describe “the use of classroom of computer-generated concordances to get learners to explore regularities of patterning in a target language, and the development of activities and exercises and activities based on concordance output” (p. 4). This implementation of the computer-retrieval collection of texts retrieved from a program called a corpus in language classrooms is also referred to as ‘classroom concordancing’.

In the DDL approach, learners with a particular inquiry about language will consult the corpus data to master word usage or grammatical structures by making the conclusion from numerous language instances in a form of concordance lines. With regard to this approach, Johns (1991) remarked that language learners have to act as a linguistic researcher investigating the regularities of language through multiple exposures to authentic linguistic data (i.e., corpus data). This means the DDL is regarded as an inductive approach to language learning where learners are encouraged to make their own interpretations of the corpus data.

Additionally, Bastone (1995) claimed that DDL is a pedagogic continuum from product to process and this process approach toward learning can promote creativity and self-discovery among learners. Rutherford and Smith (1988) also took a view that DDL is a practical way to raise learners’ consciousness about the formal properties of target language and language learning should emphasize consciousness-raising activities rather than teaching language rules.

The Procedures of DDL Approach

Johns (1991) introduced the three fundamental steps of DDL procedures in language classrooms. He termed the three step for data-driven or concordance-based learning as ‘Identification’, ‘Classification’, and ‘Generalization’.

Identification refers the process of identify the examined keyword from the inquiries. Johns (1991) suggested that the examined language structures can be generated from either teachers or classes. However, some scholars like Guan (2013) recommended that the use of class-generated

areas of inquiry be more effective because these questionable language areas may create an immediate interest with learners and probably respond to learners' questions.

Classification is the second step where the concordance lines are required for learner to explore. The concordance lines can be in a form of paper-based materials made by teachers or retrieved from various corpora like COCA, BNC, and so on. After skimming through several concordance lines, DDL learners have to group some concordance lines that share semantic similarities together.

Generalization is the last step of DDL procedures and it is considered the most important step. In this step, DDL learners have to apply their critical thinking and hypothesis testing skills to inductively construct language rules and patterns presented through concordance lines. Guan (2013) mentioned that the generalization may be a dilemma for learners who are familiar with a traditional method that values memorization of language rules rather than the production of generalizations. Thus, the assistance from language teachers may also be required for the first DDL classes.

The Benefits of DDL in Vocabulary Teaching and Learning

Many studies have reported the potential advantages of DDL in language classrooms (e.g. Binkai, 2012; Chatpunnarangsee, 2013; Geluso & Yamaguchi, 2014; Huang, 2014; Koosha & Jafarpour, 2006; Sripicharn, 2002). Johns (1991) maintained that DDL can enhance learners' autonomous learning because this approach possibly encourages those learners to utilize their noticing ability and raises learners' consciousness, and that results in greater autonomy and better language learning skills in the long run. O' Sullivan (2007) also supported Johns' perspective about these potential benefits of DDL by stating that DDL can promote numerous study skills such as "predicting, observing, noticing, thinking, reasoning, analyzing, interpreting, reflecting, exploring, exploring, making inferences (inductively or deductively), focusing, guessing, comparing, differentiating, theorizing, hypothesizing, and verifying" (p. 277). A number of researchers have also supported the use of concordance or DDL in teaching vocabulary. These scholars believe that DDL is an advanced computer-aided teaching approach that allows language learners to inductively discover and generalize vocabulary usage by observing authentic language data in the form of concordance lines sorted from various sources of corpora. Guan (2013), for instance, advocated the application of DDL to vocabulary teaching for the fact that it can provide learners with authentic data which make them accustomed to target language vocabulary in the real communication use. This helps them acquire the vocabulary usage more naturally and

successfully. Apart from offering authentic vocabulary usage, DDL also provides learners with a large number of various examples of language usage in the form of concordance lines that can broaden learners' knowledge of vocabulary. This is because the sorted vocabulary items are usually presented in the KWIC (keywords in context) format where a keyword is shown with its context, so learners are encouraged to be intentionally exposed to not only the keywords but also thousands of millions of co-occurrence words.

Moreover, DDL method is believed to be the innovative application of vocabulary teaching. DDL is considered as an extensive application of information technology in language classrooms and this innovative application makes vocabulary teaching and learning more convenient and more practical. Guan (2013) remarked the convenience of DDL by pointing out that DDL is very innovative thanks to the use of corpora, which equips learners with the examples related to a sorted word or a particular language phenomenon within a few seconds. This means the implementation of the innovative application of DDL brings about advancement to the traditional approach of language teaching and learning.

Research Questions

1. To what extent does DDL contribute to the development of the English collocational knowledge of high-proficiency and low-proficiency Thai EFL students?
2. What learning strategies and problem-solving strategies are utilized by high-proficiency and low-proficiency Thai EFL students during learning English collocations through DDL?

Methodology

Participants

The 96 participants were conveniently selected from 4,500 undergraduate Thai EFL students studying at a Thai university. Additionally, the major criteria for selecting the participants were that the participants' first language must be Thai and they have learned English as a Foreign Language (EFL) for at least 12 years. Based on their English Proficiency Test (EPT) cut-off scores in accordance with Common European Framework of Reference (CEFR levels), the participants were divided into two proficiency groups of equal numbers. The 48 participants in the high-proficiency group received EPT cut-off scores at B1 and above, whereas the 48 participants whose EPT cut-off score was A2 and below were classified as the members of the low-proficiency group. In spite of their experience in English language learning, none of the participants in both proficiency groups had any experience in learning English through DDL, nor were they familiar

with using corpora to facilitate English language learning, especially learning English collocations, prior to participating in the current study.

Data collection procedures

Before receiving the treatment of the study which is DDL, the participants were asked to complete the pretest measuring their collocational knowledge. After completing the pretest, the participants were required to attend the 15-week collocation classes where the target collocations were taught through the application of DDL. Following DDL procedures while completing collocation exercises to learn the target collocations, the participants had to autonomously consult the *Corpus of Contemporary American English (COCA)* without the help of a teacher or classmates. That means the application of such autonomous DDL in learning the target collocations serves as the specific treatment of the current study. After learning collocations for 15 weeks, the participants were required to take the posttest and the posttest scores were compared with their pretest scores to determine the improvement of their collocational knowledge.

To obtain data regarding the learning strategies and problem-solving strategies, the participants were required to provide such information by writing the 'Students' Reflection'. The reflection was assigned as the participants' home assignment and they were allowed to submit the reflection form a week later. In addition to the reflection, six participants from the high-proficiency group and another six participants from the low-proficiency group were purposively selected and assigned to do the think-aloud task where they were asked to report their thinking while completing 10 collocation questions so as to elicit the data regarding the participants' performance on DDL procedures in terms of their learning and problem-solving strategies.

Results

Research Question 1: To what extent does DDL contribute to the development of the English collocational knowledge of high-proficiency and low-proficiency Thai EFL students?

This part of the findings aims at investigating the effects of DDL on enhancing the collocational knowledge of high-proficiency and low-proficiency Thai EFL students, so the results from the pre-test and post-test scores collected from the two different proficiency groups will be systematically presented and statistically compared in order to evaluate the changes in the test scores or gain scores (G Score). The descriptive statistics including mean \bar{X} (and standard deviation (SD) of the scores of each group are presented and the *t- test* is utilized to evaluate the

development of English collocational knowledge of high-proficiency and low-proficiency participants. The results are presented in Table 1 to Table 2.

Table 1: The Comparison between the Pre-test Score and the Post-test Score of High-proficiency Participants

Score of the High-proficiency Participants	Total	\bar{X}	SD	<i>t</i>	ρ
Pre-test	50	25.17	6.10	6.36*	.000
Post-test	50	32.00	6.30		

Table 1 shows the comparison between the pre-test and the post-test score of the high-proficiency participants. The result of *t*-test run on the pre-test score of the high-proficiency participants ($\bar{X} = 25.17$ and $SD = 6.10$) and that score in the post-test ($\bar{X} = 32.00$ and $SD = 6.30$) with *t* (6.36) shows the p-value of 0.000 which is lower than the 0.05 level of significance. This demonstrates that the post-test score of the high-proficiency participants is significantly higher than their pre-test score (the average scores 32.00 and 25.17 respectively).

Table 2: The Comparison between the Pre-test Score and the Post-test Score of the Low-proficiency Participants

Score of the Low-proficiency Participants	Total	\bar{X}	SD	<i>t</i>	ρ
Pre-test	50	12.60	4.03	5.32*	.000
Post-test	50	16.69	4.33		

Table 2 reveals the comparison between the pre-test score and the post-test score of the low-proficiency participants. The result of *t*-test computed on the pre-test score of the low-proficiency participants ($\bar{X} = 12.60$ and $SD = 4.03$) and that score in the post-test ($\bar{X} = 16.69$ and $SD = 4.33$) with *t* (5.32) shows the p-value of 0.000 which is lower than the 0.05 level of significance. This indicates that for the low-proficiency participants, the post-test score is significantly higher than the pre-test score (the average score is 16.69 and 12.60 respectively).

Research Question 2: What learning strategies and problem-solving strategies are utilized by high-proficiency and low-proficiency Thai EFL students during learning English collocations through DDL?

To provide a comprehensive understanding of how the participants with different English proficiency levels followed the DDL processes and the problem-solving strategies applied for learning English collocations through DDL, the data collected from the think-aloud task represented the primary data source reflecting the participants' DDL learning processes and problem-solving strategies. An interpretative approach was utilized to analyze the think-aloud data, with the analysis presented in the following section.

The DDL process began with Identification step, whereby the participants were asked to identify examined keywords from the stems of collocation questions and enter such keyword in the SEARCH box of the corpus. The high-proficiency participants reflected through the think-aloud task that the Identification step was relatively easy and they did not have any serious problems in this step of DDL— “It does not take time to identify the keywords and I can use my background knowledge about English collocations to make a decision on the keyword that I should fill in the SEARCH box.” (Champ's think-aloud, 03/05/2017). This means the high-proficiency participants were capable of identifying the examined keywords from the questions in the collocation exercise and were able to make decisions on selecting the words to put into the search page of the corpus. Additionally, the high-proficiency participants informed that they applied some learning strategies and problem-solving strategies when filling the words into the SEARCH box. That is, the high-proficiency participants preferred formulating hypotheses about the possible collocates of each examined keyword and entered both the keyword and its possible collocate in the SEARCH box of the 'KWIC' option to test their hypothesis. Julia, one of the selected high-proficiency participants, informed that “I sometimes have to recall my existing knowledge about collocation in order to make a prediction about the best possible collocate of each keyword, because I prefer entering both the keyword and its possible collocate in the SEARCH box to examine whether my hypothesis is correct or not.” (Julia's think-aloud, 03/05/2017).

For the low-proficiency group, most of the participants stated that they did not have much trouble in the Identification step and they were able to identify the examined keyword from questions in the collocation exercises. Despite spending a relatively longer time, the low-proficiency participants were able to follow this step just like the high-proficiency participants did. In terms of filling the words into the SEARCH box, all of the selected low-proficiency participants

utilized the same strategy which is different from the strategy of the high-proficiency. Unlike the high-proficiency participants, all of the low-proficiency participants did not make any prediction about the possible collocates of the keywords and entered only the keyword without its possible collocate in the SEARCH box of the ‘Collocates’ option. Fern, one of selected low-proficiency participants, mentioned that it would be easier for her when the COCA output page provided all the words that could collocate with the input keyword— “I think it is difficult for me to make a guess about a possible collocate, so it is much easier for me to let COCA provide me with some choices of possible collocates of each keyword” (Fern’s think-aloud, 03/05/2017).

In terms of the Classification step, the high-proficiency participants revealed during the think-aloud task that this step required more effort and time compared to the Identification step. This is because they had to spend relatively longer time staying concentrated on analyzing and grouping the number of concordance lines retrieved from the corpus and sometimes had to use more than one search option to ensure their understanding. Bobby, one of high-proficiency participants, informed that it was easier to enter the keywords in the SEARCH box of the ‘Collocates’ option because the output page would show both the possible collocates of the keywords and their frequency of occurrence. This meant Bobby considered more than one search option during the Classification step, i.e., both the concordance lines and the frequency of occurrence. He also informed that the KWIC format was really helpful and convenient for analyzing and grouping the retrieved concordance lines. That is to say, the high-proficiency participants gave positive feedback about the KWIC format of the concordance lines and believed that this format could facilitate them when following the Classification step.

For the low-proficiency participants’ performance in the Classification step, most of them took a longer time and needed to put more effort to analyze and categorize the concordance lines. As they did not make any prediction about the possible collocates, they had to carefully read the examples of the concordance lines of each possible collocate one by one. However, some of the low-proficiency participants informed that they started with the possible collocate with the highest frequency of occurrence. Although the low-proficiency participants started exploring and analyzing the concordance lines with the highest frequency of occurrence first, most of them still spent a relatively longer time when compared to the high-proficiency participants. Additionally, Jack, one of the selected low-proficiency participants, also mentioned that it would be better if the sentences of the concordance lines were complete sentences, not incomplete ones. This information revealed that the low-proficiency participants had some difficulties in analyzing the cut-off sentences of the concordance lines.

With regard to the Generalization step, the high-proficiency participants informed that it was the most difficult step and required more logical consideration to identify the most appropriate collocates for keywords, especially when the corpus provided more than one possible collocate, although they ultimately were able to construct the correct patterns of a particular collocation. The high-proficiency participants further reported that the context provided with the keywords played a significant role in facilitating them to manage to get the correct answers during the Generalization step. Julia mentioned that after scanning the concordance lines from both the ‘List’ option and ‘Collocates’ option, she had to reread the sentences along with their provided context to confirm that she had chosen the correct collocate. Apple, another high-proficiency participant, also informed that the contexts provided with the keywords were very useful for making the final conclusions about the collocation usage during the Generalization step. In addition to consulting the provided context, some of the high-proficiency participants also considered the frequency of occurrence of each possible collocate to ensure the best answers. Champ, one of the selected high-proficiency participants, mentioned that whenever there might be one possible answer provided in the ‘Collocates’ option, he had to look at the frequency of occurrence of each possible collocate form in the ‘FREQUENCY’ option. After looking at the frequency, he also had to ensure that he got the best answer by entering both the keywords and the best possible collocates in the SEARCH box in order to retrieve the examples of concordance lines in the KWIC format. He analyzed and read the retrieved concordance lines (KWIC) thoroughly before making a final decision. Despite spending a lot of time and effort, all of the selected high-proficiency participants managed to construct the correct collocation patterns and this meant they could follow the Generalization step in DDL with few difficulties.

Just like the high-proficiency participants, the low-proficiency participants informed that the Generalization step was the most difficult step and required a lot of time and effort to construct the correct pattern of each particular collocation. After exploring and analyzing the concordance lines, Jack revealed that to make decision in choosing the most appropriate collocates of the keywords in order to complete the test sentences (Generalization step) was sometimes difficult and confusing. This is because the corpus sometimes provided him with more than one possible collocate. For example, when Jack had to find the correct preposition (collocates) used with the verb ‘*died*’ to complete the sentence “*Mike’s grandfather died _____ a heart attack last year,*” he responded that “The COCA provides me with more than one possible option of collocates and I do not know whether it should be ‘*died from*’ or ‘*died for*’?” (Jack’s think-aloud, 03/05/2017). Jack further mentioned that “I have to use another option to search for the correct

answer. I think I should use the ‘Collocates’ option or enter the keywords in ‘FREQUENCY’ mode rather than making a decision from the concordance lines retrieved from the ‘List’ option.” (Jack’s think-aloud, 03/05/2017). Tia, another selected low-proficiency participant, also mentioned that the Generalization step was the most difficult part of DDL, but she eventually managed to find the correct collocate of each keyword by consulting the context provided with the keywords. She informed that the context of the concordance lines helped her make a conclusion about the appropriate collocates of the keyword in each particular context. Cherry is another low-proficiency participant who used the provided context to help her construct the correct collocation patterns. She revealed that the context provided with the keywords was very helpful for her making a conclusion about the correct usage of the collocations during the Generalization step. She had to consider and analyze the context of the concordance lines whenever the output page of COCA provided more than one collocate option for a keyword. After considering the context of the concordance lines, Cherry was able to provide correct answers to almost all the questions in the collocation exercise.

To provide a more comprehensive understanding about how the participants with different English proficiency levels followed the DDL learning processes as well as their problem-solving strategies during learning English collocations through DDL, all the participants, from both the high-proficiency and low-proficiency groups, were asked to write their reflections about their learning experiences, learning strategies, and problem-solving strategies regarding the DDL learning processes on a Students’ Self-reflection form. The qualitative data elicited from the students’ self-reflection are another source of information used to triangulate with the qualitative data obtained from the think-aloud task. The written reflection data collected from the students’ self-reflection were manually analyzed and thematically coded by the researcher to find any trends related to the participants’ learning strategies and problem-solving strategies utilized during learning English collocations through DDL. The analysis is presented herein in terms of the frequency of comments and percentage of the total comments in Table 3 and 4.

Table 3: Problem-solving Strategies Utilized by the High-proficiency Participants during Learning English Collocations through DDL

Rank	Reflections and Comments	Frequency	Percentage
1	I use the context provided with the keyword in the concordance lines to help me figure out the rules of collocation usage and to determine the correct answer.	18	42.86%

2	I use various search options in COCA to compare and determine the correct answer.	10	23.81%
3	I regularly practice DDL so that I am able to follow DDL procedures skillfully.	5	11.90%
3	I reread the questions several times in order to come up with the keyword.	5	11.90%
5	I consider and compare the frequency of occurrence of each collocate to determine the correct answer.	2	4.76%
5	I use other searching methods like Google to determine the correct answer.	2	4.76%

As shown in Table 3, the problem-solving strategy with the highest frequency of comments (18 comments or 42.86%) related to the use of context provided with concordance lines. This reflected that the context of the concordance lines mostly helped the high-proficiency participants figure out the rules of collocation usage and to determine their answers. The problem-solving strategy ranked in second place, with 10 comments or 23.81%, which was about the use of various search options in COCA. Here, the high-proficiency participants reflected that they had to use several search options to compare and determine their answers when faced with some confusion about the collocation usage. There are two problem-solving strategies with the same amount of comments (5 comments or 11.90%) and these are hence ranked in the same positions (third). These two problem-solving strategies are a regular practice of DDL and an act of rereading the questions several times. In other words, the high-proficiency participants reflected that they needed to regularly practice DDL in order to follow the DDL procedure skillfully and they had to reread the questions several times in order to come up with the keyword to put in the search box. For the problem-solving strategy, which is ranked fifth, there are two strategies with the same number of comments (2 comments or 4.76%) reflected by the high-proficiency participants. They mentioned the consideration of the frequency of occurrence of each collocate and the application of alternative methods as their problem-solving strategies, explaining that they had to consider and compare the frequency of occurrence of each collocate to ensure their answers were correct and how they also used other search methods, like Google, to check their answers.

Table 4: Problem-solving Strategies Utilized by the Low-proficiency Participants during Learning English Collocations through DDL

Rank	Reflections and Comments	Frequency	Percentage
1	I regularly practice DDL so that I am able to follow DDL procedures skillfully.	9	29.03%
2	I use the context provided with the keyword in the concordance lines to help me figure out the rules of collocation usage and to determine the correct answer.	8	25.81%
3	I use various search options in COCA to compare and determine the correct answer.	7	22.58%
4	I reread the questions several times in order to come up with the keyword.	6	19.35%
5	I consider and compare the frequency of occurrence of each collocate to determine the correct answer.	1	3.23%

Based on Table 4, the comments about the problem-solving strategies with the highest frequency of comments (9 comments or 29.03%) and ranked in the first position is a regular practice of DDL. This indicates that the low-proficiency participants needed to regularly practice DDL in order to be able to follow the DDL procedures skillfully. The low-proficiency participants' data about the problem-solving strategies in second place concerns the use of the context provided with the concordance lines. There were eight comments (25.81%) indicating that the low-proficiency participants had to consult the context provided with the concordance lines in order to figure out the rules of collocation usage and to determine the correct answer. The strategy in third place was the use of various search options in COCA to compare and check the answers, with seven comments (22.58%) reflecting how the use of many search options in COCA is an effective problem-solving strategy utilized by the low-proficiency participants. The problem-solving strategy ranked in fourth position with six comments or 19.35% was learners rereading the questions several times in order to come up with the keyword to put into the search box. The problem-solving strategy with the lowest ranking was consideration of the frequency of occurrence of each collocate. There was only one comment (3.23%), indicating that when faced with some

uncertainty, at least one low-proficiency participants considered and compared the frequency of occurrence of each collocate to determine the correct answer.

Conclusion

Contribution of DDL on enhancing the collocational knowledge of Thai EFL students

According to the comparison between the participants' pre-test scores and post-test scores, the participants in both the high-proficiency and low-proficiency group demonstrated an improvement in their test scores. In other words, learning English collocations through DDL can possibly improve the collocational knowledge of both low-proficiency and high-proficiency Thai EFL students. This might be because DDL method offers learners the opportunity to work directly with large numbers of examples of collocation usage in the form of concordance lines and the access to these multiple examples of a particular linguistic feature (i.e., collocations) contributes to the development of the collocation knowledge of learners, in this case both low-proficiency and high-proficiency Thai EFL students. The findings of the present study regarding the efficiency of DDL on enhancing the collocational knowledge, therefore, are in line with the findings of several previous studies (i.e., Chao, 2010; Chatpunnarangsee, 2013; Koosha & Jafarpour, 2006; Ucar & Yukelir, 2015) that concluded that the application of the DDL method in language classrooms and collocation learning could provide a number of potential advantages for learners. These findings are also corresponding with the explanation of Timmis (2015) stating that the opportunity to get access to a large amount of corpus data in the form of concordance lines or DDL approach can improve learners' learning and hence performance. Apart from the opportunity to explore a large amount of corpus data, DDL method also encourages learners to practice their noticing skill by observing particular linguistic features (i.e., collocation patterns) presented in concordance lines, enabling them to arrive at descriptions of frequent and acceptable collocation patterns. To come up with such conclusion, DDL learners have to use common and frequent instances of concordance lines retrieved from the corpus as evidence to support their own hypothesis about a particular collocation usage as they may feel these are both more accurate and possibly more practical than those found in ordinary ELT materials or collocation dictionaries (Timmis, 2015).

In addition to the similar conclusions of the present study with previous studies, the findings of the current study also reveal some contradictions and inconsistencies with the assumptions and perceptions of some language researchers and teachers. According to Johns (1999), some language researchers and teachers hold a strong belief that DDL is an effective and useful learning method only for intelligent learners with an advanced level of language

proficiency, and that this type of learning method (DDL) might not be appropriate for low-proficiency learners. Boulton (2008) also mentioned that many language teachers do not recognize DDL as a potential teaching approach because of the seemingly complicated procedures involved. Consequently, these teachers do not want to use the DDL method in their language classrooms with students having low-proficiency English skills. Not only language teachers but some researchers also believe that DDL is too complicated for low-proficiency learners and consider this limitation an obstacle for learners with low language abilities to use DDL as their learning method (Willis, Shortall, & Johns, 1995). To support their arguments regarding the limitations of DDL, these researchers have conducted many studies where only high-proficiency learners were selected to participate in the study, and these researchers concluded that DDL was appropriate only for advanced learners and not for low-level learners. Hadley (2002), for example, claimed that his effort to apply DDL with low-level learners (e.g., beginners) in his study led to failure, thus confirming the limitations of DDL for low-proficiency learners.

With reference to the findings of the present study, however, they suggest that such perceptions and beliefs about the limitations of DDL for low-proficiency students may possibly be wrong because the comparison between the pre-test scores and post-test scores of the participants in the present study revealed that both the low-proficiency and high-proficiency participants improved their test scores through after learning English through DDL. This confirms that DDL is not too complex and difficult for low-proficiency participants in term of studying the concordance lines and noticing some common patterns to arrive at descriptions of collocation usage. In other words, both low-proficiency and high-proficiency learners are able to follow DDL procedures, and DDL can enhance their collocational knowledge. Consequently, the findings of the present study are in contrast with the claims in several previous studies (e.g., Boulton, 2008; Gabrielatos, 2005; Hadley, 2002; Willis, Shortall, & Johns, 1995) about the limitations of using the DDL method with low-proficiency students as the present study findings confirmed that both high-proficiency and low-proficiency students' were able to develop their overall collocational knowledge through the use of the DDL method.

DDL learning strategies and problem-solving strategies of Thai EFL students during learning English collocations through DDL

In terms of the DDL learning strategies and problem-solving strategies, the qualitative data from the think-aloud task transcription and the students' reflection indicated that the participants generally understood and were capable of following the overall DDL procedures, albeit with some

difficulties. As there were some difficulties and problems mentioned by the participants, an in-depth investigation on their DDL learning steps has to be performed individually for comprehensive conclusions to be made about learning strategies and problem-solving strategies utilized for learning English collocations through DDL.

For the Identification step, even though this step seemed to not be problematic for the low-proficiency and high-proficiency participants, the information from the think-aloud data and the reflection revealed some problem-solving strategies that were applied by the participants in both proficiency groups in order to successfully identify the examined keywords. The participants mentioned that they sometimes had to carefully read the questions in the collocation exercises to identify the correct keyword. That is to say, when getting confused with some questions and being unable to identify the examined keyword, the problem-solving strategy of both low-proficiency and high-proficiency participants is to carefully reread the questions. By carefully rereading the questions, they were finally able to identify the keyword. Therefore, it is possibly concluded that this problem-solving strategy was practical and useful for them.

Apart from the similar problem-solving strategies, the information also revealed that there were some different problem-solving strategies utilized during the Identification step. The first difference in the learning strategies applied in the Identification step was that the high-proficiency participants preferred making predictions about the possible collocates of the examined keywords and putting both the keyword and its possible collocate into the search box of the 'KWIC' option to verify their predictions; on the other hand, the low-proficiency participants did not make any prediction on the possible collocates of the examined keywords, and instead they preferred putting only the keywords in the search box of the 'Collocate' option so that the program would provide them with the list of possible collocates of each examined keyword. This learning strategy helped the high-proficiency participants to complete the Identification and proceed to the Classification step a lot faster than the low-proficiency participants, so making the prediction of possible collocates and entering both keyword and its possible collocate into the search box is considered an effective learning and problem-solving strategy.

With regard to the Classification step, both differences and similarities in terms of the learning and problem-solving strategies were shown between the low-proficiency participants and the high-proficiency participants. According to the data obtained from the think-loud task and the reflection of the high-proficiency participants, the Classification step was not problematic for them; however, they reported that they spent a longer time reading and grouping the concordance lines retrieved from the corpus compared to the time they used for identifying the examined

keywords. In terms of the problem-solving strategies mostly utilized by the high-proficiency participants during the Classification step is that they use the KWIC format help them when scanning and grouping the concordance lines because it is easier to analyze the concordance lines with the keywords and collocates being highlighted and placed in the middle of the lines. To illustrate, using KWIC format to facilitate them Classification step, most of the high-proficiency participants did not think scanning the concordance lines was too difficult for them and were able to explore the concordance lines retrieved from the corpus.

Similar to the high-proficiency participants, the low-proficiency participants expressed that the Classification step was more difficult than the Identification step. They also had to spend relatively longer time compared to the time they used during the Identification step. In spite of spending a lot more time, in general, the low-proficiency participants were able to analyze and categorize the concordance lines retrieved from the corpus. However, when compared to the high-proficiency participants, the low-proficiency participants spent longer time on the Classification step because they had to scan the concordance lines of each possible collocate retrieved from the 'Collocate' option of the corpus. Unlike the high-proficiency participants, the low-proficiency participants did not make any prediction on the possible collocate of the keywords to put into the search box of the KWIC option, and this strategy made the low-proficiency participants spend relatively longer time analyzing the concordance lines of each possible collocate one by one. However, some of the low-proficiency participants informed that they decided to scan concordance lines of the possible collocate with the highest frequency of occurrence first. This problem-solving strategy helped them reduce the amount of time they spent on the Classification step. Therefore, the time needed to be spent may not be a crucial obstacle for the low-proficiency participants during the Classification step.

With reference to the qualitative data collected from the think-aloud transcription and students' reflection, the participants in both low-proficiency group and high-proficiency group informed that the Generalization was the most time-consuming and difficult step. They also reported that they encountered a lot of difficulties in constructing the rules of collocation usage and finding the correct answers to the collocation exercises. However, they were eventually able to construct the rules of collocation usage and to provide the best answers to the collocation questions despite spending a lot of time and effort as well as needing to apply various problem-solving strategies. Based on the data from the think-aloud transcription and the reflection of the low-proficiency and high-proficiency participants, the problem-solving strategy with the most frequent use was consulting the contexts provided with the concordance lines. The participants in

both low-proficiency and high-proficiency group reported that the provided contexts in concordance lines were very useful to help them get the correct answers or the most appropriate collocates to the examined keywords, especially when the corpus provided them with more than one possible collocate so that they had to analyze the provided contexts in order to come to a final conclusion.

Another problem-solving strategy that was utilized by the low-proficiency and high-proficiency participants during the Generalization step was using various search options in COCA. The participants in both groups informed that when they were uncertain about some of the answers, they used another search option to ensure that they got the correct answer for the collocation usage, especially when more than one possible collocate could occur with an examined keyword. According to the findings, some of the low-proficiency and high-proficiency participants also mentioned that whenever the ‘Collocate’ option provided them with more than one possible collocate for an examined keyword, they had to further compare the frequency of occurrence of each possible collocate through the use of the ‘FREQUENCY’ option. After looking at the frequency of occurrence, they had to finally choose their answer by considering the context provided with the concordance lines retrieved from the ‘KWIC’ option. This meant various search options were applied by some high-proficiency participants in order to construct the rules of collocation usage (Generalization step). This problem-solving strategy seems to be very practical for both low-proficiency and high-proficiency participants to ensure their answers of acceptable English collocation patterns.

Implications of the study

Although the findings of the current study demonstrate the effectiveness of DDL in the development of both low-proficiency and high-proficiency Thai EFL students’ collocational knowledge, there are some aspects that language educators should consider when implementing the DDL method in their language classrooms to avoid some limitations of this learning method and to achieve the maximum success. The researcher, therefore, would like to propose a modified model for DDL and guidelines for language learners who would like to improve their collocational knowledge through the application of DDL method as well as for language teachers who would like to apply this method in their classrooms.

With respect to the aforementioned discussion about the learning and problem-solving strategies applied by the participants in the current study, the researcher still supports Johns (1991)’s DDL procedures, which emphasizes three main steps, i.e., Identification, Classification,

and Generalization; however, as recommended by Sripicharn (2002), although DDL is recognized as an effective approach to teach English for EFL students, there should be an adaptation of DDL tasks to meet EFL students' specific needs, especially Thai EFL students who are more familiar with being spoon-fed facts and a deductive teaching approach. Consequently, the researcher believes that by applying the learning and problem-solving strategies mentioned in the findings of the current study, the following modified DDL model may facilitate EFL students during learning English collocations through DDL and could help them handle with some difficulties.

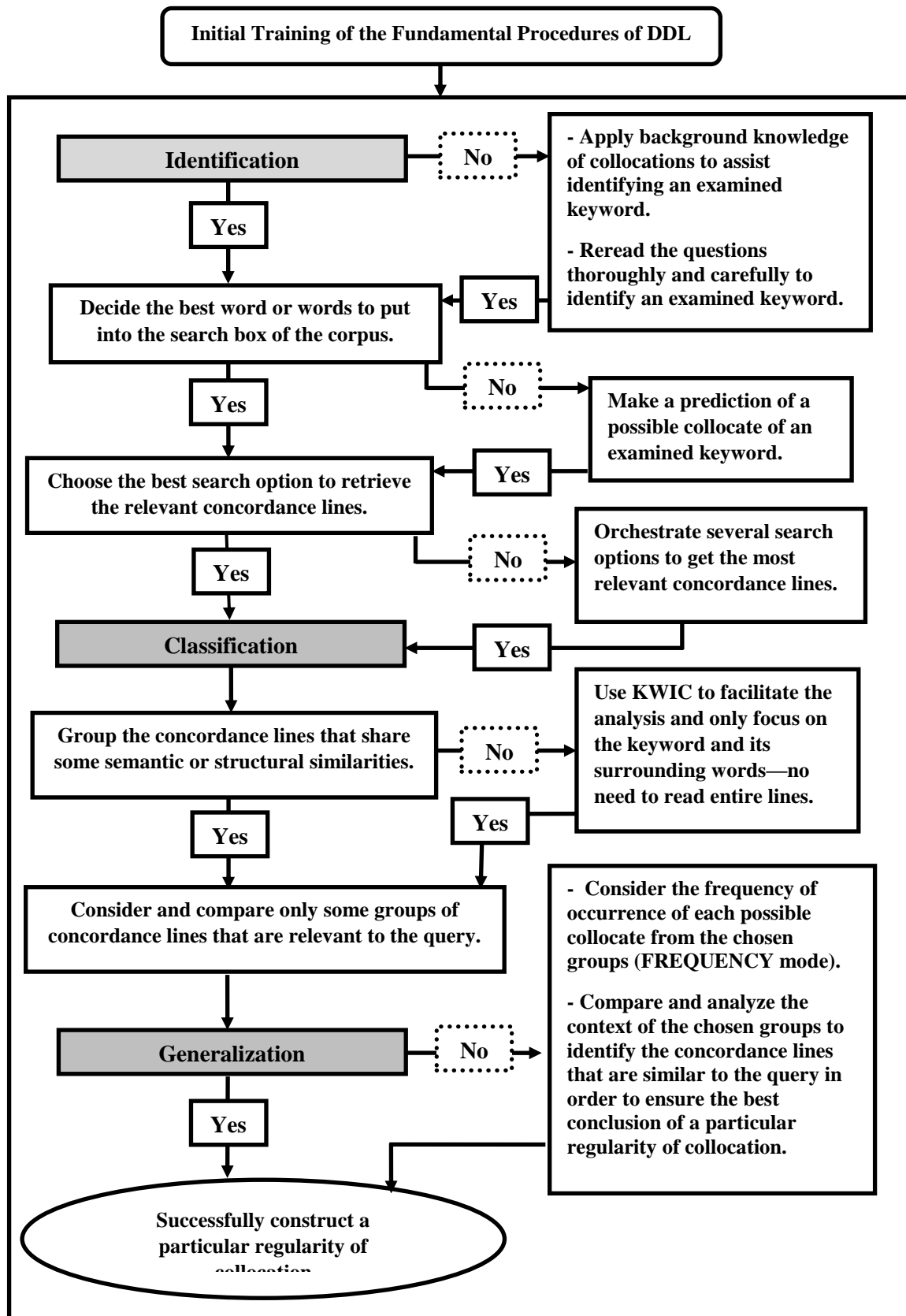


Figure 1 The Modified DDL Procedures

As shown in Figure 1, the most essential step before the implementation of DDL is the initial training of the fundamental processes involved in the DDL method. Although DDL is considered an autonomous learning method in which learners have to take responsibility for managing their own learning, this learning method may not be suitable for all learners, especially Thai EFL learners, who are more familiar with a spoon-feeding and deductive teaching approach. The DDL procedures also represent a somewhat complicated learning method, so a novice DDL learner definitely needs clear direction and instruction. Therefore, a training session is required to prepare DDL learners with clear instructions and guidelines at the initial stage of first taking DDL classes in order to maximize the efficiency of this learning method.

After receiving such a training session, DDL learners may still encounter some difficulties during learning English collocations through DDL, so some learning strategies are required to facilitate them handling such obstacles. The findings of the current study suggest that DDL learners should apply their background knowledge about English collocations whenever they are unable to identify the examined keyword. Apart from using their background knowledge, if DDL learners are confused with a question, they should reread the question carefully and thoroughly in order to come up with the examined keyword. After identifying the examined keyword, the learners should make a prediction about the possible collocate of the keyword so that they can choose the best word or words to put into the search box option. Based on the findings of the present study, learners who make a prediction about the possible collocate and put both the examined keyword along with its possible collocate into the search box of the KWIC option tend to spend a relatively shorter time completing DDL procedures. Additionally, DDL learners should select the best search option to retrieve the most relevant concordance lines for their queries. If they are unable to choose the best search option, they need to be able to orchestrate several search options to get the most relevant concordance lines, but this will likely take a longer time.

When exploring the retrieved concordance lines during the Classification step, it is recommended that learners should group the concordance lines together that have some common semantic or structural similarities; for example, concordance lines where the examined keyword come after the same verb. If DDL learners are struggling with the grouping process, it is recommended that they should use KWIC to facilitate their analysis of the concordance lines and should only focus on the keyword and its surrounding words. In other words, they should not read all the concordance lines because this might be confusing as well as time consuming. It is important that DDL learners should consider and compare only the groups of concordance lines that are relevant to their queries to avoid confusion and to save time during the Classification step.

The Generalization step is the most important process in DDL because it determines whether learners are competent or successful DDL learners or not; however, most novice DDL learners encounter a lot of problems and difficulty constructing the rules of collocation usage. With respect to the findings of the present study, most of the successful DDL learners considered the frequency of occurrence of each possible collocate from the chosen groups through the FREQUENCY mode to ascertain the particular regularity of a collocation. It is thus also suggested that DDL learners should compare and analyze the context of the chosen groups to identify the concordance lines that are similar to the query so that they are able to ensure the best conclusion regarding a particular regularity of collocation.

In addition to this modified model of DDL, Sripicharn (2002) recommended that teachers who would like to apply DDL to their language classrooms should select the activity types that are most appropriate for their learners. Therefore, teachers should consider several factors, such as the learners' English proficiency, familiarity with corpus-based lessons, learners' needs, and the degree of learner autonomy. The most suitable way to implement DDL with a group of novice DDL learners is to combine different activity types and to divide the tasks into different stages. It is suggested that a scaffolding activity may provide some benefits to learners. That is, teachers should possibly start with a series of concordance-based activities with a more teacher-centered lesson and then gradually move forwards to an independent concordance-based task, where DDL learners independently take an action for their own learning.

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Development of foreign language listening competence of a master student in authentic professional podcast environment of higher educational institution

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Abstract

The paper considers the specifics of podcast resources used to develop communicative competence of master students and their preparation for further professional communicative activity. The author describes the operating algorithm of using podcasts in education and, in particular, for development of listening skills and abilities, as well as the universal operating scheme of podcast terminals in a foreign Internet environment. This training system is characterized by some specific features mainly considered as positive educational properties of the Internet podcast environment.

Keywords: *podcast resource, professional communication, optimization of master training, ICT, higher professional education, linguo-didactic model.*

Introduction

Modernization of education, integration of Russia into the European educational community, transition to a multitier system, development of international contacts in economic, political, scientific and cultural spheres dictate new tasks of foreign language training of future experts in the field of teaching, linguistics and cross-cultural communication, which is partially implemented through innovative pedagogical technologies. The following become an integral part of modern professional education: ability to master universal ways of professional activity; purposeful, systematic and autonomous formation and development of foreign-language

competences, search and study of skills and abilities to use modern information and communication tools in professional activity, ability to adapt to changing social and economic conditions, readiness to interact actively with the professional environment (Ling, 2014; Santillan, 2018).

These processes are complicated by some contradictions related to differences in educational systems in Europe and Russia and certain discrepancy of standard requirements to real level of foreign language proficiency; developed mentality of the Russian society to the organization of students' independent work in remote mode; need of applying information and communication technologies (ICT) to the actual level of equipment at higher educational institutions and technological literacy of a teacher / student.

Unlike bachelor education, higher creativity, autonomy and specialization of master study is caused by stronger specialization of training fields and reduction of classroom hours leading to transition of the main academic load towards independent work and team and individual creative tasks (Clemente, 2014; Williams, 2007). Such tasks include projects, interactive linear and nonlinear presentation of scientific works, application for participation in scientific and practical conferences and workshops in a foreign language with subsequent approbation at foreign language classes and the corresponding principal disciplines.

Educational methods

The existing study manuals and textbooks on foreign language for master students are most often aimed to teach reading, writing, speaking and language aspects while listening is covered to a lesser extent (Arifin, 2018; Ergunova, 2017). The analysis of educational literature showed that such course books either do not contain exercises aimed at the development of listening skills or such exercises are monotonous whereas experts in linguodidactics refer the listening competence to the most difficult types of speech. This is caused by linguistic, psycholinguistic and extralinguistic characteristics of a native speaker's standard speech, which cannot always be considered within the practice of teaching foreign languages and cultures in the conditions of extralinguistic environment (Mahmud, 2018).

Various educational technologies and methods, in particular the method of problem-based situations, situational method, programmed education, business games and role plays, projective technologies and ICT are used to increase the efficiency of foreign language teaching. The focus on *modernization* and *internetization* of Russian education that include computerization and

Internet connection made it possible for Russian educational institutions to approach Europe in terms of key indicators of ICT equipment (Vandergrift, 2012).

One of the urgent issues of the Internet as an available form of comprehensive distance and classroom learning of foreign languages is the right choice of software and data portals to design training courses and improve foreign-language teaching, in particular through interactive web textbooks, archives of educational information, systems of on-line conferences and certification (Anas, 2018). The use of ICT in foreign language teaching of master students relies on remotability and self-preparation on the basis of knowledge, skills and abilities developed within specialist and bachelor degree programs. Since the share of independent work exceeds 60%, the rational distribution of classroom and extracurricular hours optimizes the educational process.

Podcasts and podcasting

The western higher school widely utilizes the practice of teachers' training to work with the Internet and *podcast* services representing Internet platforms with *podcasts* – audio/video files in OGG, MP3, MOV, FLV formats, which are posted and distributed online free of charge for the educational use (Hammond, 2011; Hismanoglu, 2012). Multimedia technologies of data compression and transmission and transition to flash audio, video and animation, listening and watching of files in the Internet regardless of their type contributed to the distribution of podcasting. The developed *typology* of podcasts covers their types according to: location and technology of distribution; nature of the main information and type of record; nature of access; regional nature; target audience and educational level; method of content storage; structure of podcast; linguistic content; form of audiotext; sphere of use; degree of authenticity; thematic content and didactic task; functionality; functional and style features and communicative tasks; authorship and form of resource support (Legcevic, 2014). Accounting of existing types of podcasts allows optimizing their use during training and formulating the corresponding tasks.

The appeal to podcasting ensures relatively free foreign-language educational environment for content developers, teachers and students thus contributing to formation, development and improvement of foreign-language cognitive and listening activity of master students. It also presents broad opportunities for creative work thus ensuring interesting and useful network resources on studied linguo-didactic topics for the solution of set tasks; increases motivation and stimulates discussions in the studied language within classroom and extracurricular activities (Manzuoli, García & Cifuentes, 2016).

Training within *podosphere* (set of educational podcasts in the Internet) and use of podcast services are considered as means of foreign language self-training and have a considerable advantage over traditional training resources in technological and linguo-didactic perspective (Malushko, Maletina & Tsybaneva, 2017). They are characterized by standardization of format, free-of-charge basis, availability, relevance, dynamic character, accumulation, authenticity, multifunctionality, specialization, interactivity, communicativeness and a meta-linearity (system of hypertext links between various podcasts and means of their processing and editing).

The use of ICT and *podocommunication* (communication and training using podcasts) implies the development of information and technological literacy, as well as communicative and reflexive competences among master students and teachers, which ensure equal communication with representatives of another linguocultural society. The ability to use authentic Internet materials and an attempt to reach higher activity and autonomy of students within the innovative environment is especially important at the level of master study in the conditions of a small number of hours allocated for foreign language teaching in compliance with the requirements of FSES to master students.

Listening competence in the system of teaching through ICT

It is especially difficult to develop the profile *listening competence (FLPLC)* that includes the entire set of foreign-language *listening skills* within the training of foreign-language communicative competence: cognitive and linguistic, sociolinguistic, discursive, strategic, psycholinguistic and evaluation and reflexive. These skills are related to the understanding of foreign authentic speech, its linguistic and paralinguistic components, features of psychological mechanisms of perception and individual peculiarities of speakers. The listening comprehension of foreign-language podcast happens almost simultaneously at the levels of factual, conceptual and subtext information. The process of listening comprehension of foreign-language podcast represents gradual extraction of information followed by motivation of a listener, segmentation of a sound flow, establishment of relations within a text and assessment of its profile content depending on set objectives. The use of podcasts in foreign listening teaching performs several didactic tasks, including foreign-language profile training, development of skills to work with modern training technologies, development of a set of foreign-language competences since listening skills are trained together with other types of speech activity (Bolsunovskaya, 2018; Makhova, 2015).

The success of FLPLC development on the basis of ICT within students' independent work depends on linguistic, psycholinguistic, extralinguistic and technological factors (Lizunkov et al.,

2018). *Linguistic factors* imply the influence of characteristic linguistic properties of the studied language, its phonetic, lexical, grammatical and functional-stylistic structure, their compliance to speech experience and knowledge of master students, composite and subjective structure of a foreign-language podcast. *Psycholinguistic factors* include the influence of motivation to study a foreign language, topics of podcasts, individual and age features of listeners, level of development of their perceptual and motor abilities, conditions of presentation of a foreign-language podcast. *Extralinguistic factors* reflect the influence of foreign-language communicative environment and background foreign sociocultural knowledge. *Technological factors* are bound to specifics of ICT use and dependence of efficiency of the educational process on media opportunities of the foreign-language educational environment, readiness of a teacher / student to use, communicate, operate ICT and to teach / study with their use.

The Internet resource cannot replace a teacher, and the reduction of group work hours decreases communicative efficiency, deprives students of an opportunity to hear someone else's statements and to participate in real communication in comparison with virtual conditions of electronic communication (Goktas, 2012; Sherin, 2004). Foreign language training of master students within foreign-language innovative and educational podosphere increases their activity, adaptability to training conditions, interactivity and specialization of educational environment, variability and relevance of podosphere information, its multi-functionality and a meta-linearity. The *algorithm of FLPLC development among master students* based on podcasts is developed considering the above principles (Tab. 1). This algorithm implies complex development of foreign-language competences of students, including FLPLC and information-technological literacy, i.e. ability to use foreign Internet information, to select it, to classify and analyze in terms of podcast compliance to the main criteria of the educational resource and to typical situations of profile communication of a student.

Table 1

Algorithm of FLPLC development among master students

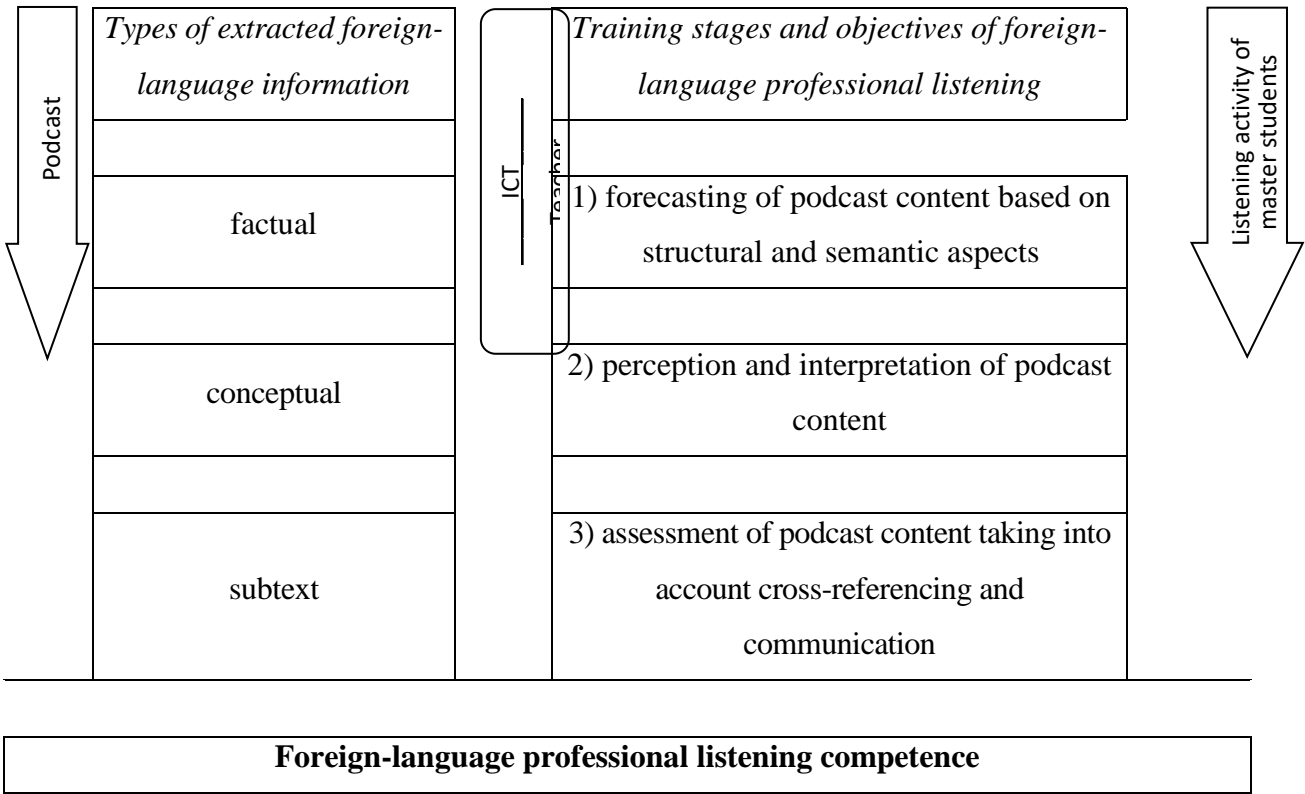
Consulting with content developers, subject-matter teachers and experts	s	1. Setting objectives for foreign-language teaching and foreign-language professional listening	Preparation to work
		2. Defining the initial level of foreign-language professional, listening, information and communication competence of a master student	
		3. Sequence scheduling of foreign-language professional listening	
		4. Selecting a foreign-language content of podcasts, methods and means of foreign-language pedagogical communication	
		5. Introducing foreign-language professional content, technologies and means (podcasts) into education	Implementation of foreign content, technology (podcast) in training
		6. Foreign-language listening cognitive activity of students to extract factual information from a podcast under the supervision of a teacher	
		7. Formative assessment and adjustment of foreign-language listening cognitive activity of master students	
		8. Activating foreign-language listening abilities to define conceptual information of a podcast in exercises	
		9. Controlling the level of development of foreign-language listening abilities and skills of master students	
		10. Foreign-language creative work with podcast sub-textual information and consolidation of received foreign-language knowledge	

	11. Final check and assessment of FLPLC level and efficiency of podcasts	Final check,
	12. Adjusting the structure of foreign-language training	

Authenticity, functionality, problematicity, situationality, professional direction, informational content, availability, novelty, compliance to curriculum and needs of students are proposed as *selection criteria* of educational materials meeting modern quality requirements. For example, the most *typical situations of foreign-language professional listening* for master students studying linguistics include scientific and methodical lectures and conferences, practical classes, research activity, audioblogging, podcasting, communication with representatives of foreign scientific and educational community (Korobova et al., 2017).

The developed *linguo-didactic model* is based on extraction of various types of foreign-language information from podcasts: factual, conceptual and subtext (Tab. 2).

Table 2
Linguo-didactic model of extracting information from a podcast



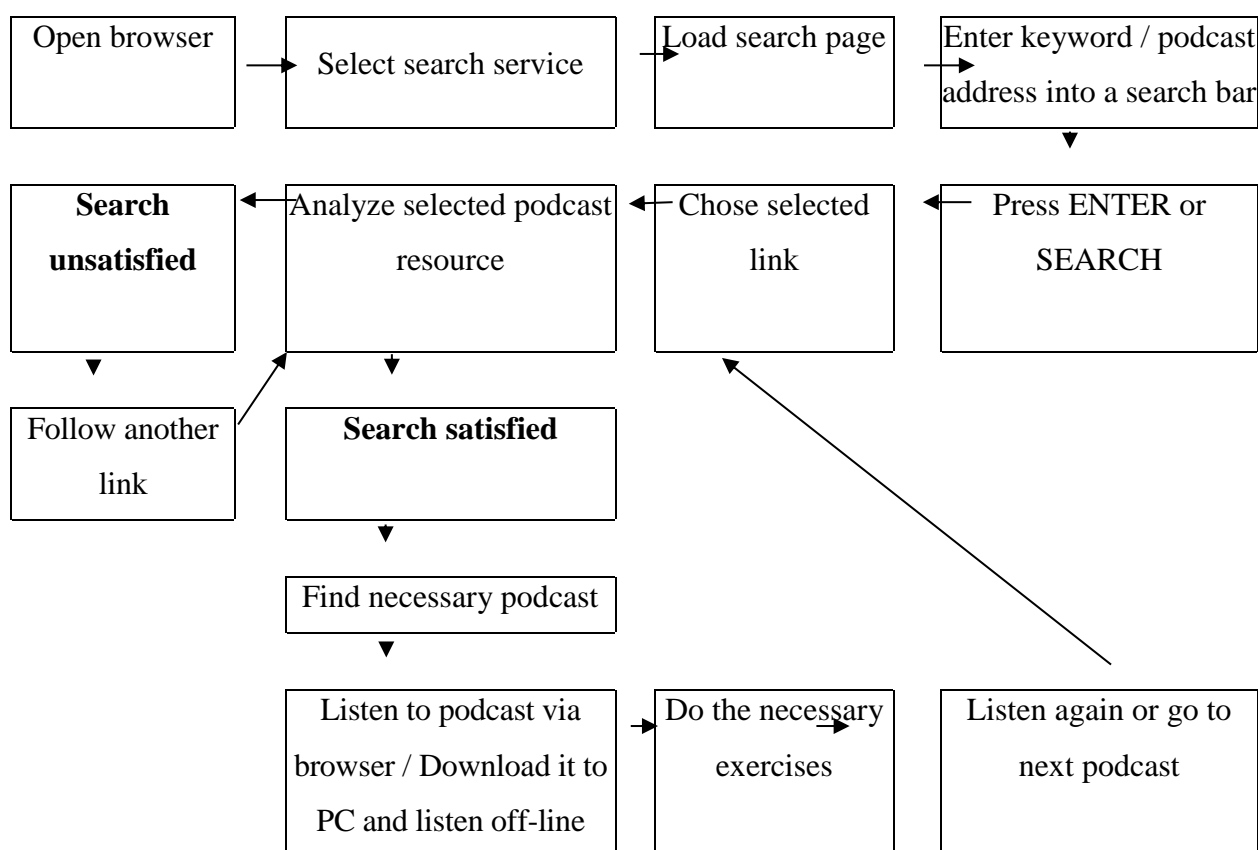
Since the independent work of master students takes over 50% and 60% of loading, the content of training in foreign-language professional listening includes tasks for translation, formation of professional thesaurus, study of lexical and grammatical material of a podcast, situational analysis of a task, preparation of a project and an electronic product.

Preparatory work for virtual activity in a podosphere

The important element of the first stage is preparatory work for virtual activity in a podosphere with Internet connection and search of podcast resource following the principle of Internet navigation, which is shown in Tab. 3 (Barisheva, Noskona & Pavlova, 2014).

Table 3

Podcast search scheme



This stage is aimed to lexical and grammatical features of linguo-didactic term system and Internet space of a podosphere, therefore exercises of this stage include such tasks as to find definitions and equivalents to professional terms; to add complete following a pattern; to study word-formation models; to search answers to general cross-disciplinary questions; to study the structure of Internet resources, to search professional podcasts, to forecast their content:

1. *Let's make a list of skills a good specialist should have.*
2. *Define the word-formative models in the given words.*
3. *Match the teacher's qualities with pictures denoting them. Prove your choice with examples from the professional sphere.*
4. *Rank the techniques of professional activities according to their spread.*

The *second* stage implies direct work with a podcast, develops abilities to attract factual and to extract conceptual information for understanding of a podcast with its subsequent discussion. This task is solved by exercises on correlation, selection, determination of validity of information; logical regrouping, addition, compression and extension of statements; finding answers to questions on podcast content; analysis of podcast resource structure:

5. *First we're going to know the lecturer's opinion on problems of the artificial intelligence. To get the podcast go to <<https://itunes.apple.com/itunes-u/human-computer-interaction/id384229960?mt=10#ls=1>>. Listen and pick up all adjectives used to characterize them.*

6. *Listen to the podcast and fill the table with information on his/her personal characteristic and skills.*

7. *Find if these statements are true or false. If necessary, correct them according to the podcast.*

8. *Find English equivalents to the following Russian expressions, fill in the gaps and answer the questions.*

The *third* stage activates information and technological skills, analytical, presentation and discussion abilities, which is ensured by the analysis of problem cases, round tables, discussions, conferences, group projects, creation of electronic products:

9. *Imagine you are interviewed for the radio about being a scientist. Pick qualities you want a scientist to have and argue their importance.*

10. *Retell the podcast using terms of the professional discourse.*

11. *Divide into groups of headmasters, teachers, experienced students, freshers to work out the most rational solution of the problem. While listening to group mates' presentation, work as experts and prove or argue on the point.*

12. *Create an evaluation sheet. Talk to your partner(s) about the different stages and discuss which parts you liked, found difficult, enjoyable or boring, worthwhile, learned something and what was challenging.*

13. Use the algorithm of creating an electronic book given in the podcast for making your own one.

The *technological competence* of master students is developed at three levels on a “simple-to-complex” basis: the first stage includes exercises on information search and Internet resources (*Internet surfing*), the second – on study, analysis and assessment of existing ICT tools (*ICT assessing*), the third – on creation of Internet resources (blogs, websites), electronic products (presentations, podcasts, electronic textbooks), etc. (*ICT creating*):

1. Listen to the podcast and find some to prove / contradict the theme. Make their list and screens.

2. Listen to the podcast and study the information about the use of Internet-resources for educational goals. Find the link mentioned and analyze their suitability for the Russian educational system and learners.

3. Listen to the podcast enlightening the essence of educational podcasting. Study how to create teacher’s podcasts and follow the guide’s instruction. Your podcast should be made in a podcasting program and cover educational problems, modern students, techniques for developing students’ competence.

Educational activity of master students is characterized by autonomy, responsibility for implementation of individual educational trajectory, ability to solve professional tasks independently (Padmadewi, 2018; Tonogbanua, 2018). The abilities to extract factual and conceptual information are developed within independent work of master students and future foreign language teachers on the basis of the developed study manual *Podoteaching listening skills to pre-service teachers of English* (Almudibry, 2018; Malushko, 2017). The study manual includes methodical instructions for teachers and students, increases professional motivation of students, describes innovative and educational technologies, situations and problems of professional activity, develops the ability to apply the gained professional foreign-language knowledge, skills and abilities in work practice, as well as the ability for self-reflection and critical analysis. The training of master students to extract subtext information from podcasts with its subsequent discussion is implemented within classroom work during discussions, situational analyses, role plays and project activity.

To assess the efficiency of the developed model the following criteria are used during listening and development of foreign-language professional listening competence of master students: ability to recognize professional terms; ability to translate professional texts and to make statements on a podcast topic; to correlate elements of scattered information of a podcast;

to restore connectivity and logic of statements; readiness to participate in a discussion, project, role play, solution of a professional situation of a podcast; ability to use information of a podcast to create an ICT product.

Conclusion

As a result of application of the designed model of listening competence training within independent work students quicker acquire professional terms, can more adequately take, interpret and evaluate information of a foreign-language professional podcast, to correctly express and reason their position in a discussion on a problem of a podcast and to solve a specific professional task in a foreign language, to create educational products on the basis of foreign-language podcasts.

The technological skills, information literacy and reflection acquired during ICT use make it possible for master students to develop autonomous training trajectory of foreign-language professional listening on the basis of linguo-didactic podcasts, which were selected based on the following conceptual and functional criteria: authenticity, specialization, novelty, meta-linearity, accumulation, functionality, availability.

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