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Anxiety in Classroom Oral Participation among ESL College Students

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Abstract

Fear of speaking foreign language is common among Filipino students. This study aimed at determining the factors contributing to students' anxiety in classroom oral participation and finding the significant difference among the factors that determine the students' level of anxiety. The results suggest that the students are not experiencing very high level of anxiety in oral participation as majority of the responses cluster around "Sometimes" and "Often" which are interpreted as "Low Anxiety" and "High Anxiety" respectively. The respondents have high anxiety because of fear of making mistakes ($M=2.61$), self-abasement ($M=2.54$), and lack of self-confidence ($M=2.60$). The respondents, on the other hand, have low anxiety because of fear of difficulty ($M=2.39$). The data indicates that the respondents are experiencing considerable level of anxiety during oral participation hence, measures to address the problem must be undertaken. Moreover, there is no significant difference between the students' level of anxiety in the different factors. It can be interpreted from the interview that students' common anxiety problems root from their lack of self-confidence, fear of getting embarrassed, and lack of communicative competence. It is recommended that various interactive communicative activities are used by ESL teachers to address the anxiety among the learners.

Keywords: anxiety, classroom oral participation

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Introduction

Fear of speaking foreign language is common among Filipino students. This study aimed at determining the factors contributing to students' anxiety in classroom oral participation and finding the significant difference among the factors that determine the students' level of anxiety.

English is considered as one of the official languages in the Philippines. Most subjects in the basic and tertiary levels use English as medium of instruction. However, to ESL teachers, encouraging students to speak the target language is a struggle. *"Getting students to respond in a language classroom—especially a foreign language class—is a problem that most language teachers face"* (Tsou, 2008). It has been identified that Speaking activities are primarily causes of high anxiety, as well as the process in correcting errors, and speaking or communicating with native English speakers, while writing activity, negative self-perception, and non-comprehension are all sources of moderate English language anxiety (Jugo, 2020). It has been a wonder if academic performance goes with the anxiety level of students. In fact, in one study, the significant relationship of high anxiety level and low academic performance was pointed out. (Said et.al., 2018)

How to alleviate anxiety levels of learners is a serious matter to language teachers since it is considered as the (Lui et.al.,2011) *most powerful and negative predictor for students' performance in English*. Interactive and communicative language teaching has been introduced to address such problems. This approach provides more opportunity to students in participating in class discussions.

Oral participation is a good indicator of students' engagement in learning (Frymer, 2015). As a result, many college instructors require and/or grade oral participation. Exposure to native speakers may be considered of help in alleviating anxiety in using the foreign language. However, a study (Lee, 2009) revealed that no matter how long or short their stay is in the US, oral participation is still considered as a challenge to them.

The language teacher may consider how often he conducts activities that require oral participation. It is then suggested that teachers consider both quality and quantity in oral participation (Delaney, 2012). The most significant barrier to participation is a lack of confidence. Female students are more likely than male students to report considerable anxiety at participating orally in a tutorial setting. Reference shows that female students are more likely to experience a negative affective response to oral communication in a small group setting. (Russel, 2015).

In relation to barriers and problems encountered in the learning of English as second language, reticence of Asian learners is supposed to affect the programs of universities to encourage learners to use English Language in formal classroom set up and outside classroom set-up (Trent 2009). Social contexts of language learning, such as students' content course classrooms, affect not only the amount and the type of input learners receive, but also the extent to which learners are able to engage in meaningful real-life communication in the target language. (Lui, 2000)

Social skills play an important role in the learners' performance. In analysing so, *students' peer relations skills were positively associated with their grades in in-class tests, but they were not linked to their grades for oral participation. In contrast, students' assertion skills were positively*

related to their grades for oral participation. These results are discussed with respect to the role of peer relations skills and assertion skills for students' academic learning and the fostering of these skills in the classroom. (Jurkowski, 2017)

In exploring factors of anxiety of second language learners, (Collante-Caiafa, 2020) “Anxiety, low motivation to communicate, low self-confidence when learning a foreign language, the teacher's method of supervising oral activities, fear of making mistakes and being ridiculed by peers are some of the common factors that affected the oral participation of (these) students”.

There are ways that teachers explore in order to improve oral performance of students. In the study of Hamzaoglu et.al., (2016), it was found that *students who used podcasts had higher oral performance and lower speaking anxiety levels than the students who didn't use podcast; and there was a negative relationship between the participants' oral performances and speaking.*

Students' skills in communication improvements are related to their active involvement in class discussions. *Conclusions suggest that discussion can be a useful addition to cross-curricular programs (such as writing and speaking across the curriculum) and standalone courses (such as public speaking). This technique can be used in combination with other strategies (Dallemore, 2010).*

Objectives of the Study

1. What is the level of anxiety of college students in?
 - a. Fear of making mistakes;
 - b. Fear of difficulty;
 - c. Self-Abasement;
 - d. Lack of Self-Confidence
2. Is there a significant difference between the students' level of anxiety in the different factors?
3. What learning activities are to be recommended to address students' anxiety in classroom oral participation?

Materials and Methods

Research Design

The descriptive survey method is used to determine the level of anxiety in Classroom Oral Participation at Isabela State University Jones Campus. A descriptive qualitative method is also used to confirm the underlying reasons for anxiety manifestation through Interview.

Participants

Bachelor of Secondary Education junior students of Isabela State University, Jones Campus are the respondents of the study. English Professors/ instructors in the same college were interviewed.

Instrumentation

The instrument is composed of indicators of anxiety level in classroom oral participation as perceived by the respondents, interpreted using the scale 1 – Never, 2 – Sometimes, 3 – Often, 4 – Always.

The following scale is used to determine students' level of anxiety in classroom oral participation.

Range	Description	Interpretation
3.50-4.00	Always	Very High
2.50-3.49	Often	High
1.50-2.49	Sometimes	Low
1.00-1.49	Never	Very Low

Furthermore, the data of this study are analysed using the descriptive statistics such as weighted mean, inferential, and Analysis of Variance.

Results and Discussions

The data, in general, suggests that the students are not experiencing very high level of anxiety in oral participation as majority of the responses cluster around “Sometimes” and “Often” which are interpreted as “Low Anxiety” and “High Anxiety” respectively.

Fear of Making Mistakes

Statements	Mean	Interpretation
I feel like falling apart and going to pieces when even before I start speaking.	2.65	High
I tense when I know that people are closely listening to what I have to say.	2.61	High
I am afraid that the teacher corrects my mistake on the spot.	2.58	High
I feel embarrassed that I might give the wrong answer.	2.81	High
I fear that my classmates laugh at me when I recite.	2.45	Low
I hesitate even if I have ideas for fear that the teacher may not like my answer.	2.55	High

“I feel embarrassed that I might give the wrong answer” yields the highest mean of 2.81 which may mean that students anticipate reaction even before reciting. Communication apprehension and fear of negative evaluation were reported to be the two salient types of anxiety, according to the study of AlSaqqafet.al., (2014)

Fear of Difficulty

Statements	Mean	Interpretation
I feel weak and tired after a graded recitation.	2.23	Low
I feel like fainting when called to stand.	2.19	Low
I feel shocked when called to recite.	2.68	High
I would rather not talk than go through difficulty of speaking the language.	2.23	Low
I find talking to a group as stressful activity.	2.16	Low
I feel that reciting is just a natural and easy activity.	2.84	High

(It is noted that responses for Items 12, 17, 20, 21, 24. 25, and 26 were transformed since the statements are positive. Since the statements are all negative (after transformation of responses), the higher the mean, the higher is the level of anxiety.)

The 6th item, “I feel that reciting is just a natural and easy activity” manifested a mean of 2.84, which is translated to high level of anxiety. In contrast to the statement, students do not consider such as natural and easy activity.

Self-Abasement

Statements	Mean	Interpretation
I blush when I start reciting	2.29	Low
I believe that my teacher and classmates are better in English language than me.	2.84	High
I worry that I look bad when I recite.	2.45	Low
I fear of getting rejected if I commit mistakes.	2.68	High
I do not get frightened when called to recite.	3.13	High
I believe that my ideas are not acceptable.	1.87	Low

Among all indicators, the statement “I do not get frightened when called to recite” (after being transformed for interpretation) showed high level of anxiety, which means that they feel frightened when they are called to recite.

Lack of Self-confidence

Statements	Mean	Interpretation
My arms and legs shake and tremble when reporting in front of the class.	2.42	Low
I feel that everything goes well when I recite.	2.84	High

I feel calm and relaxed during recitation.	3.03	High
I can feel my heart race in oral performance/ participation.	2.58	High
I feel I would like to pee more often than usual.	2.03	Low
My hands are warm and dry during recitation.	2.71	High
I fall asleep easily after a day's graded recitation.	3.10	High
I feel proud whenever I recite.	2.06	Low

Above table presents the fact that students have low self-confidence as inferred from not easily falling asleep after a day's recitation and by not feeling clam and relax during the activity.

Summary

Factors	Mean	Interpretation
Fear of Making Mistakes	2.61	High
Fear of Difficulty	2.39	Low
Self-Abasement	2.54	High
Lack of Self-confidence	2.60	High

It can be further noticed that the respondents have high anxiety because of fear of making mistakes (M=2.61), self-abasement (M=2.54), and lack of self-confidence (M=2.60). The respondents, on the other hand, have low anxiety because of fear of difficulty (M=2.39). In view of the foregoing, the data indicates that the respondents are experiencing considerable level of anxiety during oral participation hence, measures to address the problem must be undertaken. Moreover, there is no significant difference between the students' level of anxiety in the different factors.

Interview

Students

Ten out of the 31 respondents were randomly selected for an interview. They were assigned according to number: from Student 1-10. The following were the answers gathered from the interviewees. Common answers were transcribed as one.

When asked if they feel nervous when they recite, 7 out 10 said "yes". The following reasons were given:

- they anticipate that the teacher will scold them when they give wrong answers.
- they are not confident since they did not read the lesson
- there is no enough time to prepare for the lesson
- they believe that there are students who are better
- they do not pronounce English words correctly
- they get embarrassed when they give wrong answers

In this line, they were asked if they had an experience in oral recitations that they consider traumatic. Student 5 said that it may not be traumatic but unforgettable. She continued by saying that

when she recited, she was laughed at by her classmates because of the way she pronounces words. Student 6 shared the same and added that the teacher corrects her mistake on the spot. Another student shared that just the presence of the teacher causes her tension.

Students 5 and 6 admitted that the experience made them so shy in reciting. Other students said that they have some experiences too but these only made them more confident in reciting. The students under interview were asked to suggest activities or ways to help them overcome their anxiety and the following were noted:

- The students should be given more activities in small groups so that they get used to sharing their ideas.
- Teachers should try to understand that not all students are good in English.
- Teachers should tell his/her students' imperfections privately and not publicly.
- Students may write their answers on a sheet of paper first to organize their thoughts.
- Teachers should give instructions that are clear and easy to understand.

Teachers

The teachers who are teaching English major and common subjects in the college were interviewed regarding the common manifestations of anxiety among their students during recitation or oral participation in a face-to-face classroom situation. The following were gathered:

- difficulty to start talking and ends up giving 'astray ideas'.
- lack of communicative competence
- lack of confidence (they have an idea but they are not confident to express)
- confusion in forms and rules which results to grammatical errors
- stammering due to limited vocabulary
- too many pauses and unnecessary expressions
- attempt on answering using Filipino language

From the interview, it can be observed that the respondents' common anxiety problems are embarrassment, difficulty of using English language, and fear of what the teacher's and classmates' reaction.

Conclusion

The results from the study suggest that the students are not experiencing very high level of anxiety in oral participation as majority of the responses cluster around "Sometimes" and "Often" which are interpreted as "Low Anxiety" and "High Anxiety" respectively. The respondents have high anxiety because of fear of making mistakes (M=2.61), self-abasement (M=2.54), and lack of self-confidence (M=2.60). The respondents, on the other hand, have low anxiety because of fear of difficulty

(M=2.39). The data indicates that the respondents are experiencing considerable level of anxiety during oral participation hence, measures to address the problem must be undertaken. Moreover, there is no significant difference between the students' level of anxiety in the different factors.

In the interview, it can be interpreted that students' common anxiety problems root from their lack of self-confidence, fear of getting embarrassed, and lack of communicative competence.

Recommendations

Classroom activities that are more interactive and meaningful may play a significant role in alleviating anxiety among second language learners, particularly in classroom oral participation. The following recommendations are noted:

For Students:

1. Lack of confidence may yield from lack of preparedness. It is then suggested that students manage their time better in order to prepare and practice for activities that require oral participation.
2. For problems in pronunciation, it may help to watch educational videos or visit youtube channels (like Rachel's English) for at least 10 minutes or more a day.
3. Reading is a worthwhile activity in preparing for the other macro skills. It is recommended that students invest time in reading to gain insights and to learn more vocabulary which they can use during oral participation.
4. It is highly recommended that a review on the basic rules in grammar (SVA, tenses, etc) is done for better organization of thoughts.

For Teachers:

1. Giving instructions clearly is the key to a successful student performance. The teachers may consider giving simple and clear questions and instructions to students.
2. It is necessary to prepare for activities for small group discussions so that students will get used to talking before she is exposed to a larger audience.
3. More interactive games, activities and exercises that require oral participation may be given to students.
4. Necessary corrections to mistakes may be done in general in order to avoid further embarrassment among the students.
5. Assignments may be given (to college students) in preparation for the next topics for them to have ample time to prepare. (In most colleges, syllabi are given out to students at the beginning of every semester to guide students on the flow of course content. Giving advance assignments to specific issues in the topic may be helpful)

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Logic, Reasoning and Language Structures: A Comparative Study of Literature and Linguistics Learners

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Abstract

The present research proposes that literature students are more rational and logical in their approach while writing academically. In contrast, students of language are limited in their analytical approach during academic activities. Given reason is the fact that the students of language focus more on sentence structures rather than hidden meanings of the given text/writing activity. This research aims to compare linguistics and literature students of the postgraduate level to judge their ability to reason on logical grounds and investigate language students' skills who rely more on sentence structure to explore the meanings during academic activities. Literature and language are interlinked with each other; one cannot survive without the other. The ideas are conveyed through language, and literature provides the vocabulary to language. Literature develops the elements of arguing and reasoning. The students of literature become more analytical and interpretive as compared to the students of other disciplines. They see reality from different angles, which they establish through language. The students of linguistics are more focused on the sentence structures of the language. The researchers have collected the data from the writing scripts of linguistics and literature students of the PhD level. He has drawn a comparison between the researchers of two disciplines. This research is qualitative as well as quantitative, where data has been collected through interviews and tests. Classroom observation has been used as a reach method.

Keywords: Logic, Reasoning, Literature, Linguistics, Structures, Learners

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Introduction

Human beings elaborate on things in order in their writing practices to construct logic, reasons, and language structures (Sampson, 1985). These variables are interlinked with each other. Logic is built through reasons and language structures (Carnap, 2002). Language and sequence of reasons vary from discipline to discipline and situation to situation (Grusec & Goodnow, 1994). The writing techniques of the researchers/learners depend on their readings and the nature of the subject they are reading (Cho & Brutt-Griffler, 2015). Some scholars believe that extensive reading directly affects writing skills (Song & Sardegna, 2014). Extensive reading is essential in any writing script's logical organisation to construct realities (Alvesson & Kärreman, 2000).

Realities are constructed through logic and reasoning through the use of language (Gergen, 2009). But the attitude of the learners of different disciplines varies (Richardson, 1996). The science students' written script differs from the students of humanities and social sciences (Jewitt, 2005). Scientists and economists use technical language rather than symbolic language (Samuels, 2013). Literature students mostly use figurative language to describe a straightforward concept and topic (Burke, 1966). Sometimes they use dramatic, fictional, and poetic language in academic writings (Rinehart, 1998). The use of literary language has been seen even in the writings of doctorate students. The literary readings affect the writing of literature students (Many & Wiseman, 1992). Imaginative thinking prevails in all the spheres of their life (Crapanzano, 2004). This imaginative attitude can be seen when they are asked a very simple question (Basadur et al., 2000). While on the other hand, linguistics researchers/learners depend on numerical and quantitative research. They depend on numbers as compared to the literature students.

Descriptive attitude can be observed in literary writings as well as interpretation of the literary writings (Czarniawska, 1999). The literature research is more descriptive and interpretative as compared to the research in linguistics (Brown, 2004). There will be no wrong to say that interpretation is the only research method that governs all other literary research methods (Ryan, Scapens & Theobald, 2002). By following this method, the literary researcher relates different situations and incidents in the context of other incidents and situations of the past to predict the future (Gremier, 2004). It is a fact that descriptive attitude remains prominent in literature students' writings compared to the linguistics candidate (Van de Poel & Gasiorrek, 2012). Moreover, the literature

students use imaginative power to relate different situations and elements in different periods (Webb, 2016). In linguistics, the description is not required as compared to literature (Culler, 2002). The researchers in linguistics believe in numbers.

The literature students add examples from historical and religious accounts in their academic writings (Young et al., 2004). They focus more on connecting different incidents and situations with history (Van Straaten, Wilschut & Oostdam, 2016). The majority of the literature students rely on a comparative analysis (Marra, Moore & Klimczak, 2004). The English literature learners focus on foreign as well as native culture (Myles & Cheng, 2003). This practice develops multidimensional perspectives in their minds (Falicov, 1995). They try to create a rationale by giving examples from different disciplines.

Literature trained its learners to use symbolic language and complex sentences (Bland, 2013). Sometimes the sentences of the literature learners are complexed as compared to linguistics learners. The symbolic language in academic writing seems a hurdle in understanding non-literary learners (Thornborrow & Wareing, 1998). They use excessive literary devices and dramatic dialogues in their writings (Mahmood et al., 2020). Linguistics learners mostly use the ordinary person language, which is easily understandable to the common readers and researchers (Brown & Rodgers, 2002). They avoid flowery language, unlike the researchers of the literature. Additionally, they avoid symbolic and multi-perspective vocabulary.

Literature Review

The faculty of reasoning is endowed to human beings naturally (Fisher, 1984). It is the capacity of making sense in any field of life. The reason is associated with the act of cognition (Alexander, 2016). The discipline of logic is concerned with how human beings use formal ways to produce a valid argument (DutilhNovaes, 2011). It is in close connection with Philosophy, mathematics, art, and science. Reasoning can be divided into logical reasoning, inductive, verbal reasoning, and non-verbal reasoning (Wegerif, Mercer & Dawes, 1999). Logical reasoning can be further divided into inductive and deductive reasoning (Goel, 2007). In deductive reasoning, logical reasoning moves from universal to particular, and in inductive reasoning, it moves from particular to universal (Zalaghi & Khazaei, 2016). Following are the examples of two types of reason.

Deductive Reasoning:

All men are mortal.

Ali is a man

Ali is mortal

Inductive Reasoning

A is mortal

B is mortal

C is mortal

Therefore: All men are mortal

Both types are the two methods of thinking process used by the human mind in daily life (Lave, 1988). Those who adopt a logical way to find the truth adopt any one of these (Ayer, 2012). It has been observed that poetic language is devoid of rational expression (Widdowson, 1992). Since an author's emotional discourse is an abstract way of expressing thoughts and ideas, the rational approach is hardly expected from them (Haidt, 2001). Few popular devices are alliteration, onomatopoeia, hyperbole.

The language of literature is different from scientific and other types of writing (Jakobson, 1987). In terms of techniques, literary writings are embellished with the help of literary devices. These devices work as a tool to make the language more beautiful and meaningful (Shohamy, 2006). Literary techniques deliberately construct language in a specific way to deliver meanings (Krauss, 2005). The literary devices can be in the form of a single word as well as a phrase.

The notion of superiority between literature and linguistics is difficult to establish because the survival of the two is difficult without each other (DeKeyser, 1998). Literature cannot exist without language, and the same is the case with language (Jakobson, 1987). Literature is written in the language, while language borrows concepts and words from a culture which is an integral part of the culture (Liu, 1995). But it is also the fact that different approaches have been used in teaching literature and linguistics (Taylor, 1988). These differences have effects on the writings of the learners. Commonly six approaches have been used to teach literature students, such as paraphrastic approach, stylistic approach, personal response approach, language-based approach, and information-based approaches (Rashid et al., 2010). The teachers of language adopt translational grammar approach, direct approach, audiovisual approach, the silent way, functional national approach, communicative learning approach, etc., to teach the language learners (Bacha & Ilyas 2014).

Literature is written in language but in some context. These contexts can be fictional and historical (White, 1974). The critic and reader give new contextual meanings to a literary text when it is analysed and read by them. According to Johanna S DeStefano, it is a very important and crucial concern in the field of education. The teachers adopt different techniques to accomplish this goal (DeStefano, 1973).

John F. Sowa narrates that all the languages have words for all logic operators, even the logics, which have not been invented yet. These languages have the terms and structures for everything that anyone assumed, thought, imagined, or discovered. Aristotle believes that logic is considered a tool for reasoning and analysing ontologies implicit in language. Some linguists and logicians think beyond the concept of Aristotle, and they are of the view that logic exists at the foundation of all NLS (Sowa, 2010). It is also the fact that logic is always attached to reasoning.

Bronkhorst et al. are of the view that logical reasoning has great importance in everyday life because the concept of every living and non-living thing is created through logical reasoning. It is also considered a significant element in the development of critical thinking. There will be no wrong to say that this logical reasoning helps in the building of critical thinking in students at the beginning of their learning process at the school level. Teachers try to develop logical reasoning to enhance their students' critical thinking (Bronkhorst et al., 2020).

Levesque has tried to establish this notion that knowledge representation and reasoning are possible through the computer. The computer will help in solving human beings' problems in one way or another based on logic. Even the computer will become able to solve the complex issues of human beings in the future. It will design many things more efficiently by building complex systems/software (Levesque, 1986). But it is the fact that the teachers' training and techniques to teach literature students directly affect their writing capabilities in one way or another. That is the reason that literature students become more imaginative as compare to the students of linguistics.

Research Methodology

This research is purely qualitative, where data has been collected through classroom tests and interviews from literature and linguistics background researchers. The targeted groups of students are PhD. Linguistic and PhD. Literature researchers from KPK and Punjab. The data has been collected through class assignments and tests of the researchers and the teachers' interviews. Twenty students have been selected from Punjab (10 Males+10 Females) and twenty from KPK (10 Males+10 Females) for this project.

Analysis

The present research is conducted to compare two groups of students at the PhD level in Pakistani Universities. One group of learners consisted of those whose major subject was English literature, while the other group had learners with background knowledge of English language/linguistics. It is pertinent to keep in mind that the learners were students of advanced research and were taught academic writing to research the doctorate level. The students who were specialised in English literature and language were part of the same academic class. The researcher who also worked as the resource person of the class, investigated the approach of both groups while writing academically. Moreover, it was also the concern of investigating how their approach of analysing a text or case was different from each other. The data was collected from the assignments, class activities, and final term examination of the learners.

Academic writing is concerned with the students' ability to write for academic purposes (Mahmood et al., 2020). Notes taking, assignment making, article writing, and finally, thesis writing have been major purposes of writing academically. Writing for educational purposes requires

following the specific rules and regulations to complete a scholarly document. The researcher who was also the resource person of the academic writing class, noted that few students were different in their approach and understanding of the given tasks from the rest of the learners. This difference of approach motivated the researcher to investigate the reasons behind it. To make the situation clear, the researcher conducted interviews of the learners, and it was found that the difference was due to the difference in their background knowledge. After interviews, the researcher explored that for better analysis, they can be divided into two groups. One group had learners specialising in literature, while the other group specialised in language/linguistics.

Since the learners aimed to teach academic writing to conduct research, their assignments, class activities, and thesis writing process were taken as data to observe and investigate their writing approach for conducting research (Mahmood et al., 2020). Following are the essential points that helped analyse their approach and understanding of the given tasks.

Characteristics of Literature Specialized Learners

Choice of Vocabulary

The very first thing observed by the researcher was the choice of diction made by learners with background knowledge of English literature. They had an extended word bank, as they had more synonyms for one word. Large word banks helped them in avoiding the chance of a repetition of words. Moreover, the words they chose for academic writing assignments were a bit flowery and could provide more than one meaning. The use of flowery and complex vocabulary can be appreciated in literary writings, but it is not recommended when utilised for an academic writing style because writing for research purposes demands clarity of ideas. If researchers are found involved using vocabulary with dual meaning, it may lead to vagueness.

Inter-textuality

Inter-textuality is another significant quality found in the academic writing tasks done by literature students. Inter-textuality means the relationship between two or more texts. The term refers to the use of taking examples from another text, to explain, describe and clarify the text in hand. It helps to make a comparison and contrast between the two texts. The researcher found the element of inter-textuality in the writing pattern of literature students. They took examples from social, religious, and historical accounts to strengthen their research-based writing.

More Interpretative

Learners with literary backgrounds were observed as more interpretative in their approach towards writing academically rather than being descriptive in approach. The difference between being descriptive and interpretative in one's approach is that the former quality refers to explaining and

clarifying (an object, text, case) in an objective and non-judgmental way. At the same time, the latter is known as the act of explaining (an object, text, case) in a subjective manner. The subjective explanation includes the interpreter's understanding of the given situation or text etc. The drawback of being more interpretative is that it can lead to a biased way of looking at reality, which can be harmful to research-based writing. But it can equally be helpful in some cases while researching in the fields of social sciences and humanities.

Less Logical

Learners with a background in literature were found less logical in their academic writing practices. The research hypothesis that a major reason behind being less logical can be their training of using literary devices and signs and symbols as the students of literature. Literary devices in literature are used as a tool to embellish writing as well as it paves the way for conveying meaning in as few possible words as it can. Literature students were obsessed with this style of writing, even in academic writing.

More Imaginative

The use of imagination is one of the instinctive qualities of human beings. All human beings use their imaginative power, knowingly and unknowingly. Academic writing learners who belonged to the field of literature were found lucidly using imaginative faculty. Strong imaginative power is not much appreciated in academic writing because it can make the situation complexed. Moreover, such type of writing cannot help build some argument. Therefore, learners were guided to avoid excessive use of imaginative power in academic writing.

Characteristics of Language/Linguistic Specialized Learners

Choice of Vocabulary

An analysis of the class assignments of the teachers who were having specialisation in the language/linguistic field showed that their choice of vocabulary was a bit different from the students of English literature. Learners with background knowledge of linguistic/language used a limited vocabulary. They hardly use synonymous for one specific word. Moreover, they avoided flowery language; instead, they preferred simple and technical vocabulary appropriated for academic writing.

Inter-textuality

These students were not much familiar with the practice of inter-textually. Their limited approach towards reading practices other than the syllabus books kept them from utilising the productive way of writing academically. As it has been mentioned earlier that inter-textuality refer to the act of giving

references to other text to work comparisons and contrasts. Language students were found less interested in this practice

Less interpretative

These learners preferred to be descriptive in their approach compared to students of literature in their academic writing. The quality of being objective characterises the descriptive approach. These learners were found less interpretative because they avoided personal points of view in the academic writing tasks. The descriptive writing style is appreciated much in academic writing practices

More Logical

It has been noted through class assignments of academic writing of non-literary background learners that they appeared to be more logical in approach. When they were given a research-based task, they handled it more technically. The researcher claimed that since language/linguistic students focus more on a direct approach to the given topic while using simple, natural language and keeping themselves away from metaphorical language use, they grip their academic tasks more logically.

Less Imaginative

As stated previously, imaginative faculty is one of the basic qualities that human beings possess. But it is equally important how and to what extent it can be used and in which context it is being used. The use of imaginative power was analysed in the writings of language/linguistic learners in an academic writing class, and it was observed that they were not much indulged in the habit of utilising their imaginative faculties. Imagination sometimes takes the academic writer away from his/her basic task of researching because imagination leads to nowhere in such tasks. In this way, these learners were credited with using a logical approach and avoiding excessive or unwanted use of imaginative power.

Conclusion

A thorough analysis of the two groups of learners chosen from two different backgrounds established that educational training and background of learners play a vital role in academic writing/research-based writing. Those universities which conduct joint coursework for PhD. English candidates, their learners are better able to create a balance between literature and language-based activities. The institutions that offer separate coursework for literature and language students face difficulty handling research-based writing activities to complete their PhD degree in English. The research concludes that the students interested in pursuing their PhD in English must have sufficient knowledge of linguistics and literary rules. In this way, they will be better able to conduct research and write academically effectively.

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English Speaking Anxiety, Stressors, and Coping Techniques of College Student Researchers

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Abstract

The study was carried out with the intention to describe the English speaking anxiety, stressors, and coping techniques among college students taking up Research subject of a state university in the Philippines. This quantitative descriptive study was participated by (N=101) 4th year college students. The Second Language Speaking Anxiety Scale (SLSAS), English speaking stressor and coping technique ranking scale by Woodrow (2006) were administered. Based on the results of the study, the researchers made key recommendations. Pedagogical implications were also discussed in this research article.

Keywords: English speaking anxiety, stressor, coping techniques

Introduction

A research study by Genc, Kulusakli, and Aydin (2016) delineated that anxiety plays a significant importance in language learning and it can affect language learning process especially language learners' productive skills. Anxiety refers to an emotional state that can have both positive and negative influences, and which fosters and facilitates or disturbs and impedes learning (MacIntyre, 1995). Speaking anxiety have indicated that there is a powerful relationship between anxiety and success in speaking in foreign language classrooms and speaking has been recognized as one of the most anxiety-provoking skills. Learners of foreign language use some coping strategies to overcome this anxiety.

There are three types of anxiety. These are trait, situation-specific, and state anxiety (Cattell & Scheier, 1963; MacIntyre & Gardner, 1989). Trait anxiety refers to a general tendency to become nervous in a wide range of situations (Spielberger, 1983). People with trait anxiety are anxious about many things under many circumstances.

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State anxiety is the feeling of worry or stress that takes place at a particular moment under a particular circumstance (Spielberger, 1983) and often accompanies physical signs such as perspiration, sweaty palms, dry mouth, muscle contractions and tension, and increased heart rate. A situation-specific anxiety is similar to trait anxiety in that it is stable over time, but it may not be consistent across situations. Rather, it is subject to change from situation to situation. Public speaking anxiety is an example of situation-specific anxiety.

Martin (2019) disclosed that speaking anxiety if not given the proper 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 education students 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.

Kirkpatrick (2019) expressed that English is a contemporary element in the society which has become a vital instrument of communication across the world. It has made it easier for people to represent themselves in a global platform. English allows elementary and junior high school students to understand what revolves around the world, overcoming barriers associated with language. Learning becomes easier enabling them to read a lot of books and articles and speak with people from different places across the world. While Taupan (2019) reported that communication could be a very important component in all spheres of nursing care, including prevention, treatment, rehabilitation, education, and health promotion. However, it is often taken for granted as part of daily life specifically, competency in communication is central to nursing.

In this regard, the researchers as educator themselves felt the need to investigate the English speaking anxiety, identify the common stressors and coping techniques of 4th year education students who are involved in research presentations as part of their course requirement. The researchers believed that their endeavor would not only add to the existing studies relating to English speaking anxieties but to properly address these as well.

Methods

Participants and Procedure

One hundred one (N=101) student teachers of the College of Education in a state university in Pampanga 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 confidential.

Instruments

Second Language Speaking Anxiety Scale (SLSAS) (Woodrow, 2006). 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 in-class anxiety level is slightly anxious (Figure 1). The items 'Giving an oral presentation', 'Contribute to a formal discussion', and 'Teacher asks me a question in English in class' with a mean of 2.85, 2.74, 2.70 respectively were sensed by the respondents as in-class condition that make them anxious, similar to the study of Martin (2019). In a study by Woodrow (2006) on Asian students with Chinese as majority participants who are enrolled in English for Academic Purpose (EAP), it was discovered that students have moderate level of in-class anxiety. Likewise, giving an oral presentation and contributing to formal discussion to be the most uneasy situations for English speaking in-class anxiety.

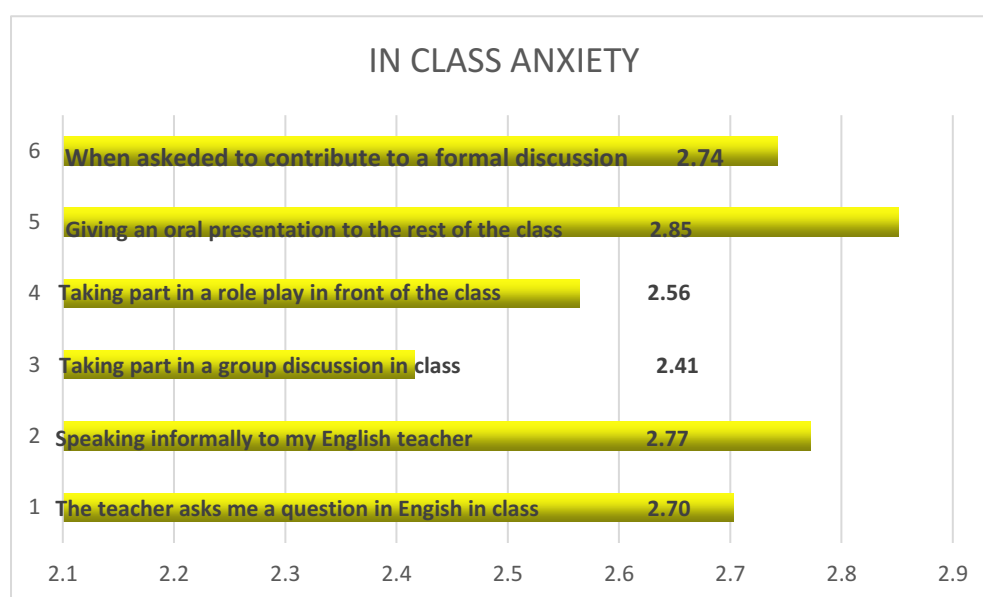


Figure 1. Respondents' in-class anxiety

Respondents' English Speaking Out-Class Anxiety

Figure 2 displays the respondents' English speaking out-class anxiety, which disclosed that generally the respondents out-class anxiety level is slightly very close to being moderately. The items 'Talking to administrative staff', 'A native English speaker I do not know asks me questions' and 'A supervisor in my University asks me a question in English' with a mean of 2.97, 2.97, 2.96 respectively were perceived by the respondents as an out-class situation that make them anxious. Contrary to the study of Martin (2019) the items 'Answer question of lecturer' and 'Ask question to lecturer' were perceived by his respondents as out-class situation that make them very anxious.

While, Woodrow (2006) discovered that answering the lecturer in English and asking the lecturer in English were the most stressful English speaking out-class situation.

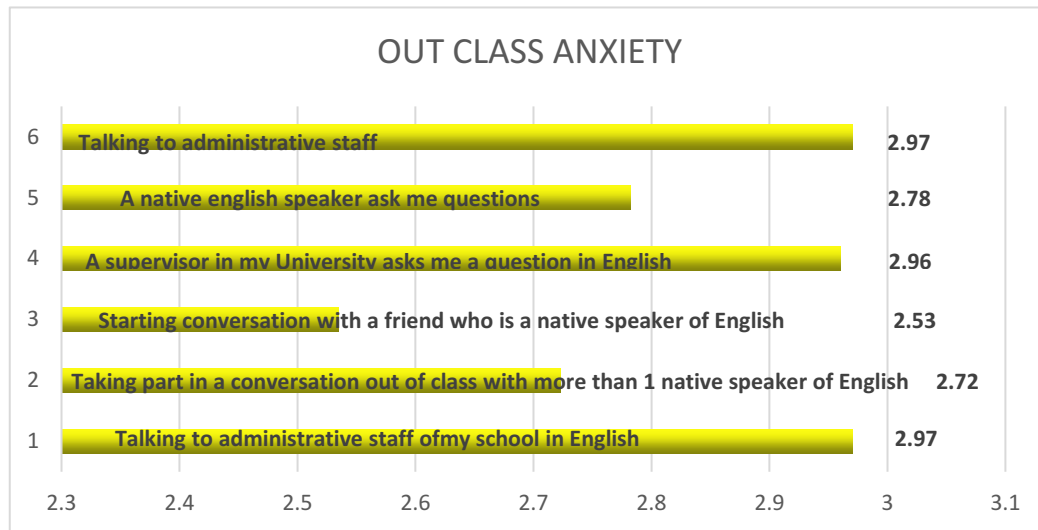


Figure 2. Respondents' out-class anxiety

Respondents' English Speaking Common Stressors and Coping Techniques

The respondents were asked to rank their common stressors as regards to speaking English. The respondents' answers as indicated in Figure 3 revealed that 'Speaking in English to strangers', 'Not being able to make self understood' and 'Speaking in English in classroom activities' with a mean of 6.16, 6.16, 6.0 respectively are the top three common stressors among respondents. While Martin (2019) reported 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, moreover, performing English speaking in front of the class scored high.

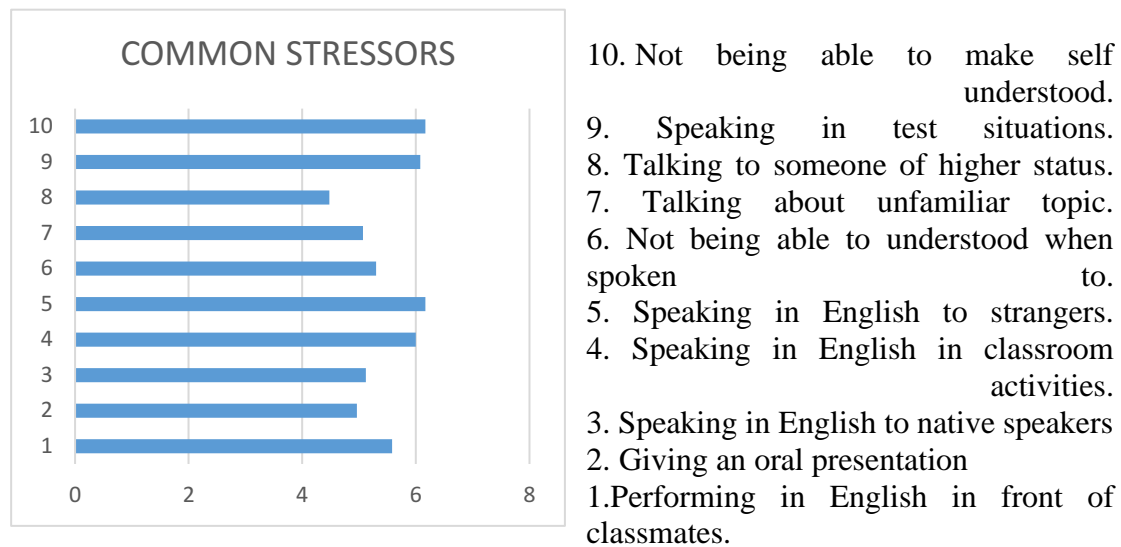


Figure 3. Respondents' Common Stressors

Moreover, the respondents were also asked on the techniques that they use to cope-up with English speaking anxiety. As presented in Figure 4, it was concealed that item 5 'Compensation', item 4 'Relaxation techniques', and item 1 'Perseverance' floated as the respondents coping techniques. On the other hand Martin (2019) stated 'Improving language/knowledge in English', 'Positive thinking', and 'Perseverance' appeared to be his respondents coping techniques in English speaking anxiety. 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 are.

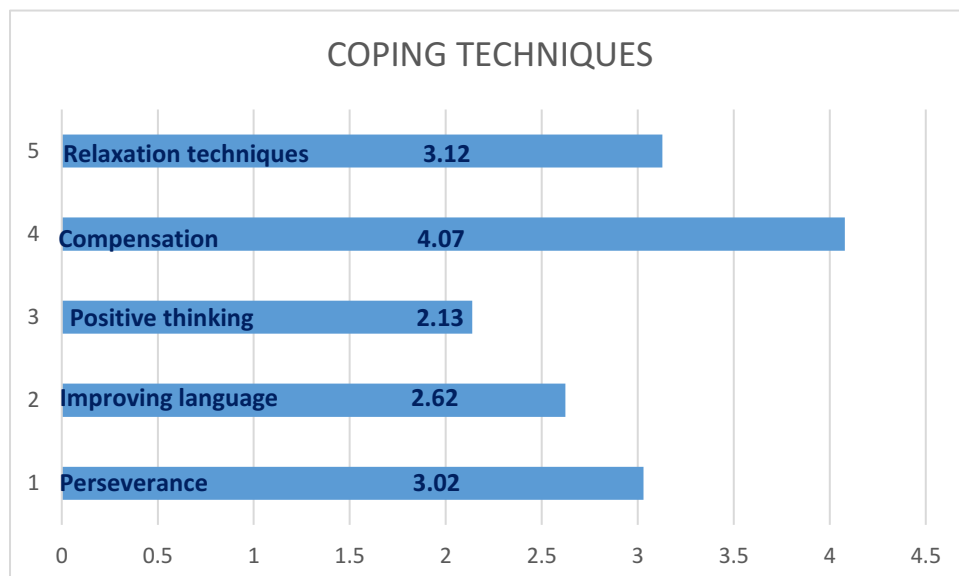


Figure 4. Respondents' Coping Techniques

Pedagogical Implications

Language is the most important aspect in the life of man. It can be defined as a basic form of communication which is dynamic and flexible. It is universally renowned for its power of expression and its rich literature. The changing times have witnessed the growing need of English language in all walks of life. In school, colleges, and universities, the teaching of the English language has become a bigger challenge. Although enough awareness is prevailing among students but still many of them struggle a lot to learn the language and one of the main reason is anxiety.

For a developing and multilingual country like the Philippines, it is essential to learn the so called “global language”. It is on this reason the Department of Education implemented the K-12 curriculum to answer the pressing needs of Filipino students to become globally competitive not only in Math and Sciences but also in the English language, specifically speaking skills.

To remain relevant and interesting, the researchers viewed that the respondents as future teachers should possess 21st century skills and one of which is the effective communication. They must be able to display these skills to be at par in the present times and be able to contribute to the development of the 21st century learners. Moreover, it is suggested that the future teachers be equipped with a wider range of knowledge, mastery of skills, and teaching competencies which can address global demands in the future. Finally, the results of the study may serve as an eye opener for English teachers to teach English not only as a subject but a skill subject.

Conclusions

The speaking anxiety level of the 4th year college student research presenters is slightly anxious very close to being moderately anxious. Giving an oral presentation, contribute to a formal discussion, and teacher asks me a question in English in class were sensed by the respondents as in-class condition that make them anxious. While the items ‘talking to administrative staff’, ‘a native English speaker I do not know asks me questions’ and ‘a supervisor in my University asks me a question in English’ scored high as they were perceived by the respondents as an out-class situation that make them anxious. Regarding to the common stressors, the respondents viewed speaking in English to strangers, not being able to make self understood and speaking in English in classroom activities as their major common stressors.

To relieve with the English speaking anxiety, the respondents resorted to compensation, relaxation techniques, and perseverance as their best coping techniques. Based from the conclusions of the study, the researchers recommended that teachers should be aware and acknowledge that their students has anxieties, endure stress, and has different coping techniques in speaking in English from which has an impact on their learning process. In line with this, it is recommended that the language teachers should provide various group activities in their class in such a way that it will lessen the anxieties of the students by creating equal opportunities to speak the English language inside and outside the classroom thus, improving their English proficiency in speaking.

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Between Perception and Practice: The Emergency of Encouraging EFL Teachers to Implant HOTS in Their Classrooms

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Abstract

Implementing HOTS in teaching and learning activities is essential for students to compete globally. It requires teachers to engage their learners to accelerate their higher stage thinking skills during their class activities. Nevertheless, there has been no comprehensive investigation of EFL teachers' knowledge and practices in implementing HOTS in the classroom. This research addressed teachers' conceptions about HOTS in the EFL classroom by analyzing interviews and 13 items of a questionnaire with the secondary level teachers in East Java, Indonesia. To analyze the data, the researchers focused on bringing all data together to understand further how the participants conceptualize HOTS and how HOTS are perceived to be endorsed in learning activities. Although the participants aware that incorporating HOTS is closely intertwined with English subjects and curriculum, this research shows that the teachers' understanding of HOTS is still inadequate. In other words, this research suggests that Indonesian EFL teachers need to deepen their knowledge of HOTS. There is a compelling argument calling for immediate training for educators to improve pedagogical practice in implementing HOTS, especially in the teaching and learning phase.

Keywords: HOTS, HOTS-based instruction, Indonesian context

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Introduction

Implanting students with High Order Thinking Skills (Hereafter HOTS) is essential to create global citizens with innovative and creative skills (Schulz and Fitzpatrick 2016). The reports of educational policy worldwide emphasize that high-level thinking skills are pivotal for the economy's future growth (Mishra and Kotecha 2016). Critical thinking, reasonableness, and tolerance are crucial to individual and interpersonal well-being in an expanding global environment (OECD 2018). HOTS becomes the center of attention for several investigators (Cancino and Capredoni 2020). They stated the essential of implementing HOTS in teaching and learning activities. Many teachers and researchers in the educational areas have highly recommended enhancing learners' HOTS (Avargil, Herscovitz, and Dori 2012). There is a trend to include HOTS in a curriculum. HOTS has been inserted as the objectives of learning in an Educational Policy, such as in England in 1999, Hong Kong in 2000, Malaysia in 2003, and China in 2001 (Li 2016). Other emerging countries, such as Thailand, Mexico, Russia, and Brazil, also have similar initiatives (Li and Wegerif 2014). In the Indonesian context, English teachers are demanded to use HOTS during the teaching process. Since establishing the 2013 Curriculum that promotes Higher-Order Thinking Skills (HOTS), English teachers have been encouraged to use HOTS during the teaching process. The Indonesian government authorized the implementation of HOTS to the Ministry of Education Regulation number 22 in 2016 concerning the Elementary Standard Process and Secondary Level in education (Permendikbud 2016). Thus, English teachers should have been familiar with HOTS in teaching students. To use HOTS, teachers should involve students during the learning process that promotes activities beyond comprehension.

Based on the practical level, educators are suggested to encourage HOTS in a classroom since it is essential to equip students with 21st-century competence (Jerome, Lee, and Ting 2017b; Yeung 2015). The 21st-century demand for education emerges with thinking skills called high-order thinking skills (HOTS). Scholars have claimed that HOTS and learners' academic success are closely intertwined. In this case, learners who have HOTS often do better in education than those who are not (Li and Walsh 2011; Wilson and Narasuman 2020). That is why the implementation of HOTS is essential in the educational phase, particularly in the teaching-learning activities. The students' higher-level thinking capability in the learning cycle will impact the efficiency of the learning. The government should innovate the curriculum to fit the current professional skills needed to be mastered by the students. Teachers' attitude and knowledge are considered a main pre-requisite for the successful implementation of change. It is essential to innovate the curriculum (Vu, Winsor, and Walsh 2020). Therefore, educators' knowledge of HOTS is essential to be investigated to reform the curriculum.

Literature Review

Bloom's Revised Taxonomy

Bloom's updated taxonomy is the category to assess thinking skills in education (Singh and Shaari 2019). The taxonomy is assumed to be beneficial for test item developers to align their questions with syllabus and learning goals (Bloom et al. 1956; Krathwohl 2002). Enacting the six proficiency levels in Bloom's revised taxonomy, the objective of Indonesia's 2013 curriculum is to prepare Indonesians to become creative and innovative people who can make a contribution to communities and world civilizations

(Permendikbud 2013). The most significant difference between the original and new versions of Bloom's taxonomy is that the new version has two dimensions: *knowledge* and *cognitive dimensions* (Anderson et al. 2001; Brookhart 2010). Bloom's revised taxonomy can be illustrated in Figure 1 below:



Figure 1: Bloom's revised taxonomy (Mishra and Kotecha 2016)

In the revised edition of Bloom's category, thinking skills from the lower level of thinking skills to the higher stage of thinking skills can be defined in the following explanations (Anderson et al. 2001). First, it is "remembering," which refers to the capability to recall specific information from long-term memory. Second, it is "understanding" that includes the ability to construct concepts derived from oral, written, and visual communication, often known as instructional messages. Third, it is "applying" means the capacity to implement or perform a specific procedure to overcome obstacles and to employ knowledge in actual circumstances. Moreover, "analyzing" requires the opportunity to break down a particular issue into its constituent elements and decide how such parts are tied to each other. Furthermore, it is "evaluating" in which the skill to make judgments based on the current relevant requirements and standards. The last is "creating," which can make coherent information and reorganize the components into a new pattern or structure.

High-Order Thinking Skills (HOTS)-Oriented Teaching Activities

Some previous studies indicate that cognition and language development are interrelated in language education (Ghonsooly and Showqi 2012; Li 2016; Li and Wegerif 2014). It is well-claimed that educators probably play the most crucial part in promoting any educational innovation. Hence, giving HOTS-based instruction is one of the most excellent ways to equip students with HOTS in this current era, especially in Indonesia's 2013 curriculum (henceforth K-13) (Nourdad, Masoudi, and Rahimali 2018; Widodo 2016; Wilson and Narasuman 2020). Learners who are trained and prepared to think at a higher level positively affect their learning growth (Heong et al. 2011; Tanujaya 2015; Tanujaya, Mumu, and Margono 2017).

Many research claimed that teachers' pedagogical belief and knowledge affect their teaching in the classroom (Farrell and Kun 2007; Miri, David, and Uri 2007; Rickinson et al. 2017), decision making, and interaction (Ab Kadir 2017). As Dwyer, Hogan, and Stewart (2014) explained, language learning beliefs and knowledge could influence everything they do in the classroom, like prompting, advising, assisting, and guiding classroom activities more vigorously than applying a coursebook pedagogy book. So, whatever teachers do to decide while advising and assisting their class, they are molding the future society (Casanave 2010; Li and Walsh 2011; Zohar, Degani, and Vaaknin 2001). Thus, if teachers assume that memorizing is the main objective of learning, they will emphasize remembering skills and always guide their students to remember everything they have learned.

Although there is an urgent need for HOTS-based teaching and learning activities and assessment in this current era, there are still several problems with the integration of HOT in the classroom context (Hashim, Ali, and Shamsudin 2017). For instance, Li (2016) investigated EFL teachers' knowledge in China on HOTS by using questionnaires and interviews. The research indicates that EFL teachers in China do not have sufficient knowledge on HOTS, yet they believe that HOTS is essential for students. Moreover, Mok (2009) investigated secondary school teachers in Hong Kong. He found that educators do not have enough understanding that can be incorporated in the class to enhance their learners' HOTS. The result showed that educators did not construct chances to raise their students' HOTS. The teachers' questions were not indicated HOTS, and they did not give their learners space to think critically. Moreover, Schulz and Fitzpatrick (2016) found that teachers showed uncertainty on what HOTS means. All in all, the reality indicates that EFL instructors find it challenging to construct HOTS-based teaching and learning activities and assessments, which would significantly affect the assessment phase and teaching-learning process.

Based on the issues, the study purposed to identify EFL teachers' knowledge in Indonesia, especially English teachers in various secondary schools, while using the framework of HOTS in the classroom context and assessment. Even though HOTS has become a popular topic for teachers and investigators in the field of education, yet this research is seen as different research from some previous related studies. The main difference is from the sample of the study that is English teachers in various secondary school level in Indonesia. The sample is selected because all teachers in Indonesia are mandated to implement HOTS-based teaching activities and assessments regarding Indonesian government regulation in the 2013 curriculum about HOTS implementation. Further, the degree of teachers' competencies in developing HOTS-based teaching activities was also uncovered in this research. This research is also different from previous studies since it provides more comprehensive data from questionnaires and interviews. This research is relevant to the current Indonesian curriculum since, in this 2013 curriculum, teachers are demanded to have the ability to construct HOTS-based teaching activities and language assessment to prepare and educate students to be able to face global challenges.

Research Questions

Thus, this study is essential to provide some insight to promote HOTS in teaching and learning activities and language assessment. Two research questions will guide the research process, they are:

- 1) How is EFL teachers' knowledge about HOTS?

- 2) To what degree do EFL teachers implement HOTS in teaching and learning activities?

Method

Research Design

The descriptive qualitative research design is utilized in this research that is completed with teachers from various schools. It allows the researchers to dig more in-depth information on the phenomenon according to the context (Yeung 2020). A comprehensive examination of 40 educators' perspectives and practices on teaching EFL students using the HOTS framework was researched using an interview and questionnaire. The researchers interviewed five groups of participants that consisted of 8 teachers on their understanding and application of HOTS in English learning. Those data collection techniques allow the researchers to gather more in-depth data.

Participants

The study was conducted at secondary schools in Indonesia. The educators who participated in the study were from various kinds of schools. They are selected with pseudonyms herein and voluntarily participated in this research. The participants of this study were dominated by females (55% $n = 22$). The majority of participants ($n=18$) were around 31 to 40 years old. Twelve educators own 11 to 15 years of teaching experience. Mostly, teachers in this study came from state senior high schools ($n=12$). Most of them ($n=13$) have classes that consist of 31 to 40 students. Finally, codes (TA, TB, TC, TD, TE, ...) represented the participants' names to protect their identity. The demographic information of the participants is as follows:

Table 1
The Participants' Demographic Information

Demographic Characteristics		N	%
Gender	Male	18	40
	Female	22	55
Age	20 to 30	9	22.5
	31 to 40	18	45
	41 to 50	13	32.5
Teaching Experience	0 to 5 years	3	7.5
	6 to 10 years	5	12.5
	11 to 15 years	12	30
	16 to 20 years	9	22.5
	21 to 25 years	11	27.5
Type of School	State Senior High School	12	30
	Private Senior High School	10	25
	State and Private Senior Vocational High School	10	25
	State or Private Senior High School	8	20
Class Size	Less than 30	9	22.5
	31 to 40	13	32.5
	41 to 50	11	27.5

More than 50	7	17.5
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Note. N: The total of the participants; %: percentage

Instruments and Procedures

To answer the first research question related to teachers' cognition in implementing HOTS in teaching and learning activities, the researchers used semi-structured interviews to ask the formal series of questions specifically (Creswell and Creswell 2018; Merriam and Tisdell 2016; Patton 2015). The interview session was recorded digitally and then transcribed and coded manually. The focus group interviews' objective was to examine the teachers' understanding of HOTS and their application of HOTS in foreign language teaching.

To answer the second research question, the researchers delivered a questionnaire made in *Google Form* since using this technique, a large amount of data can be collected in a short time from many participants. The items in the questionnaire were adapted and modified from Li (2016). The protocol aims to obtain data about teachers' practice in implementing HOTS while teaching English. The questionnaire has three scopes: teacher's perception and behavior in implementing thinking skills, the focus of teachers in teaching, and factors that hindered teachers from applying the HOTS framework. The questionnaire was piloted to 10 teachers to assure each item's reliability and validity. The questionnaire includes a cover letter and 13 items of statements divided into two parts, namely demographics and factual questions. The 13 items measuring teachers' experience while implementing HOTS in classroom activities were measured using five strongly agree to strongly disagree. The questionnaires were shared with around 60 teachers, with 40 completed and valid feedback from the teachers.

Data Analysis Technique

In this recent study, the researchers will manually code the data from the interview since it seems more reasonable to eliminate errors and inaccuracy. Then, to calculate the information gathered from the questionnaires, the researchers calculate the percentage of the participants' answers in each item. This research used numerous approaches to collect research data. The stage is essential, which is called triangulation (Patton 2015). The researchers used a grounded approach to categorize the teachers' verbal accounts into themes for focus group interviews that contrasted with the data from the questionnaire. Then, the codes were clustered to shape themes that highlighted HOTS's interpretations and experiences of the teachers in classrooms.

Results and Discussion

Result of Research Questions 1: Teachers' Knowledge of HOTS

It is crucial to acknowledge EFL teachers' understanding of HOTS in this study because it shows their attitude when encouraging HOTS in classroom activities. The result of this research demonstrates that the knowledge of the participants on HOTS was still low. The participants showed varied yet fragmented conceptions of HOTS. The results indicate that the participants can find it challenging to identify and express the definition of HOTS since no participant put forward their concept of HOTS. The majority of the teachers describe the general meaning of HOTS. The investigators established four themes from focus group data (see Table 2 below). The teachers' responses are reflected in the researchers' selected participant quotations.

Table 2

Teachers Understanding of HOTS

Theme	Specific Ideas for Each Theme
Teachers believe that consciously implement HOTS in the classroom is essential.	HOTS should be promoted in academic subjects to make students autonomous in learning and to shape global citizens.
The teachers are unsure whether or not the learners can think at a higher level.	<p>All learners should be enforced to a higher level of thinking. However, not all learners can think deeply.</p> <p>Educators have questions about the learners' HOTS with linguistic, reading problems, and low socio-economic conditions.</p>
Educators fit the level of cognitive and classroom assessment process according to learners' daily works.	<p>An assessment developed by teachers is often only based on what the teachers feel their learners can accomplish.</p> <p>Assessment involves questions and tasks mainly concern LOTS.</p> <p>Typically, HOTS questions developed by the teachers are only appeared at the end of the assessment process.</p> <p>The teachers do not expect and require all learners to demonstrate the same thinking level on higher-order questions.</p> <p>Teachers often provide less detailed assessment prompts to some learners.</p> <p>For HOT, assessment is not always aligned with teaching and learning activities presented by the teachers.</p>
Teachers' knowledge of HOTS is complex: teachers are unsure how to assess and integrate HOTS along with the content material's demand.	<p>It is hard for educators to explain what they believe about HOTS.</p> <p>Educators feel doubt as to how to assess and implement HOTS in teaching-learning activities.</p> <p>The HOTS-based assessment developed by the teachers is not systematic.</p> <p>Assessing and implementing HOTS in a classroom is aligned with the expectations of a report card.</p> <p>Teaching is controlled by learning results and the amount of content material to be instructed.</p>

Teachers Believe that Consciously Implement HOTS in the Classroom is Essential

All participants admit that implementing HOTS in their classroom activity was essential besides teaching the main content. Educators also recognized that a deliberate attempt should be taken to implement HOTS. However, several participants also felt that the content material should be taught, as students come to school with a range of knowledge and background experience. That is why the participants believed that more attempts should be made to implement HOTS along with the school subjects. HOTS

modeling that given by the teachers is also essential. As described by the instructors, modeling involves encouraging learners what is required in the response, collaborating with learners to design how to create example responses, and demonstrating to learners how to answer the tasks. Most participants articulated that the integration of HOTS in teaching is crucial. Participants A (TA) expressed their beliefs. Their explanations are the representation of all participants' expressions the researchers interviewed. Teacher A (TA) commented:

"Every student will get the benefit. In the end, the school system is not bringing the habits of thinking HOTS consciously for yielding global citizen. If we are not stimulating them to think HOTS, teachers are doing an extreme disservice."

From the teachers' expressions above, it can be seen that they agreed on the pivotal of HOTS integration in a teaching and learning phase. The teachers thought that HOTS was necessary for students to be competitive in the globalization age. Furthermore, the participants realized that the learners' HOTS could be enhanced by presenting them with an applicable instructional scenario, particularly integrating HOTS along with content materials. This condition indicates that all educators are well aware of the value of HOTS for learners.

The Teachers are Unsure whether or not the Learners can Think at a Higher Level

The participants of this study believed that learners need to be taught how to develop their HOTS to benefit from it. The participants express their belief that some students will have deeper thinking than their friends. Hence, teachers were not sure that their learners would be ready and successful at HOTS, yet they could improve it. Teacher D (TD) stated his uncertainty about implementing HOTS in the classroom:

"Whenever I think about HOTS, I do not feel sure that I will assist all my students in implementing those skills successfully."

Teacher E (TE) also described their statement as the following:

"We will always have students who may never reach the ability to perform HOT, but it does not mean that they will get nothing from it. They will benefit from being part of a discussion, listening to their friends, and so forth. However, they may have difficulty coming up with HOT on their own."

The participants' statements above implied that some of their learners with low academic levels were significant attention to the teachers. However, not all of them have the same opinion. One of them claimed:

"This is crucial that we still have to teach weaker students critical thinking skills. From my perspective, they are so vulnerable, and this is my job to support them, whatever the situation is." (Teacher F)

Another teacher urged:

"I still do not think HOTS is suitable for all students. I do not mean the students cannot be pushed to think critically, but they require to be pushed." (Teacher B)

The participants appeared to think profoundly about the level to which weaker students could develop their HOTS. Indeed, there was not any consensus among educators. However, there was great attention and belief that all learners still need to be exposed to and experienced HOTS to develop their critical thinking. There were other concerns about HOTS in schools with many students from low socio-economic

backgrounds, like a lack of background knowledge, language, and cognitive skills. Teacher H (TH) claimed:

“We have a variety of students with a variety of socio-economic conditions where many parents are uneducated. They did not have much time to talk to their children about what is going on.”

All of the previous discussions mostly dominated staffs' and teachers' meetings at the schools. Almost all of the participants expressed that learners have difficulty in reading. Even though the researchers did not inquire about reading, the participants argued that students who had reading problems did not demonstrate HOTS indications. The educator explained that their students' reading ability had become a more crucial issue to implement HOTS in classroom activities (Dwyer et al. 2014; Yuwono et al. 2021).

Educators Fit the Level of Cognitive and Classroom Assessment Processes According to Learners' Daily Works

The assessment for the classroom was primarily according to what the educators think the learners could do. Based on some teachers, HOTS questions are involved in the assessments. However, only at the end of the assessment. The questions usually demand learners to use their insight to a new case that has not been taught in the classroom. An educator who was discussing the kinds of the questions that include on the test depicted what most teachers stated:

“A new situation would arise, but I would not do so for all tests, a minimum portion of the assessment. I suppose you might call them the bonus questions in any way.” (Teacher E)

The participants conceded that less difficult questions were presented to some students than to others. They may have been allowed to respond verbally, use some notes, drawing diagrams, or give it in other ways. Teachers D and E (TD and TE) explained that some students, even those who achieve a high level, will find it challenging to answer HOTS questions. They said that when students are given HOTS questions, they always hear:

“But I do not know it. I cannot find the answer in the book. It is not explained by the teachers yet. There is neither sentence nor paragraph which explains ...”

Then, one teacher responds:

“Most students cannot put the knowledge they have studied to a higher stage, or they cannot generalize it to other situations or everyday life.” (Teacher D)

Teachers confessed that sometimes they put HOTS in the classroom instruction that they did not assess like the teachers might have their students debate and class discussion, yet the teachers will not use it as the assessment phase. For higher taxonomy categories, evaluate and create categories were included in classroom activities. However, it is not part of the assessments. Some teachers also claimed that applying HOTS separated the higher academic learners from lower academic learners. Teachers proposed that if the higher-order assessment is used, some of the students could not answer it. It means teachers need to re-teach, and they do not have much time for this. Hence, the lower order question is used even though they use some activities, which include HOTS.

Teachers' Knowledge of HOTS is Complex: Teachers are Unsure How to Assess and Integrate HOTS along with the Content Material's Demand

Teachers uttered many terms and gave various explanations to elaborate HOTS, namely problem solving, reasoning, reflecting, comprehending, creating, making sense, making a judgment, and thinking out of the box. Some teachers also expressed other terms like literal thinking, deeper thinking, metacognition, empathy, and literacy. They did not explain what HOTS exactly meant. However, they are all accepted that HOTS go beyond remembering and comprehending. Learners must employ what they have learned to circumstances in a school context and daily and utilize the experience to remember facts and grasp a concept. That was a concept that has been consistently stressed by all participants, like teacher A (TA) who explained:

"People cannot explain its meaning, which is why there is the term critical thinking. I do not think it is elaborated clearly to make people understand."

Almost all participants were ambivalent on the critical thinking definition, integrating it in the classroom and assessing it. The majority of teachers claimed that they have little knowledge about the taxonomy of Bloom. The participants also claimed that they had not been trained to implement and apply it in the classroom context and English assessment. They even cannot mention the sub-categories of LOTS and HOTS. Besides, most participants did not know how the category, such as analyzing, evaluating, and creating, was implemented and meant for their learning.

Teachers in any grade discussed how important to follow up on the outcomes of learning. The participants felt they had many materials to cover up, and often they were frustrated by the daily teaching demands. That is why they found it challenging to implement HOTS along with content materials and their daily activities, as teacher F (TF) responded:

"After making them have linguistic skills, we have to encourage them to be critical thinkers, assess issues, and recognize various points of view and others. There was no time because, as English educators, we are not very convenient to do so."

This study shows that the participants are already aware of integrating HOTS in a classroom instruction cycle. However, their knowledge about HOTS is also essential to decide what they will do in class. This study gave evidence that the participants still have a lack of understanding of HOTS. This point will have a considerable impact on applying a higher stage of thinking abilities in the classroom environment because the understanding and awareness of educators about HOTS are salient to guarantee the learners' success (Feng 2014). He also insists that it is challenging to visualize educators who have insufficient HOTS understanding to face 21st-century challenges. When seeing the research data in Table 2 above, it is believed that educators would feel challenging to train learners to exist in the global world because of the poor HOTS understanding. Because a strong awareness of the essentials of HOTS is not enough to assist learners in developing their HOTS, educators are also needed to have a sufficient understanding of HOTS.

Result of Research Question 2: Teachers' Practice of HOTS in the Classroom

The researchers also asked the teachers to respond to the questionnaire containing statements to measure teachers' practice in promoting HOTS in classrooms. This part of the questionnaire covers 13 statements that include five Likert scale points, as seen in Table 3 below. The statements in the questionnaire are divided into three parts. Those

three parts affirm the identified four themes found in the focus-group interviews. There are seven items mentioned in the questionnaire which relate to the teachers' perceptions and behavior in implementing HOTS (Items 1-7). Next, in the second sub-section, two statements represented teachers' focus in teaching (items 8-9). The last four statements represent factors that prevented teachers from implementing HOTS in the classroom (items 10-13).

Table 3

Teachers' Practice of HOTS in Classroom

		Scale (%)				
No.	Statement	1	2	3	4	5
Teachers' perception and behavior in implementing HOTS						
1.	In my class, learners are provided with chances to improve their HOTS.	17.5	25	37.5	5	15
2.	I encourage higher-order thinking skills (HOTS) by providing open questions and feedback to students.	22.5	32.5	17.5	15	12.5
3.	I give my students time to provide HOTS answers in the classroom.	30	30	22.5	7.5	10
4.	I give learners chances to collaborate to address challenges in the classroom.	25	37.5	10	12.5	15
5.	I promote unexpected responses and tend to take benefit of learning experiences that may occur.	35	40	5	12.5	7.5
6.	I enable learners to be open to receive new information.	22.5	35	7.5	17.5	17.5
7.	I allow learners to play with language.	25	52.5	5	10	7.5
The focus of teachers in teaching						
8.	I spend much time improving the linguistics knowledge of my students, like grammar and vocabulary.	12.5	7.5	10	20	50
9.	I provided good chances to my students for using the language for a real-life purpose.	25	22.5	7.5	20	25
Factors that prevented teachers from implementing HOTS in the classroom						
10.	I was mandated to explore the textbook's content; thus, I have little time to implement HOTS in the classroom.	0	0	10	10	80
11.	The textbooks' activities are primarily linguistic-knowledge-based.	0	5	10	10	75
12.	I am a well-qualified teacher to facilitate HOTS in the teaching and learning phase.	85	5	5	2.5	2.5

I understand various activities and					
13. strategies for improving students' HOTS in the classroom.	35	27.5	5	15	17.5

Note. 1= absolutely not agree, 2= not agree, 3= not sure, 4= agree, and 5= absolutely agree.

All results showed that the participants did not encourage HOTS in the classroom instruction phase even though the curriculum clearly stated that HOTS should be the main component of teaching all subjects, especially English teaching. Many teachers (25% or 10 teachers) disagreed that learners should be given a chance to enhance their HOTS. Only a few teachers (12.5% or 5 teachers) thought it was good to promote HOTS in teaching and learning activities. Several teachers also stated that they provide feedback for students. They claim that feedback from teachers is an excellent way to improve students' HOTS. As Musyarofah, Setiawan, and Maru (2021) stated that feedback is an essential aspect to measure students' development in the classroom. However, 37.5% or 15 teachers feel that it was challenging to implement HOTS in the classroom. A teacher shared her opinion:

"I had thought and talked with some teachers about it when I completed the questionnaires. In my opinion, we want to implement HOTS and assist the learners in being critical thinkers. However, it seems challenging as we do not have sufficient knowledge about the exact skills that include HOTS."
(Teacher B)

There was an open question as a strategy in the literature to endorse HOTS (Li 2011). However, only 12.5% or 5 participants strongly agreed that they asked open questions to stimulate students' HOTS. Furthermore, 17.5% or 7 participants felt unsure, while 32.5% or 13 teachers believed they were not asked open questions to their students. The participants recognized the importance of open questions and feedback in the interviews as Mohammed (2021) stated that teachers could give feedback for students to ascertain that the students are capable of making optimum use of it to improve the weaknesses. Nevertheless, some participants, including participants A and B, stated that, in their lessons, they choose more closed questions since they are cautious about creating chaos. Teacher A (TA) explained:

"I would not keep the learners on track if I used open questions. Thus, I will not achieve my teaching goal on time, yet I have to cope with all types of students' behavioral problems more significantly."

Only 10% or 4 participants reported providing their learners time to provide HOTS answers in the classroom. Whereas, most teachers, in which 30% or 12 teachers, said that they did not give learners enough time to develop their classroom thoughts. The interview data indicated that time is a big issue for the participants. Moreover, in this research, less than half of the teachers (15% or 6 teachers) arranged collaborative work in the classroom. The group and collaborative work can promote HOTS since learners can work equally in a safe and communicative environment to construct and share knowledge. One researcher claimed that group interaction and collaborative work are essential in enhancing the students' reading skills and high level of thinking competence (Jerome, Lee, and Ting 2017a). Then, 37.5% or 15 participants stated that they did not conduct collaborative work. The interview results shed light on the type of group work that participants arrange their learners to do:

"I utilize group work in my teaching. I often request the learners to go through the paragraphs and turn to read them. I inquire the learners to

review their notes and to verify responses after the exercises have been finished." (Teacher F)

Furthermore, promoting unexpected responses and taking advantage of learning experiences that may occur are believed to improve students' HOTS (Li 2016). In this study, only 7.5% or 3 participants confirmed that they recognized learners' unexpected reactions and tended to take advantage of appropriate learning experiences. Some scholars also suggested offering a dialogic space in class to provide learners with space to engage students' HOTS (e.g., Li and Wegerif 2014; Wegerif 2011).

Receiving new ideas is characteristic of innovative and creative thinking (Li 2016). However, only 17.5% of teachers allowed their students to be open to receive new information, and 35% or 14 teachers did not do that. Allowing the learners to play with language is also a crucial aspect of creativity, yet most participants (52.5% or 21 teachers) disagreed that they motivated them to play with language. Moreover, both were considered bad traits for most teachers because they would distract students from absorbing the content materials they had received. It is shown in the interview:

"Openness and playfulness may sound good, but both are useless since they can distract students from absorbing more content knowledge." (Teacher C)

In the second sub-section, teachers were asked about their teaching focus (items 8-9). The majority of the participants (70% or 28 teachers) stated that they agreed that they need to spend more time to foster their students' linguistics knowledge, like grammar and vocabulary. Based on the finding, participants declared that they need to emphasize English learning on grammar since it allows them to gain high scores in high-stakes assessments. Teacher J (TJ) explained:

"I understand that a teacher should teach a communicative skill, and learners need to be given more chances to learn a language for individual actual purposes. However, we do not accomplish it since grammar or vocabulary are the aspects that are being assessed."

The following section showed factors that prevented teachers from implementing HOTS in a classroom (items 10-13). All participants agreed that textbooks and time were two critical challenges in the application of HOTS in classrooms. Firstly, the participants argued that they had a responsibility to address all subject materials in the class. Second, as most activities mentioned in the textbooks are mainly linguistic-based knowledge, the participants stated that they have to follow it rigidly. That is why developing appropriate textbooks is also essential because it has a pivotal part in teaching (Novita et al. 2020). As teacher D (TD) stated:

"Truthfully, we do not have deep knowledge about HOTS-oriented activity."

None of them agreed that they were well-qualified to implement and facilitate HOTS as part of their teaching responsibility. In reality, none of the interviewed teachers ever mentioned that they were trained to implement HOTS. Most of the participants also were not aware that HOTS was clearly stated in the K - 13. There is a gap in it among teachers. The curriculum demands educators to integrate HOTS in the classroom context and assessments, yet they were not informed and trained before. Only 15% or 6 participants were acknowledged that they understood various strategies to foster and promote students' HOTS.

Discussion

Some core issues arose from the data analysis in this research. In this study, the teachers reported several challenges and dilemmas confront the application of high stage

thinking capabilities in the instructional phase. First is related to the basic knowledge of the HOTS concept. In this research, the participants showed several yet fragmented understanding of HOTS, focusing solely on the cognitive dimension, neglecting environmental and personal elements (Seo, Lee, and Kim 2005). The researchers conclude that many participants did not have in-depth knowledge of HOTS, as mentioned above. Once the researchers asked about the definition of HOTS in classrooms, the teachers presented examples of teaching practices. They did not express precisely the meaning of HOTS. The participants also offered little evidence that HOTS was routinely implemented and assessed in their classes.

Additionally, educators understand which learners' higher level of thinking abilities can be advanced by assisting students with an appropriate classroom activity, involving providing students with HOT-focused assessment. The educators stated that the activity could enable them to engage in the thinking process that requires HOTS. The result can be assumed that the educators have positive behavior and attitudes about the importance of HOT. Nevertheless, the teachers still have lack understanding and knowledge about HOTS. This situation could affect HOTS's employment in the classroom, as Feng (2014) asserts that the educator's knowledge of HOTS was essential to assure their students' learning success. Seman, Yusoff, and Embong (2017) stated that not understanding HOTS will lead to the inability to master HOTS. The teachers' lack of knowledge on HOTS will also help create effective instruction and apply it for a classroom activity. Hence, the correct HOTS concept will influence the proper teaching and learning instruction and assessment.

FitzPatrick and Schulz (2015) claimed that teachers as a "driver" in the teaching and learning process have an essential role in improving their students' HOTS. However, in this study, the participants reported that they require to know more about HOTS to be implemented in teaching and learning activities. The teachers assumed that learners must become good critical thinkers and problem solvers, yet teachers did not implement or assess the students' HOTS as they supposed they should do because they were not well-prepared to implement and assess it in the classroom. That condition is in line with the study of Schulz and Fitzpatrick (2016), who reported that many teachers do not feel confident to apply HOTS in the classroom because they feel that they do not have sufficient knowledge about HOTS. The condition can happen because motivating learners to use their HOT requires relevant skills and dispositions (Mok 2009). Thus, to develop students' HOTS, educators are demanded to have such knowledge (Li 2016). Li (2016:13) also suggested that teachers should have two kinds of knowledge. Firstly, they should comprehend "the definition of HOT as well as they should be open-minded to different concepts to develop learners' HOTS." With those kinds of knowledge, teachers will not have misconceptions about incorporating HOT in the classes.

Many research pieces have suggested that HOTS can be promoted by giving open questions and feedback, giving learners a chance to have collaborative work, giving extended wait time, and implementing innovative and creative ideas (Li 2011; Mok 2009). Thus, educators' first step to developing students' high-order thinking skills is to employ those strategies in classrooms consciously. Implementing the strategies will assist the educators in constructing opportunities for learners to enhance the students' creativity. Nevertheless, the educators stated that they need assistance and help to enhance their comprehension of HOTS. Hence, adequate professional development opportunities or training are required to improve and tailor the educators' needs.

The next issue found in this research is that the participants emphasized that they experience a lack of HOTS implementation in their classroom. As mentioned above, HOTS-based activities' performance is a fundamental shift in English education policy in Indonesia. Unfortunately, this reform persists at the stage of educational policy. Both the schools and educators did not realize the reform of the Indonesian curriculum. They also did not encourage HOTS in classrooms. According to the participants, the HOTS implementation in the instructional phase is associated with many dilemmas and barriers. Firstly, pedagogical and content knowledge is absent as well as the implementation of HOTS. The absence of resources for preparation, training and professional development chances is closely linked to the previously mentioned condition. The second is that there are constraints led by depending on government-mandated books and the course schedule's demands. Teachers are often worried about incorporating new strategies in a brief period (e.g., Li 2016). Giving space for the improvement of HOTS in the tightly packed curriculum is a challenge (Tanujaya et al. 2017). Practices to develop cognitive skills, involving adequate time for questions in the classroom, creativity, group work, and contemplation on work in progress, all require sufficient time and space of thinking (Li 2013; Peter J and Bellocchi 2013).

Classroom management is another crucial issue of this research. Creative students are prone to disrupt the atmosphere of the class, resulting in inappropriate behavior. These behaviors would take time for teachers to overcome. Moreover, educators' lack of discipline is a big problem for educators in Asia (Hue 2007). That is the teachers' challenge to acknowledge while preparing for their instructional phase. This conviction and perception could further hinder the willingness of educators to adopt a HOTS pedagogical approach. The third is that a set and mandatory curriculum with test-driven goals poses an obstacle to promote innovation and creativity (Tanujaya et al. 2017). When a HOTS-based curriculum is applied, there is a need to reconsider the assessment method. At least, the exams' scope not only concentrates on linguistic input, yet on the implementation and construction of knowledge. Ultimately, educators prefer to adopt a culture of instruction, even though they do not entirely approve of it. Hence, to make reform happens, a collaborative and self-motivated culture is pivotal to conduct.

Conclusion

In the field of education, there are frequent calls for teaching HOTS and assessment directed at higher-order thinking skills instead of merely remembering information. HOTS are required for an individual to face this 21st-century challenge. What more, the idea of why the HOTS-based instruction and assessment is desired has been acknowledged by many teachers and educational researchers who argued that HOTS had demonstrated tremendous industry demand. They further claimed that the educational institution's key goal in disseminating knowledge is to develop students' HOTS. HOTS is vital for educators in any specific field of study to qualify their learners to be competent in their preferred area. The qualification can be accomplished by teaching educational materials and transferable skills, like critical thinking, analytical, or investigation skills. This research is seen as a fundamental framework for teachers to improve their English teaching perseverance. It can be used as a teacher's reference to amend their teaching and assessment quality. Furthermore, training regarding HOTS implementation should be conducted progressively for English teachers to improve their knowledge and teaching practice.

Pedagogical Implication

The rapid growth in the 21st-century requires individuals to master particular skills, precisely 21st-century skills required for new workplaces and emerging career requirements. Millennial students and the next generations need experience in actual situations, application-based activities, and motivation to support and assist them in the competitive and rigorous workspace. Thus, curriculum and teachers are required to promote HOTS concepts to facilitate students' deeper thinking practices in the classroom as this study revealed that it is essential in this 21st century since those skills can be the most effective ammunition for students after they graduate from school or universities, particularly once they face a dynamic situation and challenge both nationwide and worldwide. In the Indonesian context, the integration of HOTS-oriented teaching activities becomes the center of attention to improve education quality.

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Language Proficiency and Plagiarism Practices among Graduate Students

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Abstract

The English language has been the medium of instruction in most universities and colleges in the world that is common and mostly used to threaten the integrity of the scientific literature and academic community due to plagiarism despite available detection applications. This study aims to determine the Language proficiency and Plagiarism Practices of Graduate Students under Education Program and Non-Education Program and be able to correlate the language proficiency and plagiarism practices. The graduate students from two programs were the sources of data for this study. Pivot Analysis and Correlation matrix process were used to determine the linear correlation of English proficiency scores and plagiarism percentage that was visualized using a Scatter Diagram with Loess Regression Interpolation. The result of the study shows that Education graduate students have higher scores in English Proficiency scores than Non-education graduate students. It also shows that non-graduate students tend to practice more plagiarism compared to the education of graduate students. Linear correlation also shows that there is a strong positive correlation of plagiarism practices among students. It is recommended that universities should be strict in the implementation of plagiarism detection to maintain academic integrity.

Keywords: English, research competencies, English proficiency

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Introduction and Background of the Study

The English language is an international language that is used in teaching and learning especially in most Graduate Education programs. It has been the medium of instruction in most universities and colleges in the world. Language proficiency is very much important to achieve high academic performance (Orlanda-Ventayen, 2019), thus, most students should possess these skills to learn. English is also the most plagiarized language that is common and threatens the integrity of the scientific literature and academic community (J. R. Higgins et al., 2016). Maintaining academic integrity for educators might be a challenge despite plagiarism detection software available in the market such as Grammarly and other software use to check plagiarism of student work (Ventayen & Orlanda-Ventayen, 2018). The challenges for the service provider are also visible due to some has limited indexing that may not be able to detect other text outside of the range. Turnitin is known as the best plagiarism detection software available in the market, it was used by most institutions such as the Pangasinan State University to fight plagiarism (Batane, 2010; Turnitin, 2017). While Turnitin might be the best among the rest, the cost of the subscription may not be afforded by some small institution.

There has been an increasing practice of plagiarism in the academic community and it has been classified as a multi-layer phenomenon of dishonesty that occurs in higher education. In the academic community, some papers indexed in PubMed have been retracted for many reasons including fraud or error that includes plagiarism, scientific mistake and ethical problems (Eret & Ok, 2014; Steen, 2011). Plagiarism is dangerous, which could lead to wrong information and wrong application. Academic papers and web pages are increasing, and it is very difficult to compare documents with all available data on the internet that even the best plagiarism detection application may face these challenges. It is important to maintain academic integrity, especially for educators and managers, because they are the center of education and commerce in the world. In this study, graduate students are examined to determine plagiarism practices and English proficiency skills. This study also compares the two different programs.

The Objective of the Study

The main objective of the study is to correlate language proficiency and plagiarism practices among Graduate Students, with the following specific objectives:

1. To be able to determine the Language proficiency of Graduate Students under:
 - a. Education Program
 - b. Non-Education Program
2. To be able to determine the Plagiarism Practices of Graduate Students under:
 - a. Education Program
 - b. Non-Education Program
3. To be able to correlate the language proficiency and plagiarism practices of the graduate students under
 - a. Education program
 - b. Non-education program.

Significance of the Study

The significance of the study is to determine if there is a direct correlation of language proficiency and plagiarism practices which may be able to provide intervention based on the result of the study, the study is also an eye-opener to the graduate students and schools in order to provide intervention to avoid plagiarism.

Definition of Terms

Education Graduate Students – Students of one State University in the Philippines who are taking up Master of Arts in Education.

English Language Proficiency – Consist of an examination that measures grammar, vocabulary, and reading comprehension.

Non-Education Graduate Students - Students of State University in the Philippines who are taking up Master in Development Management.

Plagiarism Practices – The practices of graduate students in plagiarizing examination without reminders.

Programs – It is a degree program offered by the institution. MAEd and MDM are the programs offered by one State University in the Philippines.

Methodology

Research Design

A descriptive correlational research design was utilized by the researcher, which is primarily interested in describing relationships among variables as this research study will investigate the correlation between English proficiency and plagiarism practices among graduate students of one State University in the Philippines. Document analysis and Examination are the main methodology of the study, where the result of the report of the plagiarism detection software and the result of the examination will be investigated. An informal follow-up interview was utilized in order to validate the result and acquire insights from the respondents.

Sources of Data and Processing

The graduate students of one State University in the Philippines taking up Education-related master's degree and non-education master's degree for the SY 2019-2020 were the sources of data for this study. All of the students are invited to participate in an English Proficiency Examination that which was 100 multiple choice that is divided into 3 categories which are grammar, vocabulary, and reading comprehension. At the orientation, the students are not notified that essay work will undergo plagiarism testing.

The researcher administers a midterm and final examination in the form of essay writing with five questions with approximately 1500 words for each student without reminding the students that the paper will undergo plagiarism detection. A purposive sample used that is selected based on the characteristics of a population and the objective of the study.

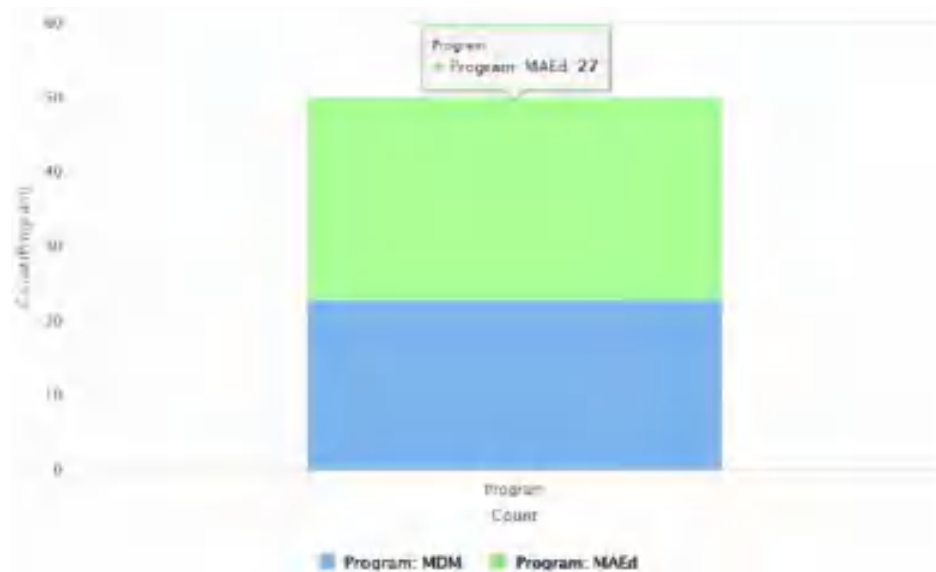


Figure 1 Distribution of Respondents

As shown in Figure 1, there are 27 Master of Arts in Education students who are labeled as Education Graduate Students, and 23 Master in Development Management who are labeled as non-education graduate students.



Figure 2 shows the RapidMiner Process Design

As shown in Table 2, the data was imported in the RapidMiner design process to simplify the analysis of data and to generate the result.

Statistical Treatment Used

In order to simplify statistical computation, all data was imported using RapidMiner. A Correlation matrix process (Naik & Samant, 2016; RapidMiner, 2019) was used to determine the linear correlation of English proficiency scores and plagiarism percentage. To interpreted the linear relationship, a range of strengths was adopted as shown in Table 1.

Table 1 Table of Interpretation for Strength of the Linear Relationship

Correlation	Strength of the linear relationship
1	Perfect
0.8 to 1.0	Very strong
0.60 – 0.80	Strong
0.40 – 0.60	Moderate
0.20 – 0.40	Weak
0.00 – 0.20	None to extremely weak

Scatter Diagram with Loess Regression Interpolation was generated in the RapidMiner Statistical Visualization to visualize the scores and percentage. Lastly, Pivot Analysis was also used to determine the average, minimum and maximum value of scores and percentage.

Results and Discussion

Language proficiency is the ability to use the English language in spontaneous interaction and non-rehearsed context. The language competency of the students was measured based on the examination conducted which contains grammar, vocabulary, and reading comprehension. The manner of speaking the English language that is acceptable and appropriate to native speakers is one of the challenges for Filipinos (Kirkpatrick, 2012; Sicam & Lucas, 2016).

Aside from the difficulties in English, this study aims to determine the correlation between proficiency and plagiarism practices. An award-winning plagiarism software Turnitin was used to determine the plagiarism practices of the education graduate and non-education graduate students.

Language Proficiency of Graduate Students

Table 2 shows the average percentage of English proficiency in Education and non-education students. The result shows that education students have higher results in all examinations which consist of grammar, vocabulary, and reading comprehension.

Table 2 shows the Average English Proficiency

Program	Grammar P average	Vocabulary P average	Reading Comprehension P average
MDM	0.741	0.751	0.690
MAEd	0.893	0.886	0.819

Table 3 shows the minimum percentage of English proficiency in Education and non-education students. The result shows that education students have higher results in all examinations which consist of grammar, vocabulary and reading comprehension.

Table 3 shows the Minimum English Proficiency

Program	Grammar P minimum	Vocabulary P minimum	Reading Comprehension P minimum
MDM	0.456	0.533	0.333
MAEd	0.622	0.633	0.300

Table 4 shows the total combined percentage of all the results of the English proficiency examination. The result shows that graduate education students have a higher total score compared to the non-education master's students. This implies that teachers have higher English proficiency than non-teaching workers because the medium of instruction that the teachers are using is English in the classroom. English proficiency of teachers is also mandatory from job application to practice (Nel & Müller, 2010; Van Canh & Renandya, 2017).

Based on the informal interview with the non-education graduate students, the medium of communication in the workplace is Filipino or the local language. English is not widely used in the office and only applies in the form of business communication and memorandum. Studies suggest that workers practicing English as a lingua franca may improve communication skills in and outside the workplace (Al-khatib, 2005; C. Higgins, 2018; Lam et al., 2014).

Table 4 shows the Total Combined Percentage

Program	Total Score's Percentage average
MDM	0.732
MAEd	0.877

The scatter diagram consistently shows that education graduate students have higher score results than the non-education graduate students. Loess regression is a nonparametric technique that uses locally weighted regression to fit a smooth curve through points in a scatter plot. Loess curves reveal trends and cycles in the data of education and non-education graduate students. This implies that education students have higher English proficiency than non-education graduate students.

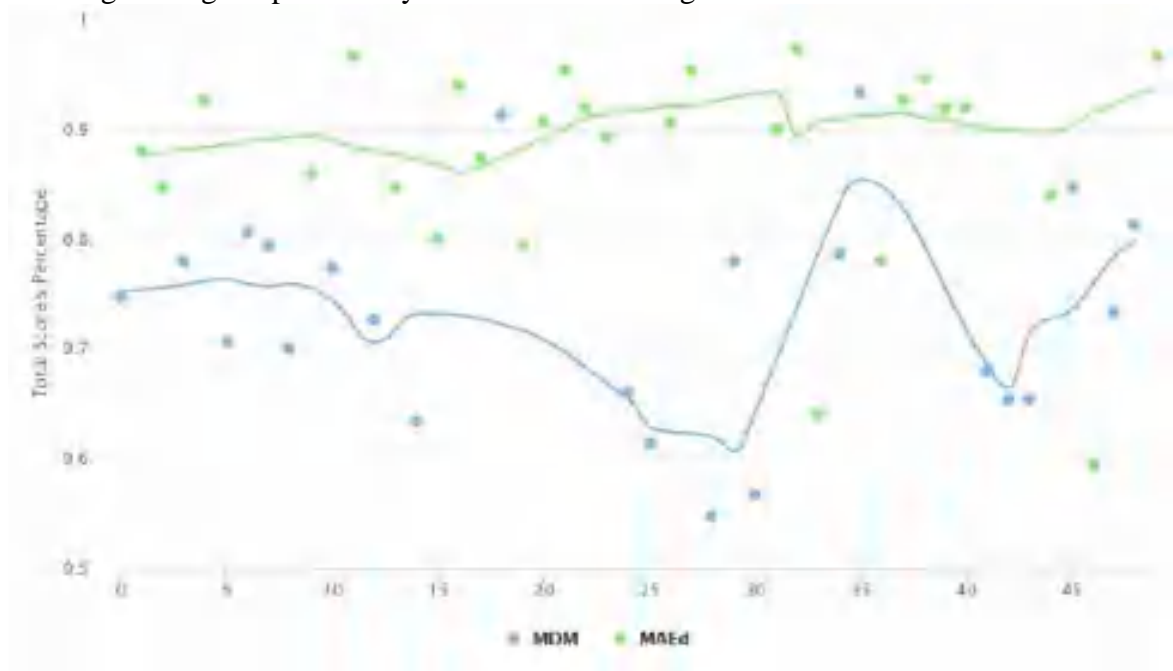


Figure 3 Scatter Diagram showing Loess Regression Interpolation of Total Score's Percentage

3.2 Plagiarism Practices of Graduate Students

Table 5 shows the average percentage of plagiarism practices of Education and non-education students. The result shows that education students have lower plagiarism results in all assignments submitted.

Table 5 Average Percentage on Plagiarism Practices of Graduate Students

Program	Assignment 1 average	Assignment 2 average
MDM	0.434	0.439
MAEd	0.249	0.204

Table 5 shows the maximum percentage of plagiarism practices of Education and non-education students. The result shows that education students have lower plagiarism results in all assignments submitted.

Table 6 Maximum Percentage on Plagiarism Practices of Graduate Students

Program	Assignment 1 maximum	Assignment 2 maximum
MDM	0.750	0.820
MAEd	0.620	0.500

The scatter diagram does not consistently show that education graduate students have a lower result of plagiarism results than the non-education graduate students despite the average shows that education students have lower plagiarism results. Loess regression shows a curve through points in a scatter plot that there is an overlap between courses and different assignments. This implies that both education and non-education students do not have consistency in practicing plagiarism.

Educators are implementers of academic integrity where they aim to maintain a high level of standard in the academic community. Due to the increasing technological advantage in education (Apas & Ventayen, 2019), the easy access to the Web, and other means of communication, has turned plagiarism into a serious problem for publishers, researchers and educational institutions (Maurer et al., 2006). Not all institutions may be able to subscribe to a high-priced plagiarism software, or some may be able to choose a low-cost plagiarism detector but with a low detection rate without access to closed accessed resources. Researchers suggest Turnitin as the plagiarism software that should be used in order to maintain the academic integrity (Bruton & Childers, 2016; Buckley & Cowap, 2013; Johari et al., 2015; Patel et al., 2011; Walker, 2010).

While the result of the study shows that the plagiarism practices of graduate students in non-education programs have a higher rate. The industry should also improve its awareness in relation to plagiarism in any form as a serious offense where integrity and loyalty in work must be treated with utmost importance.

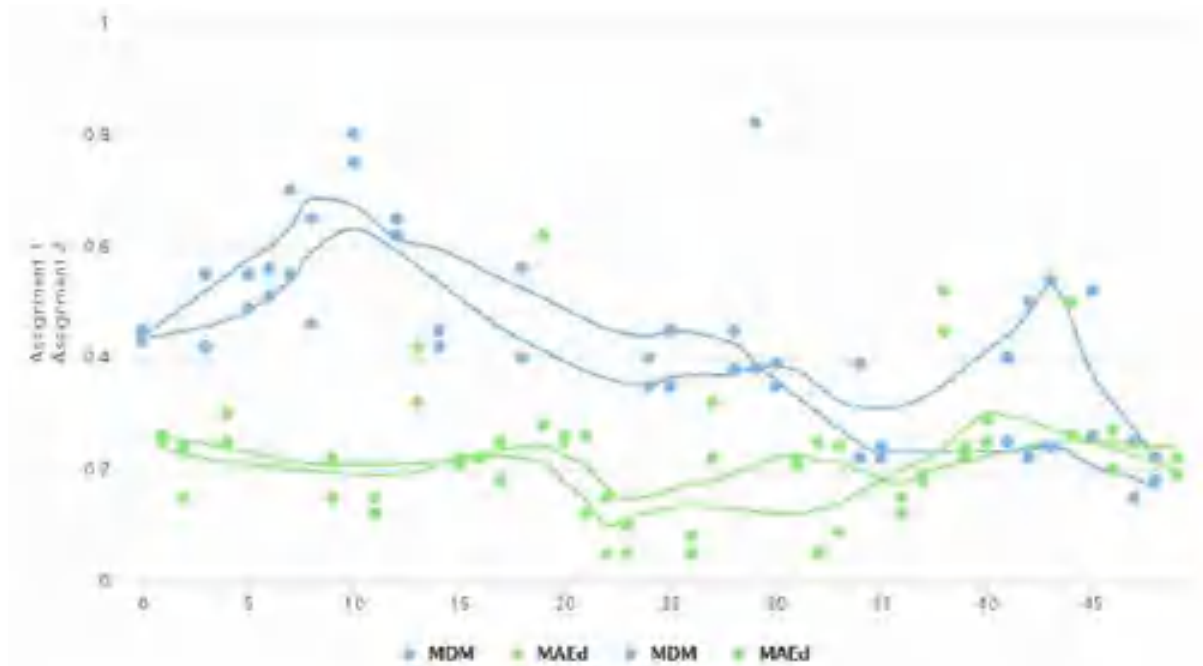


Figure 4 Scatter Diagram showing Loess Regression Interpolation of Assignments

Table 7 shows the correlation matrix for education students, it was shown that there is a weak positive correlation between reading comprehension and plagiarism practices. This implies that if the student has a higher score in reading comprehension, a plagiarism practice also increases. A weak positive correlation shows that there is a slight effect of reading comprehension to plagiarism practice.

There is a moderate positive correlation between the plagiarism practices for the first and second assignments. This implies if the student practice plagiarism on the first assignment, there is a possibility that the practice will be repeated.

Table 7 Correlation Matrix for Education Students

Attribut...	Gramm...	Vocabul...	Reading...	Total Sc...	Assign...	Assign...
Gramma...	1	0.335	0.499	0.887	-0.189	-0.090
Vocabul...	0.335	1	0.407	0.605	-0.070	-0.077
Reading ...	0.499	0.407	1	0.796	0.056	0.211
Total Sc...	0.887	0.605	0.796	1	-0.110	0.010
Assignm...	-0.189	-0.070	0.056	-0.110	1	0.597
Assignm...	-0.090	-0.077	0.211	0.010	0.597	1

Table 8 shows the correlation matrix for non-education students, it was shown that there is a weak positive correlation between reading comprehension and plagiarism practices. This implies that if the student has a higher score in reading comprehension, a plagiarism practice also increases. A weak positive correlation shows that there is a slight effect of reading comprehension to plagiarism practice.

There is a strong moderate positive correlation between the plagiarism practices for the first and second assignments. This implies if the student practice plagiarism on the first assignment, there is a possibility that the practice will be repeated.

Table 8 Correlation Matrix for Non-Education Students

Attribut...	Gramm...	Vocabul...	Reading...	Total Sc...	Assign...	Assign...
Gramma...	1	0.424	0.004	0.821	-0.063	-0.126
Vocabul...	0.424	1	0.424	0.726	-0.044	0.011
Reading ...	0.004	0.424	1	0.543	-0.015	0.390
Total Sc...	0.821	0.726	0.543	1	-0.062	0.083
Assignm...	-0.063	-0.044	-0.015	-0.062	1	0.545
Assignm...	-0.126	0.011	0.390	0.083	0.545	1

Table 9 shows the correlation matrix for both education and non-education students, it was shown that there is a weak positive correction between reading comprehension and plagiarism practices. This implies that reading comprehension may have a contribution to the plagiarism practice of the students.

There is a strong positive correlation between the plagiarism practices for the first and second assignments. This implies if the student practice plagiarism on the first assignment, there is a possibility that the practice will be repeated for both programs.

Table 9 Correlation Matrix for both Education and Non-Education Graduate Students

Attribut...	Assign...	Assign...	Gramm...	Reading...	Total Sc...	Vocabul...
Assignm...	1	0.715	-0.439	-0.177	-0.428	-0.357
Assignm...	0.715	1	-0.428	0.056	-0.333	-0.328
Gramma...	-0.439	-0.428	1	0.351	0.902	0.568
Reading ...	-0.177	0.056	0.351	1	0.688	0.499
Total Sc...	-0.428	-0.333	0.902	0.688	1	0.767
Vocabul...	-0.357	-0.328	0.568	0.499	0.767	1

A negative moderate correlation is visible between Grammar and vocabulary across the assignments, this means that as the knowledge in grammar and vocabulary increases, the lesser the student will practice plagiarism.

The result of the study agrees with other related studies, where plagiarism is more frequent among lower performers (Jereb et al., 2018). Other studies suggest that gender has a factor with plagiarism practices (McCabe et al., 2001). Lack of knowledge about the penalty, process, and awareness also contributes to the practice (Eret & Gokmenoglu, 2010; Šprajc et al., 2017).

Limitation of the Study

While there is a visible difference between the two programs, this study is limited in nature. In order to validate and conclude the strong correlation of program across the plagiarism practices, expansion of the study should be conducted. English proficiency in grammar and vocabulary was found out to be a contributory factor in order for the student to minimize its plagiarism practice, but the practice such as paraphrasing and other methods of detection was not used in this study. Only one institution was subjected to testing and convenient purposive sampling was used in the selection of the population of this study. It is recommended that a wider scope of respondents should be conducted in future studies.

Conclusion and Recommendation

The study concluded that graduate education students have a higher total score compared to the non-education master's students. This also concludes that teachers have higher English proficiency than non-teaching workers because the medium of instruction that the teachers are using is English in the classroom. This paper also concludes that education graduate students have a lower result of plagiarism results than the non-education graduate students but both education and non-education students do not have consistency in practicing plagiarism.

It is recommended that the graduate students should be aware in the first place to avoid the practice. The institution must include an orientation to the students regarding the use of the plagiarism detection software in order to avoid the practice. Sanction and penalties should be imposed by the institution and clear guidelines should be implemented to maintain academic integrity.

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Gender and Interruption in Conversation Made by EFL Students

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Abstract

Interruption is defined as the act of resistance by a certain speaker in conversation caused by certain factors such as an eagerness to be powerful or the act of asking for clarification of the current speaker. The matter of interruption itself is influenced by many factors that cause it comes to the surface where gender is one of the crucial aspects in influencing the existence of interruption in the conversation. Conducting conversational analysis, the researchers investigated interruption occurred in morphology class of the third semester based on *West and Zimmerman's Syntactic Measurement of Interruptions*. 22 students were involved as the research subjects who are grouped into three. Each group consists of male and female students. The researchers also focused on interruption which occurred 1) before the speaker making the first point, 2) after the speaker making the first point, 3) in mid-clause after the first point, and 4) after a pause or other turn ending signal. Having analyzed two-hour video records of students' discussion, it is found that females interrupted more than males in mixed group gender. They tend to interrupt after the speaker making their first point and in mid-clause, after the first point was made acted as confirmation, conclusion, or completion of the speaker's idea. The findings support a previous study regarding with situation where interruption occurred when male and female speakers as the main speaker.

Keywords: interruption, gender, conversation, sociolinguistics

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Introduction

In everyday life, we always communicate with each other as we are social creators. Specifically, in communication, people always engage in conversation to transfer the message they would like to deliver. As Liddicoat (2007) states, human beings must engage in conversational interaction where they also depend on the conversation to have a meaningful life. Additionally, through conversation people made in everyday life, it makes them able to socialize and develop their relationship with each other.

The conversation is highly important for the human being. As Ford & Ford (2009) explain, everything we talk about in conversation is very urgent where we often use them when we are socializing, talking about the weather, trying to motivate people, helping friends solve problems, expressing ideas, etc. Therefore, people who do those actions want to have people understand, take appropriate action and create a sort of conversation to transfer messages.

Specifically, in conversation, we cannot leave aside that there must be a sort of interruption when people belong to a certain conversation. The matter of interruption itself is influenced by many factors that cause it comes to the surface where gender is one of the crucial aspects in influencing the existence of interruption in the conversation. Generally, much of the conversation happens to consist of male and female speakers which always being an interesting research subject to study. Additionally, understanding the nature of talk made by humans in everyday life has been always become an urgent matter especially to be a subject being studied. Supporting this idea, Maynard (2006) explains that it is fundamental to understand the role of conversation in human social life wherein the 1960s, there is increasing development in terms of analyzing the conversation as a field of study.

Specifically, interruption is a reflection of power. As stated by Tannen (1993) that interruption is a sign of domination. However, interruption regards as the act of doing violation to the current speaker because the interrupter speaks while the current speaker is speaking. Similar to Tannen (1993), James & Clarke (1993) state that interruption is a violation in conversation. It happens when one speaker talks in the middle of someone's talking. Interruption regards as a violation because it seems to be impolite to speak while another person is speaking. Interruption is interpreted as negative behavior and an attempt to show the power by controlling the interaction through taking the floor to speak and also control the topic of conversation. They also add that although interruption considers to the action of violation to another speaker in conversation, interruption has functions in conversation. The first function is such behaviour in conversation is to prevent the current speaker to finish his or her speaking and the second function allows the second speaker to take over the floor so that another speaker will have a turn to speak up his or her mind.

Generally, Murray (1985) mentioned that interruption has occurred when one person is cutting the current speaker off before ending the signal. Similar to Murray (1985), Lestary et al. (2017) pointed out that speakers' intention to interrupt is to complete and cut turns. Additionally, when speakers have something to share with other speakers or to convey their opinion or perspective, they usually come with interruption. However, there have to be some measurements in determining the interruption i. e. syntactic and context-sensitive cultural measurements (Okamoto et al., 2002). Other than that, interruption among mixed-gender situations is caused by disregard and assertiveness more than same-sex gender conversation (Al-Habies, 2020; Balan et al., 2020; Jabeen et al., 2021; LaFrance, 1992). Furthermore, in research conducted by

Adam (2013), the interruption can indicate several meanings including to agree, to support, to control over the floor, and to compete with other speakers.

Nevertheless, interruption behavior does not always regard as a violation of conversational rules. In this case, Tannen (1993) gives an example if someone does not understand what the current speaker is saying or the current speaker in answering a question is not properly understood, another speaker might interrupt to get clarification from him or her. In conclusion, interruption is one of conversational behavior which usually occurs in any type of conversation. Interruption itself in some theories has a negative connotation because the speaker who interrupts speaks while the current speaker is speaking. Furthermore, interruption is a representation of the action of being powerful. In this case, this conversation behavior is often done by a certain speaker to show domination to other speakers.

In everyday conversation, men and women usually use language differently as Language and gender differences in communication (Speer, 2005). Similarly, Okamoto et al. (2002) explain that men and women view conversational behavior differently because of their gendered behavior. Besides, men and women learn how to use language in different ways because of their activities in the same-sex group. In this case, men learn how to maintain an audience and declare their opinions, whereas women learn to create the closeness of relation by exchanging information. Men tend to talk about sport and cars while women tend to talk about gossip regarding relationships or other topics of conversation, men like to talk about themselves while women like to talk about men, men talk a lot while women listen, men are assertive while women are submissive, men are logical while women are illogical. Women's talk considers more friendly, cooperative, and relational where women tend to give positive reactions better than men and work hard to get meaningful conversation. Men's talk is more dominant, more directive, and less supportive. For example, men tend to dispute another speaker's utterances. This conversation behavior could be in terms of acknowledgment to another speaker's comments, the act of changing the topic of conversation, or giving no response to another speaker's utterance (Alharthi, 2020; Okamoto et al., 2002; Parangan & Buslon, 2020). Those types of conversation behavior by men and women spread widely in society and culture. Because of that reason, men and women bring different assumptions and rules to everyday conversation.

Supporting Okamoto's theory, Johnstone (1993) also states that the use of language by men and women is not in the same way. Men and women use language differently in terms of interpreting others' speech, in conversation among themselves like women with women and men, in joking, in public image-making, in writing, and telling their personal stories. Besides, Johnstone (1993) adds that the explanation of gender differences in terms of language use has several kinds of points of view. Some scholars view the differences of men and women in using the language is from a psychological difference. Others claim that the differences come from social origin based on status and prestige. Moreover, others declare that the difference is from the cultural differences where men and women usually socialize in same-sex peer groups. Lastly, the differences come from different forms and functions of talk. In short, men and women live in different worlds in terms of the psychological world, the social world including prestige, power, status, and also a culture where all those elements make men and women shape their talks.

Furthermore, men and women have their styles in having the conversation. In this case, Eckert & Ginet (2003) explain the conversational style made by men and

women. In women's talk, they always try to be cooperative and supportive speakers. In addition, women also tend to pick up and build on each other's themes. On the contrary, men's style is more competitive rather than cooperative and also maintains the foster hierarchy of being dominant in conversation. The topics they discussed are also different and the differences seem to be corresponding to their style of talk. In short, the term of gender is not merely the matter of biological sex of being men and women, it is related to what men and women do and perform in social life. In other words, it is elaboration between sex references to the social term which usually occurs in everyday life. Moreover, men and women have their style in terms of the use of language in performing talk including the way they talk and the topics being discussed.

Furthermore, study regarding gender is fascinating due to many researchers studied about gender aspect in their research focus i.e. Sheu et al. (2005), Radwan (2011), Otlowski (2003), and Rahimpour & Yaghoubi-Notash (2007). Specifically in this research, since communication is always related to gender aspect where people, including men and women, interact with one another, some researchers eager to investigate which gender is more dominant in conversation in many contexts of setting, e.g. Bartolome (1993) with "Dominance and Sex: Two Independent Variables in the Analysis of Interruption", Anderson & Leaper (1998) with "Meta-Analyses of Gender Effects on Conversational Interruption: Who, What, When, Where, and How", and Lovin & Brody (1989) with "Interruptions in Group Discussions: The Effects of Gender and Group Composition". In this case, even though those researches were conducted in different settings, their investigation concluded that men interrupt more than women. Additionally, men interrupt more than women also found in mix-gender class which was done by Atakan & Yurtdaş (2013). Other than that, research regarding gender in relation to interruption seems to be very fascinating to many researchers in many area of studies i.e. Bui (2021), Cannon et al. (2019), Gay (1990), Ghilzai (2018), González-Sanz (2018), Johannes P. et al. (2020), and Maghfiro et al. (2020). However, this research intends to propose two main objectives: the description of the dominant gender is also included in the description of the result in this research. In addition, this research also points out the influence of the gender aspect on interruption in conversation made by male and female students in speaking class in the Teaching English Department setting at University of Widya Gama Mahakam Samarinda, Indonesia.

Research Methodology

In analyzing interruption and gender in conversation made by male and female students of the fourth semester of the Teaching English Department, the researcher uses conversation analysis as the analytical approach. As Wooffitt (2005) points out that conversation analysis is one of the methodological approaches to study verbal interaction. In this case, the researcher will use conversation analysis as an approach to analyzing the conversation made by male and female students which related to the interruption occurs and also the influence of gender aspect regarding the presence of the interruption itself.

To easier the researcher, the researcher will use the transcription of the data recorded which consists of the recording of a conversation by male and female students in the classroom. Moreover, the transcription can help the researcher to extract the data recording by coding the conversation based on Gail Jefferson's transcription symbols so that the researcher can classify the interruption done by male and female students in

the classroom and also determine the influence of gender term related to the presence of interruption.

After data collection, the next step that the researcher will do is data reduction wherein the transcription, the researcher will reduce the data which is not related to the focus of the study so that the researcher can identify the interruption made by male and female students. After data reduction, the researcher will display the data that has been reduced by explaining the interruption reflected in the conversation as well as the influence of gender in terms of the presence of interruption in the conversation. After all, the researcher will conclude with the data that have been displayed before (Miles & Huberman, 1994).

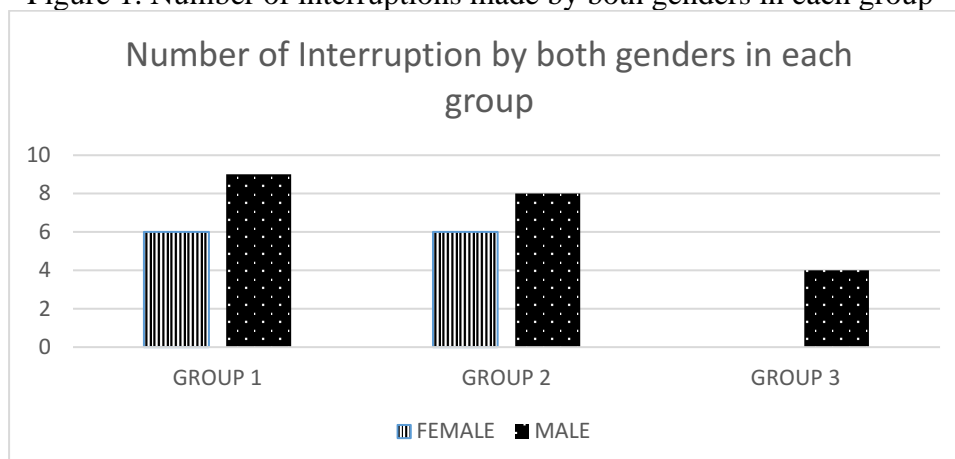
Moreover, in analyzing the interruption made by the students, the researchers rely on the theory of West & Zimmerman (1983), where interruption refers to “violations of speakers’ turns at the talk”. They also added that interruption is operationally defined as “incursions that are initiated more than two syllables away from the initial or terminal boundary of a unit-type”. In other words, when someone cut off another person’s talking before s/he made the point which is more than two syllables, it is considered as an interruption. Not only referring to West and Zimmerman’s syntactical measurement, to analyze the interruption that occurred during students’ discussion, we also refer to context-sensitive cultural measurement proposed by Murray (1985), which covered four situations where interruption taking place.

Findings and Discussion

Research Question 1: *How is interruption reflected in conversation made by male and female students of the fourth semester of Teaching English Department at Widyagama Mahakam University Samarinda?*

In collecting the data, we involved 22 college students who were grouped into three to discuss morphology. Group 1 consists of seven students with two males (as the main speakers) and five females (as the audiences). Group 2 consists of eight students with three males (two of them were the main speakers) and five females (as the audiences). Having analyzed three discussion videos with 30 – 40 minutes duration, overall, we found that interruption likely appeared in groups with the male speakers (group 1 and group 2). Meanwhile, in the group with the females as the main speakers (group 3), interruption rarely occurred. The male audience tends to listen carefully to the female speaker and commented when she had made her points. During 30 minutes discussion, only two cases of interruption occurred. The following graph describes the number of interruption occurred in three groups based on Murray’s measurement.

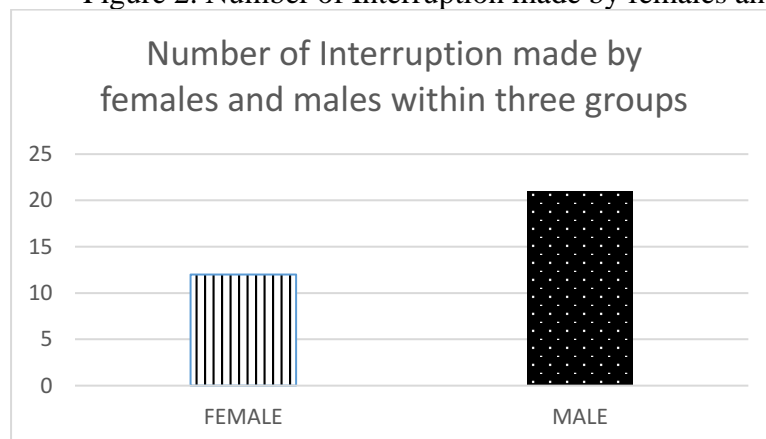
Figure 1. Number of interruptions made by both genders in each group



The bar chart above shows that among the three groups, an interruption occurred more in groups 1 and 2. As it is shown in group 1, females made 6 interruptions and males made 9 interruptions. Similarly, in group 2, females made 6 interruptions and males made 8 interruptions which are fewer than males in group 1. In total, there are 15 interruptions occurred in group 1 and 14 interruptions appeared in group 2. However, there are only four interruptions that arose in group 3. It proves that interruption likely takes place when males are in charge to lead the discussion.

In terms of how much each gender made interruption, the following graph describes the result;

Figure 2. Number of Interruption made by females and males within three groups

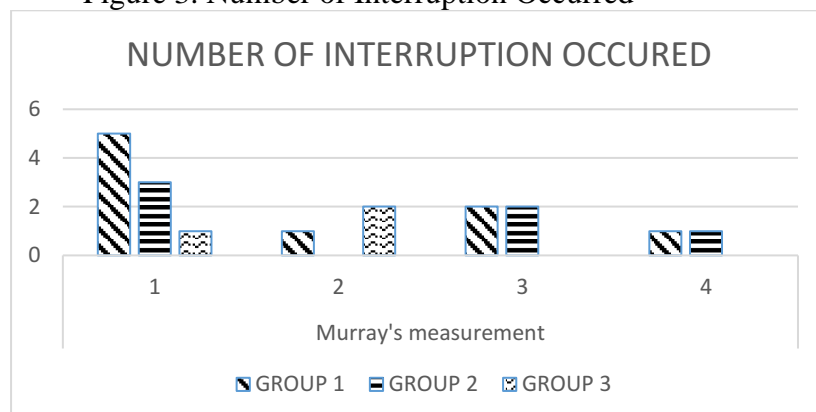


As it can be seen on the graph above, it is clear that males interrupted more than females. From all interruptions recorded from three groups, there are 33 interruptions were made, and 21 of them were made by males. Females only made 12 interruptions. This result is in line with some research findings, such as West & Zimmerman (1983); Tannen (1993); and Anderson & Leaper (1998).

Furthermore, when the interruptions occurred in the three groups were analyzed through Murray's measurement, it is found that the interruptions were likely taken place in a situation when the person cutting off the speaker before she or he made a point in

a conversation. In this study, the situation is symbolized with the number “1”. The following graph displays the number of interruptions that occurred in each different situation summarized by Murray.

Figure 3. Number of Interruption Occurred



Note:

- 1 = cutting the speaker off before he or she has made his or her first point of the conversation;
- 2 = cutting the speaker off before he or she has made the first point of a turn
- 3 = cutting the speaker off in mid-clause after the first point of a turn
- 4 = beginning to speak during a pause or other turn ending signal

The graph shows that in group 1 (the diagonal stripes bar), the interruption arose more in situation number 1. It is when the audience cuts off the speaker before he or she made the first point of the conversation. Five cases have appeared in group 1 in situation 1. However, only three cases appeared in group 2 and one case in group 3.

What is more, for situation number 2, where the audience cut off the speaker before he/she made the first point of a turn, one case was found in group 1 and two cases were found in group 3. Meanwhile, for situation number 3, where the audience cut off the speaker in mid-clause after the first point of a turn, group 1 and two made the same number of cases, i.e.: two cases. Similarly, only one case appeared in groups 1 and 2 regarding the fourth situation, where interruption occurred during a pause. Thus, it can be said that interruptions were mostly appeared when the speaker had not made the point of the conversation and at the mid-clause after the first point of a turn. It is important to highlight that these situations prevail in groups with the males as the main speakers. Meanwhile, in the group with the females as the main speakers, interruptions have appeared before the speaker made the first point of a turn (situation 2). Considering the number of cases in group 3 (the females as the main speakers), which is only three cases (within 30 minutes of recording), it shows that the males tend to wait until the female speakers finish talking. The interruption they made was for confirmation only. There was not found completion-oriented interruption as it has happened in the group with males as the main speakers.

Research Question 2: *How is the influence of gender in the presence of interruption in conversation made by male and female students of the fourth semester of Teaching English Department at Widyagama Mahakam University Samarinda?*

To analyze how much gender influence the presence of interruption, we consider the number of interruption of each gender has made and the content of interruption they made. As it has been explained above that males interrupted more than females. The higher number of interruptions made by males related to the male's role compared with the female's role in society. Zimmerman and West (1975) emphasized the role of man as the dominance, whose greater status and power, to take the conversational floor. This situation explains why in this study the males interrupted more than the females, since, males interrupted when they want to complete the other speaker's explanation (who is also male) and to provide more complete information (dominance as the only source of information in the group).

For example;

Excerpt 6

MS1.G2: jadi klo di free morpheme i//
 MS2.G2: //morpheme itu sebenarnya ada 2, yang//
 MS1.G2: //bebas
 MS2.G2: yang dia bisa berdiri sendiri, ada yang dia bisa gabung, kayak link gitu nah.. klo berdiri sendiri itu seperti *the*//
 FA1.G2: //itu yang free morpheme kah?
 MS2.G2: iya free tapi bagian itu (0.3)
 MS1.G2: oh (0.3)
 MS2.G2: seperti *the, run, on* (0.3)//
 FA1.G2: //apa tadi? *The*?
 MS2.G2: *the*
 MS1.G2: oya, ini//
 MS2.G2: contoh//
 MS1.G2: //ntar dulu... contoh yang ini sebenarnya dibagi dua lagi, di free morpheme, namanya masuk di fungsional morpheme, disitu maksudnya, morpheme-nya tidak dapat menerima imbuhan

In the above excerpt, the interruptions have occurred between two male speakers. They interrupted each other to complete each other statements as well as showed who was in charge of the group.

However, when a female interrupted, the objective of her interruption was for confirmation. Females are interrupted when they want to confirm the correct idea in their minds with the speaker. For example:

Excerpt 1

MS1.G1: ... assignment, in the assignment that we have to fill in the blank//
 FA1.G1 and FA2.G1: //not assignment, homework!↑

Excerpt 4

MS2.G1: ah...er...bagaimana dengan kata *sekejap*//
 FA3.G1: //sekejap?
 MS2.G1: ((nodding)), kejam, kejam lah
 FA2.G1: gak ada...
 FA1.G1: sekejap itu sudah kata dasar

Excerpt 7

MS1.G2: ntar dulu... contoh yang ini sebenarnya dibagi dua lagi, di free morpheme, namanya masuk di fungsional morpheme, disitu maksudnya, morpheme-nya tidak dapat menerima imbuhan//

FA1.G2: //oh, jadi yang 'the' tadi ya?

MS1.G2 and MS2.G2: iya

If we take a look at the content of interruption above, the female audiences show a way of demonstrating cooperation and enthusiasm (Anderson and Leaper, 1998) in form of confirmation. When males are in the position as the audience and the females as the presenter, the males tend not to interrupt. Meanwhile, when the males are in charge as the presenters with females as the audience, the male presenter tends to interrupt their partner (another male presenter) and the audience to complete the speaker's idea or to make the correction. The males interrupt when the other speaker pauses because of losing the idea to help/ continue the speaker's idea.

On the other hand, females as the audience tend to interrupt for confirming the speaker's idea/opinion. They also mostly interrupt before the speaker makes the point and after the first point has been made. Unlike males, females do not consider gender to interrupt, they interrupt their female friend as well as their male friend. Above all, even though most male audiences tend not to interrupt when female speakers are talking, some male audiences are curious to interrupt female speakers because they assume that the topic is interesting.

Conclusion and Suggestion

Regarding the number of interruptions made, males interrupted more than females, considering the male's roles as the dominance and the one whose power. Moreover, the interruption was likely to appear in the group with the male as the main speaker. Besides, an interruption occurred mostly in the situation when the speaker has not finished making the first point of a conversation. Making interruption after a pause or other ending turn signal seldom happened. The findings of the research are hopefully can give benefits for the next researchers. Therefore, further researchers are suggested to have a deeper analysis on a similar area of research especially gender and interruption. Besides, the teaching of Sociolinguistics in English teaching should be more interesting to have students' attention. Therefore, lecturers are suggested to have more creative ideas on how to teach Linguistics subjects such as in part of gender and interruption exist in teaching English classrooms. Other than that, the pedagogical implication in this research drives to highlight that male and female students have their styles in conversation. Consequently, lecturers need to understand that the way of learning of both male and female students is different.

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Contextualization on the Teaching and Learning Approach of Purposive Communication Syllabus for the Bachelor of Physical Education Students

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Abstract

This study aimed to contextualize the teaching and learning approach of Purposive Communication syllabus for the Bachelor of Physical Education students in the Philippines. Needs analysis survey by Chatsungnoen (2015) was administered to 130 Bachelor of Physical Education students at a State University in the Philippines to determine weaknesses in their English communication skills to which it serves as a basis in contextualizing the syllabus. The researchers adopted Bell (1981) ESP Language Teaching Syllabus Design and utilized Delphi Method in conducting the research study. Gathered data were run through Statistical Package for the Social Sciences (SPSS) to present descriptive statistics of the respondents. The findings suggested that the proposed contextualized syllabus on purposive communication for BPED majors is viable to be applied as part of its program.

Keywords: *Contextualization, Purposive Communication, Bachelor of Physical Education*

Introduction

Hutchinson and Waters (1987) describes English for a Specific Purpose (ESP) as a motion to language teaching in which both subject and methods are founded on the learning rationale of the learner. Based on this definition, as an instructor in determining what to teach and how best to learn, it is necessary to consider the needs of learners (Gatehouse, 2001; Hutchinson & Waters, 1987; Saragih, 2014). More precisely, the goals of the course developed using the framework of the ESP will be based on the unique interests of the student audience (Basturkmen, 2010; Richards & Schmidt, 2010).

According to Masruddin (2018) ESP encourages teachers to plan lessons for learners to use relevant and accurate English in a variety of ways that could be experienced by learners in their potential professions. The ESP curriculum has to be built as language instruction with circumstantial content, language skills, motivations and processes are co-operated in customized courses. Brown (1995) famed the idea of a "needs analysis" referring to activities involving the collection of information that will serve as a basis for the development of materials that meet the learning needs of a particular group of students.

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In addition, Oradee (2012) conducted research on the improvement of English speaking skills for students. The post-test mean score (85.6 per cent) of students' English-speaking skills was considerably higher than the pre-test mean score (60.8 per cent) after the researcher engaged three communicative tasks, including conversation, problem-solving and role-playing. The features of the practices may have facilitated contact between students in the classroom. Using these methods, students were given the ability to work together and support others when completing their tasks. The experience of working in communities will reduce their fear of making mistakes while speaking English. Students in the community will support those in the team who need assistance. Students may also easily communicate themselves when operating in communities. Such a habit will lead to self-monitoring, increased confidence in communicating, and satisfaction that can inspire learners to engage more.

Similarly, Martin (2019) examined the English speaking anxiety of Physical Education major students in the Philippines. Seventeen Physical Education major students participated in the study completing the second language speaking anxiety scale (SLSAS), English speaking anxiety and coping technique ranking scale, and interview. The results presented the English speaking anxiety of the students being moderately high. Also, evidence for common speaking anxiety and coping strategies emerged. Thus, the researcher suggested 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.

Alvarez (1991) referenced the “1973 bilingual policy that enabled teachers to be using Filipino in Social Science subjects and English in Science and Mathematics because of the difficulties of interpreting those specific language. Bilingual education was characterized as the distinct use of Filipino and English as a medium of instruction in specific subjects and the use of the local vernacular as an alternative medium of instruction. Implementation of this strategy has seemed to have contributed in a decline in the standard of English, Science and Mathematics. Advocates of teaching Science in English have cited three key reasons for its continued use: that it is validated and successful, that it is cost-effective and that it is commercially viable” (p.3).

Compelled by the curricular reforms at the college level carried on by the gradual advent of K-to-12 in the Philippines, Tenedero and Orias (2016) developed a syllabus for English for future accountants, intended to make future accountants work-ready. The research followed Bell's (1981) English for Common Purpose Language Teaching Syllabus Design as a structure and results-based education (OBE) model, each relying on the identification of learner expectations and learning outcomes as a preliminary step for the design of the course. The learning outcomes, teaching techniques, instructional materials and assessment methods were all calculated on the basis of the observations of the Philippine studies investigating the employer perspectives and also probing the final-year students' perspective of work-relevant communication skills in accounting profession.

Similarly, Houn (2018) published a research article on the English language needs of police officers in Vietnam and offered a framework for developing an ESP curriculum for prospective police officers. Houn suggested that a police officer must be trained not only with technical and intellectual skills, but also with proficient English communication skills to truly represent locals and visitors alike.

Knowing the scarcity of contextualized materials in their field, the researchers decided to do an extension study by designing a Purposive Communication syllabus for Bachelor of Physical Education students to align their English communication skills with their discipline. Purposive Communication is a 3-unit general education course whose aim is to develop listening, comprehending, critiquing, responding to live or recorded discussions, speaking publicly with confidence, explaining authentic passages or texts in own words aided by illustrations in various forms, writing technical reports and academic papers, and preparing a presentation.

This endeavour of customizing the course for BPE students is the researchers' contribution to the authentic and relatable teaching and learning experiences being provided to future physical education teachers. Since the medium of instruction in Physical Education is in English, the researchers also envision improved English proficiency among BPE students.

Methods

The researchers used quantitative descriptive approach wherein gathered quantifiable data will be subjected to statistical technique in developing the proposed syllabus. The study employed the ESP Language Teaching Syllabus Design model offered by Bell (1981, as cited in Tenederos & Orias, 2016). The model consists of three major areas for consideration in syllabus design—(1) external requirements expected of the student (i.e., Analyse Needs, Specify Skills), (2) student's present competence (i.e., Analyse Error, Specify Level), and (3) educational philosophy (i.e., Select Teaching Strategy, Design Teaching Materials, Evaluate). Below is the framework suggested by Bell.

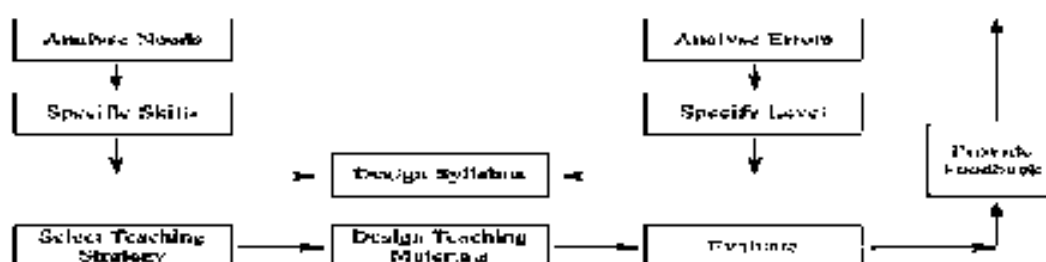


Figure 1. Bell (1981) ESP Language Teaching Syllabus Design

The research study concentrated on the external requirements which are to analyse needs and specific skills by integrating the recommendations from two cited studies — work relevant communication skills (i.e., Maguire, P., & Pitceathly, C. 2002) of key communications and means to acquire them and (i.e., Riemer, M.J. 2002) of English communication skills for global engineers.

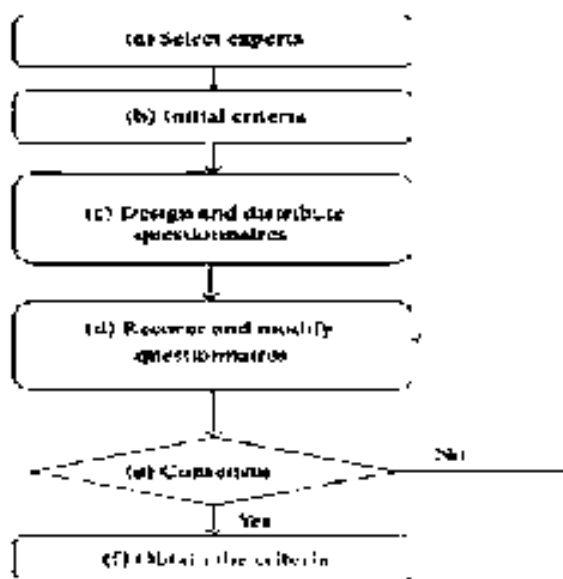


Figure 2. Delphi Method Operation Flow Chart

Needs analysis survey by Chatsungnoen (2015) was administered to sophomore Bachelor of Physical Education students (N=130) in a state university in the Philippines to identify their weakness and needs in improving their communication skills. The results of were considered in the development of the syllabus. The contextualized Purposive Communication syllabus was subjected to content validation through consultations with 4 subject area teachers (P.E.) and 5 English language teachers in a state university and private university.

In validating the contextualized syllabus quantitatively, these two groups were asked to rate the relevance of the learning outcomes, topics, teaching and learning methods, resources, assessment methods and timetable using a four-point Likert scale. The final draft of the questionnaire underwent reliability test where the internal reliability coefficients was ($\alpha=.77$) was satisfactory. Gathered data were computed, tabulated, and interpreted. Specifically, the researchers followed the Delphi Method Operation Flow Chart as depicted in Figure 2.

Results and Discussion

Table 1 shows the validation of the proposed contextualized syllabus on purposive communication for BPED majors. The syllabus was validated in terms of learning outcomes, methodology, resources, assessment, and time table. Resources where one statement states “advocates supplementation that aims to satisfy all the instructional materials for an ideal proposed syllabus” obtained the highest score with a mean of 3.33 ($sd = \pm 1.00$) which is given a descriptive interpretation of strongly agree. Learning outcomes which states that “provide meaningful task applying all communication skills valued in their future careers - speaking, writing, listening and reading” and assessment which says that “covers a wide variety of assessment tools to achieve the learning outcomes” both obtained a mean of 3.00 ($sd = \pm .866$) which is given a descriptive interpretation of agree. Time table which refers to “the length of each lesson is sufficient

and attainable” obtained a mean score of 2.89 ($sd = \pm 1.05$) which is given an interpretation of agree. Methodology which pertains to “learning activities integrate a comprehensive theme in the field of Physical Education” obtained a mean score of 2.67 ($sd = \pm .866$) which is given an interpretation of agree.

Descriptive Statistics			
	<i>N</i>	Mean	Std. Deviation
Learning Outcomes	9	3.00	.866
Methodology	9	2.67	.866
Resources	9	3.33	1.00
Assessment	9	3.00	1.00
Time Table	9	2.89	1.05
Valid N (listwise)	9		

Table 1. Mean and standard deviation of the validation of the contextualized syllabus

All items obtained a descriptive rating of Agree except for resources which obtained a descriptive rating of strongly agree. This means that the proposed contextualized syllabus on purposive communication for BPED majors is viable to be applied as part of its program.

Conclusion

Through evaluating the language requirements of the Bachelor of Physical Education students, the researchers have been able to define the terms and roles that would be most useful to teach. The principle of needs analysis makes it easier to differentiate between different groups of learners and to develop syllabus inventories precisely suited to the unique needs of students. Based on the findings of the study the contextualized Purposive Communication syllabus provided assessment activities that corresponds to the learning outcomes, the methodology section is filled up with relevant Physical Education topics, time frame allotted per topics are sufficient, and student managed activities are supplied with activities that were highly connected to BPED Majors.

Recommendation

Pedagogical speaking, the following are important considerations for language teachers. First, language teachers should understand the presence of anxiety and tension among language learners and should apply simple and efficient techniques to help them deal with these negative feelings. Second, teaching and learning methods in language teaching need to be strengthened and provide students who have insufficient access to the English language with a wide range of opportunities to thoroughly develop not only their speech skills, but also their listening, reading and writing skills. Third, it is

important that teachers create a friendly, informal and learning-supportive environment for language learning by providing many group activities that enables student to feel comfortable participating in the class. Fourth, teachers from other subjects should be encouraged to contextualize Purposive Communication syllabus in their respective field of specialization for their students to acquire specific English communication skills related to their future careers.

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Metacognition in The Senior High School in one National High School in The Philippines

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Abstract

This study was a qualitative approach and used phenomenology and unstructured interview research methodologies to 551 Senior High School learners who received test instructions and achieved a hundred percent retrieval rate. For pilot testing, this research used the PHIL-IRI English Screening Test, where the computed reliability of the instrument used was 94% using Cronbach's Alpha. The focus was English usage because it became our lingua franca and medium of instruction. The study aimed to understand the prevailing conditions of metacognition and its implication in Basic Education and to initiate possible "insertion" to achieve successful learning. Understanding the data on the varying difficulty of English core metacognition revealed that the strands which needed priority interventions were E and F (65%, 70%) and due for repeat testing. In contrast, Strands B, G, and H just passed (75%) the test, which also needed immediate interventions. Further, the interview revealed that the learner's significant concerns when using English were shyness, bullying, low esteem, and difficulty understanding English instructions. In summary, this research proposed the following outputs beneficial to the whole school language community; the proposed objectives of retention policy, English core Strategic Intervention Materials (SIMs), and the Senior High School Reading Comprehension Learner's Profile (SHS RCLP). Further, the SIMs English core metacognition encourages the other fields in Senior High School, e.g., core, applied, and specialized. The need for testing of effectiveness will check its contribution towards metacognition in Basic Education in the future.

Keywords: Insertion, Metacognition, Retention Policy

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Introduction

Learning is a continuous process of life, the pinnacle of the future, and the vision of the universe. The day we stop learning new things would be the end of life. Learning is the only thing that distinguishes humans from other organisms. Being human, we have an excellent opportunity to think. Thinking is a great thing we all can do, which places humans as the highest in the Kingdom.

The famous adage led by Albert Einstein goes, “If you stop learning, you start dying,” is a testimony for a human development being to continue his learning capacities (Patterson et al., 2008). It creates professionals in the field, such as historians, writers, and life advocates, among the world’s expert pool. It is becoming a requirement of humans every day to read where reading becomes a source of someone’s happiness or an outlet of stress, for instance. Others read because this might give them satisfaction while grasping knowledge from anticipated stories from different perspectives. Hence, when they read, therefore they must learn from it.

Extant confirmed that the complexities of reading comprehension to a single idea, i.e., the ultimate objective in teaching-reading, is the improvement of one’s life. Karlin concurs with this idea by suggesting the following skills to be included in a reading program: word recognition, word meaning, comprehension, study, and appreciation skills (Karlin et al., 1971).

Reading with comprehension involves a series of interconnected cognitive processes. These processes are not inbuilt for reading because no person is born with reading ability and competency (The Concept of Tabula Rasa introduced by John Locke) (Mehan, 2017). Reading task is only a very recent innovation in human history, where it involves decoding words, sentences, and text types and could not be innate to humans. From the International Reading Association (IRA), William S. Gray defines reading as a complex set of mental activities involving four (4) dimensions: the perception of words, a clear grasp of meaning, thoughtful reaction, and integration (“International Reading Association,” 2006; Petchko, 2011).

While reading, we employ metacognitive skills and strategies to unconsciously apply as we go through the process, whether we engage in skimming or scanning for a particular text. We generally use and increase metacognition through different approaches from paragraphs to stories, from simple texts to bullet sentences.

Metacognition refers to “thinking about thinking.” Metacognition involves knowledge about his thinking processes and products, active monitoring, and regulation of cognitive processing activities (Bernat, 2008; Iwai, 2010, 2016).

Metacognition has three (3) main aspects: metacognitive knowledge, metacognitive monitoring and self-regulation, and control. A learner should understand the importance of reading comprehension because he should understand the context of what he is reading every time he reads. However, one noted a failure of metacognitive skills lies with the associated problems during knowledge accumulation. It should have been the appreciation for life learning skills indispensable to learner interpretation and application in his everyday life.

The first problem that involves both readings in printed text and hypertext is that readers

are not aware of the cognitive and metacognitive strategies used in comprehending a text (Abdul (Larrañaga & Yubero, 2015; Ricker & Richert, 2021). When the readers are not aware of the method used, they would likely miss several essential points in the text. Their way of reading might also not be effective in conveying the meaning intended by the author. The awareness also reflects the level of confidence possessed by the readers in the reading activity.

It is where the process of metacognition comes in. This method requires learners to acquire thinking skills and monitor and control their commitment and attitude during the learning process. It offers creative thinking opportunities whereby learners can harness potentials at their best, push their limits, and adapt to new situations.

Further, in giving higher-order questions, learners are made to think, analyze, and evaluate. They can develop a framework for acquiring information and passing on this information.

In the study presented by Reza Ahmadi et al. (2009), the researchers argued that metacognitive reading strategies benefit learners' reading comprehension and foster learning activities. Investigations on University learners about metacognitive beliefs and plans showed learners who are confident about their ability to learn a foreign language are positively associated with learners' learning achievement. As a result, learners who have confidence in their learning process can utilize metacognitive reading strategies such as planning, monitoring, and evaluating were more successful than those who did not use them in their learning and reading programs (Reza Ahmadi et al., 2013).

In terms of comprehension, metacognitive strategies are those activities that make learners aware of their thinking as they do reading tasks. The New South Wales Department of Education and Training defines metacognitive reading strategies as planned, intentional, goal-directed, and future-oriented mental activities and processes that help a reader think about and check how he progresses in fulfilling a cognitive task. In fulfilling a task using metacognition, the learner plans and activates, monitors, controls, reacts, and reflects (Kelly, 2012).

The theory presented by David Perkins inspired the essential planning of what a teacher has to teach inside his classroom, which he termed as the "Four Cornerstones of Pedagogy" crafted from a 5-year research program entitled "Project Zero," where he was one of the investigators. The four (4) pedagogies are (1) what shall we teach, (2) what is worth understanding, (3) how shall we teach for understanding, and (4) how can learners and teachers know what learners understand and how learners can develop a deeper understanding. Perkins posited that these cornerstones should have enough structure and enough flexibility to serve the teaching-learning environment needs (Brandt, 1990; Kasbekar, 2017; Merikoski, 2012).

In support, Louise Rosenblatt popularized the theories of Efferent and Aesthetic Readings. Efferent is reading to get information, while aesthetic reading is the opposite of efferent and is concerned with the reader's appreciation, reception, and evaluation of the text. Simultaneously, the focus is on the reader's reading experiences as he concentrates on the images, associations, and feelings that incite him (Rosenblatt & Karolides, 1999; Shook, 2019).

The difference between these two (2) kinds of reading lies in how the reader behaves during the reading act. Efferent concerns with information or data while aesthetic problems with the critical reading approach. At present, teachers may employ efferent or aesthetic, or a combination of the two in the reading strategies, and the result is the status quo.

Like in any educational institution in the country, slow, frustrations, and non-readers continue to exist despite motivational aid and references used as instructional materials. Suppose

the reference materials can answer these types of readers in Basic Education; the approach should be less supervision and let the child grow as he loves to learn through reading and continue the voyage, independently progresses at his pace. Reading strategies should be timely enhanced as the teaching-learning school environment welcomes diverse learners bearing multiple intelligences through different educational settings.

Public schools have their Individual Reading Inventory (IRI). It sources out reference materials to address, minimize, or eradicate the booming numbers for slow, frustrations and non-readers in the grassroots turning it as their training grounds as they go through the ladder. From The Office of The Principal, the IRI of Don Eulogio de Guzman Memorial National High School revealed a handful of slow, frustrations, and non-readers for the Academic Year 2019 – 2020. Data confirmed that there had appeared slow, frustrations, and non-readers from the Junior High School Department with a total number of thirty-four (34) learners who had difficulty with their reading strategies. One strategy to address it is to have a “Pabasa” approach (*Reading in Tandem, An Action Research initiated by the Schools’ Administrators*). It is an activity for the tutor-tutee (one-on-one) reading strategy (Manfra, 2019).

Considering the number of learners who have difficulties reading strategies, checking the total number of learners in the entire Division of La Union needs attention or any form of intervention before getting promoted per year. Data confirmed that from Graders 3 to 7, the La Union Schools Division Office (LUSDO) has fifteen (15) non-readers. Every year, the school may increase the number of learners who need the tutor-tutee approach. It contributes to the many problems in the Department of Education that are seamlessly facing today. If not address outright, it mirrors the Agency’s performance as a whole, particularly teachers coming from the language sectors.

Providing solutions to address reading difficulties from a learner is expanded and detailed in the Modules (Developmental Reading I/II) published by Don Mariano Marcos Memorial State University – Open University System (DMMMSU-OUS). These Modules could help bridge the application and mastery of academic reading skills, skimming, scanning, note-taking, organizing and outlining, appropriate aids to comprehension in a given text, reference materials for different reading purposes, and analysis of the narrative structure using story grammar.

However, the aforementioned Instructional Materials (IMs) flexibilities compelled a high intelligence level to realize its objectives. Because of its complexities, it needs competent individuals given with higher faculties to bridge the implementation and simplify learners’ consumption on their level of thinking capacities and convenience. Nonetheless, it could somehow benchmark the achievement of a well-desired metacognition level among learners in the long run.

Therefore, metacognition directly correlates with a person’s level of Intelligence Quotient (IQ), which should handle by scientific approaches coupled with a deep understanding of the nature of Psychology of behavior and attitude that the person displays.

Considering a learner who attempts to read the operating manual of a cellular phone, for instance, may sound out the letters in words, read it orally, but fail to understand the content. Because he cannot pronounce the words correctly; likewise, he does not know the technical meanings for the terms used in the text. It shows metacognition is essential when we read and to understand the content of what we are reading. It becomes the heart of the reading act, which is getting the meaning of the printed text, which we can use and apply circumstantially.

Reading with comprehension, like speaking and listening with understanding, is considered

a language process. Reading entails the fluent use of converted print into language. When we read, we are stringing together visual forms and the interpretation of their meanings.

Educational Philosopher Morrow itemized 14 literacy behaviors one would elicit in reading comprehension skills such as (1) browsing books and other colorful materials, (2) looking at pictures and other print materials, (3) eyes focused intently on books, (4) recognizing letters and numbers (5) recognizing pictures, (6) observing adult reading, (7) emulating adult learning, (8) enjoying storytelling, (9) interested in reading aloud, (10) retelling, (11) half narrating, (12) half reading, (13) possessing reading vocabulary and (14) naming objects and characters. He further opined that the home's role, the parents, and caregivers who provide the needed support are essential in promoting early literacy. Besides, the presence of books and other reading and writing materials are all contributors to it (Houtman, 2015).

This initiative realized that educators must continually monitor their learners' progress to achieve the desired academic performances, let say on per grade level or mandatory every time they get promoted. The early detection of failures at the onset of learner's reading strategies may initiate outright interventions to address seamless metacognitive problems before it piles up. The idea of addressing any minor issues on the teacher's level is already a result of our way of achieving insistent quality education in the field instead of buck-passing (pointing-fingers) and underscoring who are the culprits in the Philippine Education System.

This research becomes imperative in education, particularly in the teaching-learning process, where the facilitators advocate the significance of reading comprehension to learner's life. It will serve as a lay-bare for the entire Division of La Union and replicate the same to raise the significance of metacognitive skills among learners in the Department of Education. A learner can understand and apply the context of what he is reading for and enhance transfer and retention of knowledge for life learning skills in his voyage towards becoming a successful individual in the field he wishes to excel for in the future. The benefits of reading can mold the school's leaders and achievers, which is the pilot school's primary goal.

Innovation, Intervention and Strategy

This research envisioned to propose a "retention policy" on learner's comprehension using Instructional Materials (IMs) to help in the assessment in the Senior High School with the primary objective to understand the learner's metacognition as a basis for teacher's needs analysis (TNA) requiring improvement on the identified weak areas in the teaching-learning process.

Based on the observation, the concept of a retention policy is subject to a proposal to be implemented in Basic Education to streamline the importance of the learner's acquired comprehension in their years of studying. This research tried to understand its implication to process the necessary information on the School Administrators and Teachers' part towards achieving quality education through an objective assessment.

In achieving the objectives of the retention policy, the researchers likewise proposed test materials in the form of Strategic Intervention Materials (SIMs) as an "insertion" to the teaching-learning process to elicit the results for subsequent data analysis and interpretations on the prevailing conditions of the metacognitive skills as revealed by the learner.

Through the assessment results, the researchers tried to design a sample proforma of Senior High School Reading Comprehension Learner's Profile (see Appendix H) to monitor the progress objectively and the actions taken to the identified numbers of poor, average, and above-average

readers.

In summary, this research proposed the following outputs beneficial to the whole school language community, such as the retention policy's proposed objectives, SIMs English core metacognition, and the SHS RCLP.

The researchers may present this initiative in the Division Office (Education Program Supervisors) for subsequent review and simulation among Senior High Schools in the entire Division of La Union. It will promote confidence in the education sector for sustainable metacognition in Senior High School Department.

Research Questions

This study aimed to understand the prevailing conditions of metacognition and its implication in Basic Education's goal and initiate possible "insertion" in the teaching-learning process beneficial for the school language community.

Specifically, it sought answers to the following questions.

1. How does metacognition in Basic Education understand the varying difficulty of comprehension in terms of
 - 1.1 easy;
 - 1.2 average;
 - 1.3 difficult; and
 - 1.4 critical?
2. What is the implication of metacognition in Basic Education for the
 - 2.1 Senior High School learners;
 - 2.2 English/Language teachers;
 - 2.3 Classroom Advisers;
 - 2.4 School Administrators; and
 - 2.5 Parents and Relatives?
3. What Information Education Campaign (IEC) materials can sustain metacognition in Senior High School?

Research Methods

This research was a qualitative approach using phenomenology and unstructured interview research methodologies. Its primary objective was to understand the prevailing conditions of metacognition in the Senior High School in one public school in the La Union Schools Division.

Research instrumentation underwent reliability testing before it used in the actual data gathering, where the test confirmed 94% using Cronbach's Alpha.

There was a pilot test conducted on the use of the research instrument in anticipation of any modification.

Participants and Other Sources of Data and Information

The study focused on the graduating class in the Senior High School Department of Don Eulogio de Guzman Memorial National High School, the piloted school, for the First Semester (June 03, 2019 – October 28, 2019) of the Academic Year 2019 – 2020 using the Total Enumeration Approach.

Researchers retrieved the number of participants from the Department of Education - Learner's Information System (DepEd – LIS) for the enrollment data.

Table 1. The Distribution of Participants

Senior High School Department				Graduating	%
Academics					
	Accountancy, Business and Management	Strand A	63	329	60%
	General Academic Strand	Strand B	30		
	Humanities and Social Sciences	Strand C	138		
	Science, Technology, Engineering and Mathematics	Strand D	98		
Technical Vocation					
	Beauty Care/Hairdressing	Strand E	32	222	40%
	Caregiving	Strand F	43		
	Home Economics	Strand F	70		
	Information and Communications Technology	Strand G	77		
Total Registered LIS Enrollees				551	100%

**Data Retrieved from the DepEd - LIS 1S AY 2019 – 2020*

Table 1 showed the total sampling with five hundred fifty-one (551) and assigned with their dummies. The Candidates for graduation were the participants because they prepared themselves for the college entrants.

The study had a hundred percent retrieval rate.

The basis for the test results of varying difficulty on a learner's metacognition, the study used the following screened scoring (PHIL-IRI inspired).

N=551

Screening Test Score*						
Comprehension	Weighted Points		Understanding	Timer	Understanding	
Easy (EAS)	5	20	<15 Repeat Testing (15/20=75%)	5	< 5 above-average	> 5 average; >10 poor
Average (AVE)	5			10	<10 above-average	>10 average; >15 poor
Difficult (DIFF)	5			15	<15 above-average	>15 average; >20 poor
Critical (CRIT)	5			20	<20 above-average	>20 average; >25 poor

**Inspired by PHIL-IRI Screening Test Scoring (DepEd – BLR)*

a. Data Gathering Methods

The study adopted the Instructional Materials (IMs) presented by the Philippine Informal Reading Inventory (2018). PHIL-IRI aimed to provide an objective individual reading assessment that helps to assess learner's strengths and needs (frustration levels) in the areas of word

recognition, word meaning, and reading strategies. PHIL-IRI is anchored on the flagship program “Every Child A Reader Program” or ECARP.

ECARP supports the assessment of reading speed and comprehension, where test taker’s comprehension skills (the ability to create meaning) may be gauged by having the learners answer questions of varying difficulty. English is used in the study because this becomes our *lingua franca* and medium of instruction.

Table 2. PHIL-IRI Selections - English Screening Test

PHIL-IRI Selection Titles*		Word Count	Standardized Test Questions			
			Total	Literal	Inferential	Critical
1	The Best Part of the Day	67	5	1	3	1
2	Ice Cream for Sale	65	5	1	4	0
3	At Last	84	5	1	4	0
4	The Owl and the Rooster	84	5	1	3	1
5	Early Start	82	5	1	3	1
6	Rice for Lunch	69	5	0	5	0
7	The Gift	83	5	3	2	0
8	One Stormy Night	58	5	0	5	0
9	Chameleons	82	7	2	3	2
10	The Philippine Eagle	89	7	1	3	3
11	Home to Millions of Fish	82	6	1	4	1
12	Telling Time	134	7	2	3	2
13	Counting the Hours	124	6	3	2	1
14	Nosebleeds	139	7	2	3	2
Total Screening Tests			80	19	47	14
Research Instrumentation		Rejected	60	14	37	9
		Accepted	20	5	10	5

**Data Sourced from PHIL-IRI pp 57-75*

Table 2 showed the sources of research instrumentation. From the 14 standardized selections, the screening test questions accepted the four (4) standardized selections based on expert panel judgment. For the varying difficulty of comprehension (easy, average, difficult, critical), the questions taken from the English core selections entitled “The Philippine Eagle,” “Telling Time,” “Counting the Hours,” and “Nosebleeds.”

PHIL-IRI test materials were categorized according to the varying of difficulty, such as easy with 5 question statements, average with 5 question statements, difficult with 5 question statements, and critical with 5 question statements.

Comprehension Scoring		
Total Items	Weighted Scores	Understanding
20	20.0	Passed
	16.0 - 19.0	Enhanced
	1.0 - 15.0	Repeat Testing

The instrument structured twenty (20) benchmark statements and validated by an English expert.

Thirty (30) respondents considered the pilot test to increase the research instrument's reliability using the Statistical Package for the Social Sciences (SPSS) software. The nominated school was Eulogio Clarence Martin P. De Guzman Technical Vocational High School (formerly Acao National High School) with the School Head's consent and approval.

The learners received a series of test instructions from the researchers on how to objectively handle the English core metacognition questionnaires on a per strand during their vacancies tapping their classroom schedules.

N=551

Test Instructions		Responsible Persons	Time Allotment
Instruction 1	Test Briefing	Researchers/ Subject Teachers/ Advisers/ Master Teachers	15 minutes
Instruction 2	Test Proper		50 minutes*
Instruction 3	Test Materials Retrieval		10 minutes
Instruction 4	Test Assessment and Evaluation	Researchers/ Master Teachers/ SHS Assistant Principal/ Principal	2-3 months
Instruction 5	Test Results and Presentations		

** 5 minutes for browsing the test materials, 45 minutes for the actual test-taking*

The data was collected and treated for approximately nine (9) months (June 2019 – February 2020).

Results and Discussions

This part presents the results, discussions, and interpretations to answer the Statements of the Problem.

Understanding Varying Comprehension Towards Metacognition in Senior High

For Strand A, the English core metacognition revealed that learners passed the test with an above-average result. The strand only had an 85% overall test score subject to a possible enhanced intervention.

For Strand B, the English core metacognition revealed that learners passed the test with an average result. The strand only had a 75% overall test score for immediate enhanced intervention.

For Strand C, the English core metacognition revealed that learners passed the test with an above-average result. The strand had a 90% overall test score for possible enhanced intervention.

For Strand D, the English core metacognition revealed that learners passed the test with an

above-average result and an impressive 100% overall test score.

For Strand E, the English core metacognition revealed that learners would repeat the test. The learners only had a 65% overall test score subject to a priority intervention and repeat testing.

For Strand F, the English core metacognition revealed that learners would repeat the test. The learners only had a 70% overall test score subject to a priority intervention and repeat testing.

For Strand G, the English core metacognition revealed that learners only passed the test with an average result. The learners only had a 75% overall test score for immediate enhanced intervention.

For Strand H, the English core metacognition revealed that learners only passed the test with an average result. The learners only had a 75% overall test score for immediate enhanced intervention.

In summary, the strands which needed priority interventions were E and F and due for repeat testing. Simultaneously, Strands B, G, and H just passed the test that needed immediate enhanced interventions. (see Appendix I)

The interview revealed that their primary concerns when using English were shyness, bullying, low esteem, and difficulty understanding English instructions.

The Implication of Metacognition in Basic Education

The college entrants require the learner's talents, competencies, knowledge, skills, and attitude (KSA) honed already in the Basic Education level. The practical challenges in a college student's life should be holistic development in all aspects, such as physically, socially, emotionally, spiritually, and mentally ready. College life assumes the training venue for the desired job in the corporate world where the use of high-level mental abilities such as HOTS becomes a requirement to finish the Degree.

The English and Language teachers shall motivate them to improve their teaching strategies because they want their Lesson Plan (LP) to achieve its objectives for successful learning. It encourages them to do more and produce more strategic learning interventions designing one teaching-learning environment wherein resides engaging learners and having a well-managed classroom as a venue for learning activation. If they found out that their learners have progressed academically, they exert more effort to continually improve teaching strategies to sustain learner's inclination at an increasing pace. Knowing the English core's prevailing conditions of learner's metacognition will give them sufficient information when learners signal differentiated instructions in the teaching process.

For the Classroom Advisers, it will give them a basis to request seminars and training that may enhance the teacher's performance, e.g., Early Language, Literacy, and Numeracy (ELLN). It may also serve as a guide to augment effective reading programs and resources in the school community. It may greatly help them formulating metacognitive activities to suit the learner's needs in developing more their reading comprehension skills. Advisers who understand the usage of metacognitive strategies can positively impact learners who have learning disabilities by developing appropriate learning information plans.

The School Administrators will have an objective basis to request funding for metacognitive plans, activities, projects, and programs for the entire academic year. It will positively impact their SIP/AIP reports because they could position one of the essential quality education indicators. The School Administrators shall likewise position themselves in "setting the

tone at the top” in implementing serious commitments upon understanding the implication and requirements of genuine metacognition under their Instructional Leadership.

The parents and relatives concerned about their child's progress in school will help them sustain their metacognitive skills even at home and understand its significance as a weapon to succeed best in life. The proper coordination and open communication on the parents, guardians, or relatives will update them about their academic status inadequacies, enjoining full support to prioritize their child's education requirements. It is one way of showing interest in the child's performance where the child can feel their parent's appreciation towards academic progress. Extant already confirmed that parent's support is an essential indicator of the child's success where it can achieve by establishing and monitoring the child's study habits both in school and at home.

The Information Education Campaign (IEC) for Metacognition

Metacognition is an essential ingredient in the academic life of a learner who envisioned a better future. He invests half of his life in realizing its significance towards dreams and aspirations in life. There must be an immediate solution or strategy to address learners' multiple intelligences in Basic Education. This study conceptualized where the authors also believed that quality education is still on its way. It hoped that this platform would contribute to attaining the many goals of the Department of Education.

The proposed objectives of the "retention policy" could benefit the school community. The policy sets the tone for assessing metacognition in Senior High School to update the School Administrators, English and Language teachers, Classroom Advisers, and the parents about the prevailing academic status vis-à-vis mental cognitive abilities anchored from educational philosophies. The assessment served as a basis for appropriate interventions that may employ or teaching strategies may enhance to sustain the desired learner's metacognitive skills. This initiative encourages policy formulation in Basic Education to nurture the learners' acquired multiple intelligences throughout the years. It would provide evidence on the teachers to reposition teaching approaches, strategies, and methods to address learners' needs, such as the academic essentials for the identified frustrations, poor, slow, average, and struggling learners. The concept of diversity in education requires differentiated instructions to cater to our learners' different behaviors and intelligence, which must be rooted in setting the "tone at the top." The retention policy requires school resources' realignment to provide our learner's basic mental demands, who may seem observed to be failing. It highlights competent review materials, workbooks, workshops, and school activities in successful metacognition to sustain it. Besides, retention policy suggests that competent English and Language teachers must be supported with seminars and training before they forefront all these objectives following the concept of "how they can provide if they do not have it in the first place.”

The Strategic Intervention Materials (SIMs) following English core subjects have been yearly designed even in lower years because of promising academic benefits. But the passage of Kto12 that paved the way for the inclusion of Senior High School becomes an experimental period for educators in the country to date. Technically, there are subjects offered in Senior High School learners crafted from College Degrees, which means there is a need to customize and contextualize Instructional Materials (IMs) to deliver the expectation of successful learning every day. The subjects offered at hand are categorized into three, such as core, applied, and specialized. English is just one of the core subjects. Therefore, this study encourages teachers who have specializations

in English and Language teaching to design their individual SIMs to warrant metacognition under their teaching supervision. At present, the offered subjects in Senior High School under the umbrella of English core are Oral Communication, Reading and Writing, English for Academic and Professional Purposes, and Creative Writing. Likewise, research suggested validating each created SIM's effectiveness to check its contribution towards the attainment of metacognition in Senior High School.

The Senior High School Reading Comprehension Learner's Profile (SHS RLCP) becomes a tool for all the teachers and parents to religiously monitor any progress and success on reading comprehension of the child structured from lower years. This tool enjoins stakeholders towards attaining the learner's metacognition, emphasizing the concept "it takes a village to teach a child." This tool supports the idea of developing a habit of reading that should start at a young age.

Conclusions and Recommendations

Based on significant findings and results of this study, these were the conclusions drawn.

Understanding both test scores and results on English core metacognition, the findings contribute to the concepts of Efferent (information) and Aesthetic (reception) readings as theorized by researcher Rosenblatt. The test score and result of Strand D followed the Aesthetic, while Strands A, B, C, G, and H followed the Efferent. Strands E and F, which obtained failed test scores and results, failed to achieve the lowest required metacognition illustrated by the reading test materials for comprehension.

The Kto12 Program is not positioned for Academics but instead on upskilling of competencies in the different Qualifications. It seemed learners coming from Technical Vocation Education failed the expected scores in English core metacognition.

Some of the learners from the Technical Vocational Livelihood (TVL) track may always be left behind in terms of Academics and school activities requiring the use of high metacognitive skills such as the cognitive demands of Higher-Order Thinking Strategies or HOTS.

The Academic track may not win in the interschool skills competition, requiring technical skills and competencies.

A practical learner chooses Technical Vocation Education towards life's aspirations.

Technical Vocation Education is the first choice of a learner who may think s/he will never excel academically.

The test scores of Strands E and F are not structurally well-versed in abstraction in English subjects.

The Academic track excels in metacognition, but it does not mean they are all good at English subjects.

Strand D got perfect scores, which means they do not need interventions to improve their English comprehension.

In terms of performances in the Academic track, Strand B needs immediate intervention to increase English confidence to be at par with Strands A, C, and D.

The learner's primary issues revealed in terms of the English core's expectations are shyness, bullying, low esteem, and difficulty understanding English instructions beyond the control of a teacher who positioned himself to continue to motivate and encourage each learner.

For a classroom teacher to attain an objective assessment of the learner's metacognition, he needs to know his learners first. He should be well informed in Psychology to understand that

learner's development and behavior potentially affect his metacognitive skills.

In light of the provided conclusions, this study humbly recommended the following.

Through the initiative of the Education Program Supervisor (EPS) may propose metacognitive reading strategies in schools to provide learners with an early insight on its importance to increase better learning as they gear. EPS may enjoin the English/Language Team to create platforms to achieve sustainable metacognition in Basic Education.

This research strongly recommended for the installation of a Registered Guidance Counsellor (RGC) to man the Science of learner's Psychology and its subsequent monitoring, supervision, counseling, and assessment on the different issues of learners that potentially impact their metacognition. As per observation, the school has no yet Registered Guidance Counsellor (RGC) installed in the Senior High School, considering it one of the big schools with 1,190 total enrollees. Sometimes, the teacher's time availability becomes a hindrance to counsel all his learners, one at a time.

The researchers encourage the concerned teachers and parents to use metacognitive reading strategies during class and at home to develop their reading comprehension skills. It may prove difficult for a learner who has a limited vocabulary as one essential requirement of metacognition.

The School Authorities (Classroom Advisers, Master Teachers, SHS Assistant Principal, and Secondary School Principal) ensure the availability of reading materials in the campus such as Reading Hubs, Information Kiosks, Reading Corners, or installing a Learning Resource Center (LRC) in Senior High School. The school has one (1) library with somehow limited space or sometimes used as an extended classroom and may be shared by 3,887 enrollees. In terms of Reading Corners, the School Heads always reminds Advisers to structure their classroom with sufficient reading materials to ensure these IMs are available in the area.

The clubbing per strand (JEC, HUMSSA, LIGAS, SYSTEMA, Club of Young Restaurateurs, and ICT Unity) must initiate to have their Accreditation area where archives could be lodged and secured as teaching references. There should be collaboration among the strands to elicit innovation on Instructional Materials used in the teaching process. Teachers also indirectly learn from other teachers on their shared teaching ways, manipulations, and learning experiences.

For the remaining months of staying of the Candidates for graduation, this study's results become an opportune time for the concerned teachers to conduct experiments or observational survey on his possible "insertion" in the teaching-learning process towards growth and changes in the learner's metacognition. Any findings shall document and communicate with the researchers for the proper treatment of data.

The researchers humbly recommend having a "retention policy" in Senior High School, highlighting the benefits it could give to all the concerned teachers, parents, and graduating learners. The design of the objectives and test materials of the "retention policy" must be an initiative of all the English/Language Team (for English subjects) fully supported by the School Administrators appropriating a fund thereof.

School Authorities with Early Language, Literacy, and Numeracy (ELLN) of Mother Tongue-Based Multilingual Education (MTB-MLE) training shall conduct the validation of an objective metacognitive assessment.

For monitoring purposes for any progress in language literacy, a test (Pre-test/Post-test) might compare the variance in terms of the effectiveness of any "insertion" made in the teaching-learning process by the English Subject Teachers or Class Advisers. In this study, the concept of

“insertion” is through SIMs, whether the learner is in school or at home.

This research supports the paper’s objectives, “*Reading in Tandem*,” where this initiative may collaborate. Both goals may bridge the future of Reading Comprehension (JHS) and Metacognition (SHS). An assessment individually is possible following the objective identification of the Candidates considered poor, average, and above-average readers.

Through the School Administrator’s initiative, the study suggests assembling Language advocates (JHS/SHS) to develop a Project Team in realizing the objectives of metacognition in Basic Education. It may entail repositioning the school resources in its subsequent research-project-funding.

The SIMs (English and Language) serve as examples for other core subjects or specializations to validate learner’s existing metacognition. Additional SIMs (core, applied, specialized) must continuously design, improve, and immediately disseminated for practice drills of the learners to increase individual metacognition test scores.

The study recommends that future SIMs English core designs possess an increasing level of Higher-Order Thinking Strategies (HOTS), inspired by Educational Philosophers, e.g., Bloom’s Taxonomy, Anderson, and Gardner’s Multiple Intelligences. It must undergo both reliability and validity tests to standardize instruments in the actual teaching-learning process under English and Language teachers’ expertise. One suggestion is to use the promising benefits of technologies such as Computer-Aided-Design (CAD) applications and Animations for visual appearance to increase appeal and excitements from the readers. Illustrators and layout artists may seek assistance from IT experts to achieve the expectation.

The designs of SIMs and other Instructional Materials shall aid the metacognition. It must be customized and contextualized per strand, per subject, per content standard (CS), or per learning competency (LC) to address the learner’s personal needs where exactly the part discovered that the learners need immediate intervention or remediation.

The researchers emphasize (Principles of Remediation #05) establishing rapport with the parents, guardians, relatives, Advisers, and English/Language/Subject teachers. Teachers keep open communication for any progress and success of the learners following the concept “it takes a village to teach a child.”

The study humbly suggests validating the SHS average population to be catered by Language Educators that would probably require an additional workforce in the field. A proposed timeline must provide, tapping the school calendar of activities.

The study encourages research continuity related to metacognition or metacognitive strategies that will explore multi-grade level in Basic Education for sustainable genuine quality education.

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Blended Learning in A Research Writing Class: Perceptions and Experiences from ESL Secondary Learners

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Abstract

The burgeoning of technology in the modern times has resulted in the development of a highly dynamic and sophisticated educational landscape and foreign/second language classrooms are no exception to this colossal pedagogic change. Blended Learning (BL) as a newly introduced innovative pedagogy has been well noted in different fields of second language (L2) teaching and learning including that of English for Academic Purposes (EAP). BL fosters student-student and student-teacher interactions, reduces communication anxiety, encourages students to become self-directed and independent learners, and enhances their academic writing skills in English. In the context of Research Writing (RW), however, BL has received less attention not to mention that research about BL in a RW classroom in secondary context especially in the Philippines has been but scarce. This study assessed and explored the perceptions as well as the experiences of ESL secondary students in using Canvas as an online platform in a BL RW class. Using sequential-explanatory mixed methods research design, the Web-based Learning Environment Instrument (WEBLEI) adapted from Chang and Fisher (2003) was administered to 136 Senior High School (SHS) Students from five strands enrolled in Qualitative and Quantitative Research Subjects in a private university in the Philippines. Three-round focus group discussions were conducted among 30 participants in order to obtain in-depth information as regards students' experiences in their blended RW class. Quantitative findings showed that students had overall positive perceptions regarding the use of Canvas in their BL RWC. They found Canvas to be an efficient, practical, convenient, and flexible Learning Management System (LMS) that afforded them social interactions between their peers and teachers. Nonetheless, sifting through the experiences of these students, certain challenges relating to internet connection, system interface, and lack of proper training for both students and teachers were revealed. The study offers pedagogical implications as to how the teaching and learning of research writing in a blended learning modality can be improved.

Keywords: Blended learning, EAP, research writing, canvas, ESL secondary learners

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Introduction

The burgeoning of technology in the modern times has resulted in the development of a highly innovative and sophisticated educational landscape and foreign/second language classrooms are no exception to this colossal pedagogic change. Studies in the field of Computer Assisted Language Learning (CALL) have shown that second language (L2) learning in a technology-driven world is a very much alive topic for research (Chapelle, 2009; Egbert et al, 2009; Levy, 2009; Otto & Pusack, 2009; Blake, 2009; Cummins & Davesne, 2009; Garrett, 2009; Levy, 2009; Otto & Pusack, 2009, as cited in, Larsen, 2012). CALL affirms several improvements in the learning of L2 such as more language functions (Beatty, 2003; Chang, 2005), greater levels of participation (Gonzal'ez-Bueno, 1998), reduced anxiety (Kessler, 2010), and more motivation and interest and greater autonomy (Leakey & Ranchoux, 2006; Vinther, 2011).

However, despite these benefits of technology in L2 learning, little attention has been paid to areas that directly relate to Blended Learning (BL). In fact, as Larsen (2012) argues, BL has been treated as an isolated field of study by some CALL scholars. BL is defined as a relatively new pedagogical approach that combines both conventional face-to-face learning with computer-assisted instruction (Bonk & Graham, 2012). A recent literature review by Albiladi (2019) shows BL as a promising tool that brings forth several benefits in the English classroom such as improving the English learning process, developing language skills, and enhancing the English learning environment. Furthermore, BL offers a worthwhile impact on L2 students' performance as well as increases students' motivation and engagement in class (López-Pérez et al., 2012; Hughes, 2007). As a hybrid of face-to-face and online learning modalities, BL has the ultimate potentials of optimizing language learning since its power resides in the strengths of both approaches (Albiladi, 2019; Garrison & Kanuka, 2004; Glazer, 2011; Lim & Morris, 2009; Moskal & Cavanagh, 2014). The usefulness of BL as an innovative pedagogy has been well noted in different fields of L2 teaching and learning including that of English for Academic Purposes (EAP). In the context of EAP in higher education, for example, BL is perceived to boost instructive productivity through which teachers are offered with a range of pedagogical possibilities to curate the best blend of face-to-face and online learning for each course and set of learning activities (Mortera-Gutiérrez, 2006; Stein & Graham, 2014). BL can also help foster interactions between and among students and teachers, reduce or even eradicate communication anxiety, encourage them to become self-directed and independent learners and enhance their academic English writing skills (Liu, 2013). In addition, the viability of BL in an EAP classroom has to do with its nature as an internet-based pedagogy. This is clearly explained by Garrison and Kanuka (2004) in their statement that "a concomitant property of learning with internet communication technology is that it has a significant educational implication resulting from the emphasis on written communication" (p. 97).

In the Philippines, very little is known about blended learning in an EAP context. Mabuan and Ebron's (2016) attempt to examine blended learning as regards using e-mail in teaching writing among college students is noteworthy. Their results indicated that despite some inherent motivational and technology-related restrictions, using e-mail in the classroom may help boost learners' interest and confidence in writing, enhance their technological and social skills, foster learner autonomy and improve their attitudes towards learning the target language. However, since the applicability of this new pedagogical approach already buttresses the gamut of secondary education, research on blended learning that looks into EAP in secondary education setting is necessary. In addition, while blended learning has become a thriving pedagogic platform within an

EAP context in this era of technology, a specific EAP strand such as Research Writing where blended learning is implemented has been less explored. It is this paucity in research that prompted the current researchers to assess and explore the perceptions and experiences of senior high school students as regards blended learning in a Research Writing class.

Research Questions

The study aimed to assess and explore the perceptions and experiences of senior high school students in using Canvas as a blended learning tool in a Research Writing class. Specifically, answers were sought on the following research questions:

1. What are the levels of perceptions of students about Canvas as an online platform in Blended Learning Research Writing Class in terms of access, interaction, response, and result?
2. What are the experiences of these students in using the said online platform?

Methodology

Research Design

This research used sequential-explanatory mixed methods design by Creswell and Plano-Clark (2011). Quantitative data were collected first and findings from this method were substantiated with qualitative data collected in the second phase. The use of sequential-explanatory mixed methods design in this study was due to the strength that the project offers, ensuring the focus of the study is sustained since more in-depth investigation was conducted to build on the quantitative data results (Creswell & Plano-Clark, 2011). This design also provided more sufficient and more comprehensive understanding about the perceptions and experiences of students as regards use of Canvas in Practical Research subjects. The collection of data from different means to corroborate results is what Merriam (1988) referred to as triangulation, thus, ascertaining internal validity and reliability since data are gathered from multiple sources.

Participants and Sampling

One hundred thirty-six (136) randomly selected Senior High School (SHS) students from 5 different strands in a private university in the Philippines participated in answering the survey questionnaire. Three rounds of focus group discussions were conducted among 30 SHS students in order to gain deeper understanding about their experiences in their Blended Learning Research Writing class. These students were enrolled in Practical Research I (Quantitative Research Writing) and Practical Research II (Qualitative Research Writing). Classes in these subjects were held using blended learning approach with 1.5 hours face-to-face and 1.5 hours online using Canvas as a Learning Management System (LMS).

Instruments of the Study

The researchers adapted the Web-based Learning Environment Instrument (WEBLEI) from Chang and Fisher (2003) to assess the perceptions of students regarding Canvas as an LMS for their blended learning. The questionnaire contained 32 items with four scales: Access, Interaction, Response, and Result. Each scale consisted of 8 items measuring different areas about that scale. The questionnaire was in a form of Likert scale with 4-point basis. However, the verbal interpretations used for the scales differed. Access and Response Scales used 4.0-3.50= Strongly

Agree; 3.49-2.50= Agree; 2.49-1.50= Disagree; and 1.49-1.0= Strongly Agree, whereas Interaction and Result Scales used 4.0-3.50= Always; 3.49; 2.50= Often; 2.49-1.50= Sometimes; and 1.49-1.0= Rarely.

In order to contextualize it to the present study, the instrument underwent expert validation by a university researcher and a research teacher. During the validation process, some changes on the wording of the items were made in order to suit them to the needs of the study. Despite the modifications done, all 32 items were retained as they were deemed relevant and useful in helping the researchers find answers to the problem at hand. Apart from the expert validation, the instrument was also pilot tested to a group of 20 SHS students taking Practical Research subjects to check on internal consistency and reliability and a Cronbach's alpha value of 0.88 across all items was obtained which meant that items were internally consistent and reliable. As to the qualitative data collection, the researchers used unstructured questions regarding students' experiences in using Canvas in Practical Research. Although the researchers did not use structured questions during the focus group, the discussion was centered on the four scales from the survey since qualitative findings were meant to build on the quantitative results.

Data Collection Procedure

A survey method was used in determining perceptions of students towards Canvas while focus group discussion was employed as a means of exploring the experiences of students in using Canvas in their Practical Research subjects. Before the researchers conducted the quantitative phase which is the survey, formal letter was sent to the Principal's office for approval of the data gathering activity. After approval was sought, the researchers distributed informed consent letter to parents. It was necessary to obtain parental consent in this study because the researchers dealt with students who were still considered minors. The researchers then retrieved the letters with parents' signature and administered the survey. However, before having the students answer the survey, the researchers fully oriented and debriefed them regarding the purpose of the study and their roles as participants. After a week of initial data gathering, the researchers proceeded to the second phase which is the focus group discussion. Before the session started, the researchers ensured that complete orientation and debriefing were conducted. The participants were also informed that they were free to withdraw anytime they wanted, and that they had the freedom to not share whatever they felt uncomfortable with.

Data Analysis

For the quantitative data analysis, the study used descriptive statistics, particularly measures of central tendency and dispersion. Mean and standard deviation of each item in the survey were computed in order to gain the weight of the items as based on students' responses. Arbitrary scales were used to interpret the mean scores and weighted means for each individual item and for each scale. For the student perceptions of Canvas in terms of Access and Response, the scale generalizes and interprets the mean scores and weighted means as Strongly Agree/Very high perception (4.0-3.50), Agree/High perception (3.49-2.50), Disagree/Moderate perception (2.49-1.50), and Strongly Disagree/Low perception 1.49-1.0). As regards student perceptions of Canvas in terms of Interaction and Results, the scale was Always/Very high perception (4.0-3.50), Often/High perception (3.49-2.50), Sometimes/Moderate perception (2.49-1.50), and Rarely/Low perception 1.49-1.0). Meanwhile, for the qualitative data analysis, the researchers used thematic analysis by

Braun and Clarke (2006). Using thematic analysis, the researchers first audio-taped the conversations that took place during the focus group discussion and then transcribed them verbatim. Transcripts were read and re-read by the researchers to be immersed with the data. Initial ideas especially which came from analytic observations were noted during this phase. Next, the researchers coded the data, deciphered every data item and collated all the codes along with the relevant extracts from the transcripts. The researchers constructed themes and assigned all the coded data to the themes. The researchers then reviewed all the themes created to make sure they do not overlap with each other. Once all the themes were critically reviewed, the researchers formulated compelling and informative name for each theme, and each was written a full analysis that supported the research questions. Then, the researchers discussed each individual theme supported by its excerpts, linked it to the research questions and positioned it in the light of the existing literature. It should be noted that each participant was assigned a pseudonym which was used in labeling their answers in the discussion section. This procedure was done to ensure that the participants' identity was totally protected.

Results

Research Question 1: What are the levels of perceptions of students about Canvas as an online platform in Blended Learning Research Writing Class in terms of access, interaction, response, and result?

1. Access

Table 1 below reflects individual items as regards Access Scale of Canvas. As shown, students rated their access to Canvas as generally with the grand mean of 3.10, interpreted as *agree*. This may demonstrate efficiency and potential usefulness of Canvas as a blended learning tool in a Research Writing Class.

The mean score of 3.21 for item 4, "I am allowed to work at my own pace to achieve learning objectives" is the highest of all the responses in this scale. This result may indicate that Canvas as a blended learning tool provides students with utmost autonomy and efficiency to customize learning at their own pace. Accessibility of learning activities at students' own convenience in Canvas is also remarkable (3.14) parallel with the flexibility that they are afforded to achieve the learning targets (3.14). This clearly shows that given blended learning, students do not have to work under pressure to finish the activities since they can access them anytime even without teachers' presence.

Table 1

Student Perceptions about Canvas as an Online Platform in BL RW Class in terms of Access

Access	Mean	SD	Interpretation
I can access the learning activities at my own convenience.	3.14	0.76	Agree/High perception
The online material is available at locations suitable for me.	3.03	0.75	Agree/High perception
I can use time saved in traveling and on-campus class attendance for study and other commitments.	3.10	0.82	Agree/High perception

I am allowed to work at my own pace to achieve learning objectives.	3.21	0.73	Agree/High perception
I decide how much I want to learn in a given period.	2.99	0.78	Agree/High perception
I decide when I want to learn.	3.10	0.75	Agree/High perception
The flexibility allows me to meet my learning goals.	3.14	0.73	Agree/High perception
The flexibility allows me to explore my own areas of interest.	3.10	0.74	Agree/High perception
Grand Mean	3.10	0.76	Agree/High perception

Legend:

4.0-3.50= Strongly Agree/Very high perception

3.49-2.50= Agree/High perception

2.49-1.50= Disagree/Moderate perception

1.49-1.0= Strongly Agree/Low perception

However, some teachers may implement stricter deadlines where students are given only specific time to comply. This is consistent with what the students rated as lowest in item 5 (2.99), “I decide how much I want to learn in a given period”. This implies that although blended learning is self-paced, teachers still orchestrate the learning of students, i.e. they still own the control as to what students should learn and how much time should be given for learning activities in Canvas.

2. Interaction

Displayed in Table 2 is the result of Interaction Scale of Canvas as perceived by students. The grand mean (2.98) signifies a favorable agreement from student respondents about the communication and collaboration that Canvas affords them in their Practical Research Classes. This illustrates how Canvas can be an effective auxiliary tool for promoting academic interaction between and among students and teachers

Table 2

Student Perceptions about Canvas as an Online Platform in BL RW Class in terms of Interaction

Interaction	Mean	SD	Interpretation
I communicate with other students in this subject electronically (email, bulletin boards, chat line).	2.77	0.98	Often/High perception
In this learning environment, I have to be self-disciplined in order to learn.	3.30	0.69	Often/High perception
I have the freedom to ask my teacher what I do not understand.	3.15	0.87	Often/High perception
I have the freedom to ask other students what I do not understand.	2.99	0.89	Often/High perception

Other students respond promptly to my questions.	2.60	0.91	Often/High perception
I regularly participate in self-evaluations.	3.01	0.91	Often/High perception
I regularly participate in peer-evaluations.	2.90	0.85	Often/High perception
I was supported by positive attitude from my peers.	3.12	0.82	Often/High perception
Grand Mean	2.98	0.86	Often/High perception

Legend:

4.0-3.50= Always/Very high perception

3.49-2.50= Often/High perception

2.49-1.50= Sometimes/Moderate perception

1.49-1.0= Rarely/Low perception

Notably, item 2 which is “In this learning environment, I have to be self-disciplined in order to learn” has the highest mean score of all the items in the Interaction Scale. This may portray the obligatory role that students should play when using Canvas in a blended learning environment. This further signifies that in order to be successful in such a demanding blended Research Writing Class, students must have strong determination to initiate collaboration with their peers. They should keep positive attitudes to be participative and interact with teachers through feedbacking. While Research Subjects are highly writing in nature, it goes that students may take advantage of Canvas to ask for clarifications and comments regarding paper revisions from their teacher. The real interaction that is existent in Canvas during blended time is affirmed by the mean score of item 3 (3.15), “I have the freedom to ask my teacher what I do not understand”. This may suggest that teachers of Practical Research are also participative in the online community. This is made even more possible through the Canvas application which the teachers can install and use more conveniently without relying on the web-based application from the computer. However, the findings in this scale seem to indicate that there is less interaction as regards student-to-student as shown by the mean score of 2.60 for item 5, “Other students respond promptly to my questions”. This suggests that students may use Messenger or any other social networking applications which are more convenient and hassle-free for them when dealing or communicating among themselves online.

3. Response

Table 3 reveals students’ perceptions towards response potentialities of Canvas as used for learning Practical Research. As can be seen, the grand mean of 2.82 suggests that Canvas is positively responsive to students’ needs and thus, can be utilized as a medium for achieving satisfaction and achievement among students. The mean score for item 1, “This mode of learning enables me to interact with other students and the teacher” is 2.96 which is the highest of all the other items within the Response Scale. This supports the Interaction that students can benefit from using Canvas.

However, since interaction between students and their peers was minimal, still teachers should encourage the use of Canvas for brainstorming or doing collaborative work during the blended time.

It can also be gleaned from the table below that using Canvas in Practical Research has the advantage of extending learning beyond the traditional classroom as students were able to acquire more lessons using this blended learning platform. Of equal importance is that such a web-enabled system could sustain the interests of students throughout the semester. Students also reported that they felt a sense of fulfillment and success in using Canvas for their Practical Research requirements. This may be practically true because, in research, students are often tasked to produce multiple drafts that without the help of Canvas require hard copy submissions which can be costly and inconvenient for many students. Despite this, however, item 3, “I enjoy learning in this environment” which has the lowest mean score (2.74) indicates that teachers may need to design more interesting materials that suit into the interests and needs of their students.

Table 3

Student perceptions about Canvas as an Online Platform in BL RW Class in terms of Response

Response	Mean	SD	Interpretation
This mode of learning enables me to interact with other students and the teacher.	2.96	0.84	Agree/High perception
I felt a sense of satisfaction and achievement about this learning environment.	2.83	0.82	Agree/High perception
I enjoy learning in this environment.	2.74	0.92	Agree/High perception
I could learn more in this environment.	2.87	0.86	Agree/High perception
It is easy to organize a group for a research project.	2.75	0.88	Agree/High perception
It is easy to work collaboratively with other students involved in a research project.	2.79	0.86	Agree/High perception
The web-based learning environment held my interest throughout my course of study.	2.87	0.84	Agree/High perception
I felt a sense of boredom towards the end of my course of study.	2.81	0.92	Agree/High perception
Grand Mean	2.82	0.87	Agree/High perception

Legend:

4.0-3.50= Strongly Agree/Very high perception

3.49-2.50= Agree/High perception

2.49-1.50= Disagree/Moderate perception

1.49-1.0= Strongly Agree/Low perception

While Canvas contents and modules are highly standardized, i.e. developed by one or two subject heads, teachers who are assigned to teach the subject must consider modifying the content

that they may find relevant and more meaningful to their students. This is important because in senior high school, students come from different strands which indicate that they may share different learning styles and interests. Teachers must, therefore, be sensitive to the needs of their students should learning be successful virtually.

4. Results

The data in Table 4 display findings relevant to Results Scale of Canvas in learning Practical Research. Overall, majority of students from the sample indicated agreement that Canvas meets their learning goals in Practical Research as supported by the clear, organized and appropriate lessons and activities provided by their Research teachers in Canvas (2.98).

Table 4

Student perceptions about Canvas as an Online Platform in BL RW Class in terms of Results

Results	Mean	SD	Interpretation
The learning objectives are clearly stated in each lesson.	3.13	0.87	Agree/High perception
The organization of each lesson is easy to follow.	2.93	0.80	Agree/High perception
The structure of the Canvas learning environment keeps me focused on what is to be learned.	2.86	0.87	Agree/High perception
Expectations of assignments are clearly stated in each module.	2.93	0.85	Agree/High perception
Activities are planned carefully.	3.08	0.83	Agree/High perception
The subject content is appropriate for delivery on Canvas.	3.06	0.79	Agree/High perception
The lessons in each module are clearly presented.	3.10	0.78	Agree/High perception
The quizzes on Canvas enhance my learning process.	2.82	0.95	Agree/High perception
Grand Mean	2.98	0.84	Agree/High perception

Legend:

4.0-3.50= Strongly Agree/Very high perception

3.49-2.50= Agree/High perception

2.49-1.50= Disagree/Moderate perception

1.49-1.0= Strongly Agree/Low perception

Remarkably, item 1 “The learning objectives are clearly stated in each lesson” has the highest mean score which signifies that students were properly guided in their learning during the blended time. This seems to indicate that the Research teachers were aware of the significance of setting clear objectives that will help keep the students informed of what is expected of them during the online learning. It is important to mention that blended learning is a highly independent and

self-initiated process and so if students are provided with clear targets at the beginning, learning is likely to thrive. Cognizant to this are clear presentation of lessons and carefully planned activities that aim at meeting the objectives set. The proper sequencing and structuring of activities may be an important consideration in an online learning because teachers are not expected to be around all the time to facilitate the students. Certain factors such as internet connections or late responses from teachers during the consultation time may impede the learning of students.

However, it appears that when tasks are sequentially and logically presented, students can initiate themselves and finish the tasks even with minimal supervision from their teachers. Although students considered “The structure of the Canvas learning environment keeps me focused on what is to be learned” less valued (2.86), teachers’ efforts in integrating carefully planned activities that are consistent with lesson objectives may still aid students in coping and achieving the learning goals during blended time. Evidently, assessment in blended learning using Canvas may be the problematic area to deal with for students. Item 8, “The quizzes on Canvas enhance my learning process” has the lowest mean score (2.82) signifying certain limitations that online tests may fail to capture as when compared to traditional tests. As research subject is more into writing, teachers may sometimes fall short reviewing and correcting all student written outputs submitted online. This may be primarily due to some issues related to internet connection which interfere teachers in continuously and objectively evaluating students’ works. Even for students, internet connection may be a huge problem to deal with when answering taking tests online. This suggests that adopting Canvas as a blended learning in Practical Research takes several aspects to consider if desired result is expected among students.

Research Question 2: What are the experiences of these students in using the said online platform in their BL RW class?

The series of focus group discussions with the students conducted by the researchers led to a deeper exploration of the experiences of these students in their BL RW class. These experiences were recounted and analyzed by the researchers into two meaningful themes: (1) *students sharing favorable experiences regarding Canvas in their BL RW Class* and (2) *students experiencing some challenges in using Canvas for their BL RW Class*.

1. Students sharing favorable experiences regarding Canvas in their BL RW Class

From the series of focus group discussions, the participants expressed positive experiences concerning the use of Canvas as a blended learning tool in their Practical Research subjects. Their positions on how Canvas can be beneficial to them as based on their experiences are summarized below:

One thing is the efficiency it gives us. We don't need to print out our research articles. So, we could save money and time. The submission can be made easier through online. (Mark:1)

Our teacher last first semester was busy with the University week. So, we did not often meet, but Canvas served as a means for us to communicate. In our Quantitative Research this semester, we use Canvas for submitting soft copy of our written works. So, it helps us save some costs. (Anne:3)

If the teacher could not meet us, there are ppts, quizzes, and discussions that we can answer. Canvas helps us even if teachers are not around. (Samantha:1)

Remarkably, it can be said that Canvas has the advantage of helping students in terms of their finances. While it is true that research writing involves series of revisions, with Canvas which can be used for online submission, students are no longer compelled to spend money printing out their papers. The use of Canvas can also serve as best substitute when teachers are not around since all the materials and activities needed for the subject are made readily available online for students. This means that Canvas has the potentials of offering them convenience and accessibility of information which they can use to enhance their learning about the lessons discussed during face to face.

2. Students experiencing some challenges in using Canvas for their BL RW Class

Despite the usefulness and significance of Canvas as a BL tool in Practical Research, students reported several challenges and problems which they encountered during their past and present experiences. Most of these challenges were results of lack of orientation and training given to them prior to the start of their blended subjects while some were limitations of Canvas in reaching the targets for the subject. These challenges and problems are shown in the following statements by the students.

When we started using Canvas, we had difficulty adjusting. We often used up our free time in exploring Canvas. (Lara:2)

I did not know how to use Canvas then. So, I asked our teacher if we could use Gmail for submission. We had issues with accessing Canvas, so we went to IT to report problems. It caused us some trouble. (Samantha:1)

One of my classmates had issue with the online quizzes. She had internet connection, but it was slow. She could not answer the quiz, and the time kept running so when the time was up, she was unable to answer the quiz. (Sheila:2)

For me, it was not effective to use Canvas for feedback. Some teachers did not see the inquiries of students, so they opted to use Messenger instead of Gmail. So, it turned out that Gmail becomes more useful. The duration of teachers' feedback is longer. They replied faster in Gmail. (Gwyneth:3)

We could have misunderstanding if we don't meet personally with the teacher for consultations. So, since in research, we have to revise and revise, it is better if we meet the teacher personally. (Lara:1)

For new students, there should be orientation or training so they would know or they could expect. (Sheila:3)

Apart from students, teachers should also be trained because there are instances that teachers are not familiar with canvas interface. (Mark:3)

The problems reported above are multifaceted since they are of varied types. The first three statements given by the participants indicate issues inherent in Canvas itself which could be avoided when proper training is made before starting a blended learning subject. The difficulty articulated by students in dealing with the LMS used was due to the lack of training provided by the IT department. It is also important to note that issue with online quizzes was mentioned by students all throughout the discussion. This may suggest that the school needs to improve its internet connection, or the IT department should keep proper maintenance of the LMS from time to time to ensure that all features are functional. In addition, feedback was seen to be advantageous for students if delivered during face-to-face meeting. In fact, only one student during the focus group explained how his previous teacher in Qualitative Research was able to make use of online feedback in Canvas effectively while most contended that for feedback to work best, it should be done face to face with teachers since online feedback can lead to misunderstanding. They maintained that through personal consultations, they can clarify with their teacher the revisions they are asked to do. Another thing is that teachers tend to provide late replies to their inquiries when using Canvas and chances are, they are opted to use other means such as Messenger or Gmail in order to communicate from afar.

Moreover, the students also mentioned that since Canvas is a new platform of learning for the subject, it is important that the school provides orientation or enough training to students. Interestingly, since teachers are expected to be partners of students in this innovative tool of teaching and learning, there is also a necessity for them to be regularly trained. One student contended that there were instances that their teacher was not familiar with how to operate the system.

Discussion

The data generated from the quantitative findings suggest that students demonstrate positive perceptions towards using Canvas as a blended learning tool in their Research Writing class. The usefulness of Canvas in a blended Research Writing class as determined by the perceptions of students is remarkable. Majority affirmed that Canvas is a viable tool for learning since the platform serves them a room to customize learning according to their needs. As regards access to Canvas, it seems to show that students find Canvas to be efficient and useful in reaching their learning targets. In addition, students reported that they could save time in a blended class. This finding corroborates Tuomainen's (2016) study where it was found that students displayed positive attitude and enthusiasm for blended learning, particularly for its convenience, flexibility and greater allowances for individual time management. This result is also consistent with previous studies on blended learning (see Albrecht, 2006; Moskal & Cavanagh, 2014; Sharpe et al., 2006).

Findings from the Interaction scale indicate that students have the freedom to participate and initiate interactions with their teacher and classmates during the blended time. The interactive benefits of blended learning in L2 classrooms have been also discovered in different studies (López-Pérez et al., 2012; Hughes, 2007). In connection to this, Hirumi (2002) identified three levels of interaction: (1) the interaction of the learner with himself; (2) interaction with human and non-human resources in the learning environment; and (3) interaction of the learner with the e-learning strategy enforced. From the findings, it is clear that Canvas has the potential of buttressing these levels of interaction among students in a blended Research Writing class. With free and

convenient content to access in Canvas, students have the advantage of interacting with themselves as well as their peers and teachers. However, it is important to note that students' self-discipline while learning online was perceived to be vital which means that their determination to initiate interactions with their peers and teachers is key to their learning success in such a highly self-paced, independent learning environment.

Concerning the Response Scale, the study found out that students could interact with their classmates and teachers which is in support of the findings obtained from the Interaction Scale. Of equal importance is that, although it was slightly not easy to organize groups for research projects, students could learn more through blended learning using Canvas and such LMS could hold their interest in learning about the subject. This finding particularly resonates Alhazbi's study (2016) where a blended learning course was discovered to foster collaborative learning, i.e. capable of rendering a high level of interaction between students and the teacher, providing students with immediate feedback, and supporting students' reflective practice. This is also consistent with Liu (2013) who found that blended learning can help promote interaction between and among students and teachers, lessen communication anxiety, encourage independence and autonomy, and enhance students' academic writing skills in English.

Interestingly, qualitative findings from the focus group discussions affirm the quantitative results found in this study. As what the students revealed, their blended learning experiences using Canvas in their Research Writing class enabled them to appraise the convenience and efficiency that the learning platform afforded. This again resonates Tuomainen's (2016) result which stated that students displayed enthusiasm for blended learning due to its efficiency, convenience, and flexibility. Given these potentialities of blended learning, students can learn more language functions (Beatty, 2003; Chang, 2005), achieve greater levels of engagement (González-Bueno, 1998), reduced anxiety (Kessler, 2010), develop more enthusiasm and attention, and gain greater autonomy (Leakey & Ranchoux, 2006; Vinther, 2011).

While it is true that Canvas may serve as a promising learning platform for students in learning Practical Research, however, it also comes with certain limitations and challenges which, if not addressed properly, can lead to student frustrations and unsuccessful learning. One of the problems that students consider to be important is the internet connection. The students reported that during online quizzes, they often encounter issues with the system which is caused by unstable internet connection. This sentiment shared by students is probably the cause why online quizzes segment in the quantitative data was rated the lowest across all items by students. The issue with internet connection in the school premises can be linked to what Kanuka and Rourke (2013) consider as leadership issues where it is difficult for the administrators to support and sustain the implementation of school initiatives such as blended learning. Since blended time is scheduled during school hours where students are still in school, the school administration should seek initiatives to increase the bandwidth of internet connection for a more effective blended learning experience. Gatcho and Hajan (2019) on studying pedagogical potentialities of Facebook in an English classroom avowed this stating that continual availability of electronic devices and strong internet connection is necessary to ensure that students gain a reliable network to initiate virtual interactions. "Organizational readiness" is pivotal in the successful operation of blended learning and institutions need to be prepared to support online teaching (Marsh, McFadden, & Price, 2003). Another problem is that students had difficulties in dealing with Canvas due to lack of proper training even prior to implementation of the blended learning. The complexity of Canvas interface

may be a huge factor for students which hampers them from learning successfully. Although students are expected to be independent on their own during the blended learning, providing students with basic competence regarding Canvas usage may save them time in navigating and help them to become successful. This lends support to Austria and Alontaga's assertion (2014) that for an efficient and effective blended learning experience, students must be provided with full course training/orientation of the LMS used. Apart from students, findings revealed that teachers themselves were also found to have difficulty in dealing with the LMS. While it is true that the key factor that can spell success in the teaching and learning process is the teachers' approach and their capacity to manage students' language acquisition (Coffin & Pinchai, 2018), preparing teachers for the effective designing and administration of blended instruction is an essential type of support required for successful implementation (Kaleta, Skibba, & Joosten, 2007). As ascertained by Kim and Bonk (2006), teacher training is key for quality online instruction. In addition, Dukes, Waring, and Koorland (2006) suggested that teachers be given the opportunity to experience online teaching beforehand and have a peer mentor as they design and implement an online course. If blended learning is to be successful, not only should students be trained but also teachers who play a critical role in the delivery of the blended learning program.

Feedback system was also problematic as students expressed that their teachers tended to respond to their queries quite longer than the expected time. Tabor (2007) reported that students who detested the blended learning platform revealed problems with locating materials, receiving less instructor feedback, and considering the course content to be too advanced for independent learning. It is significant to note that feedback in writing classes is very indispensable (Ferris, 1999) and writing teachers should know how to provide favorable feedback to students to ignite their love for writing (Hajan, Castillo-Hajan & Marasigan, 2019).

As what Means et al. (2013) emphasized, blended learning is an educational platform that attempts the integration of different learning environments, usually the use of learning via internet and face-to-face teaching. This means that for blended learning to be successful, it requires the presence and commitment of both teachers and students. This is parallel with what Ortega (2018) claims about the concerted effort of "those in the trenches": language and content teachers and learners alike (p. 25). After all, "technology is nothing without a teacher and a plan" (Lewis, 2009, as cited in, Johnson & Marsh, 2014. P. 28).

Conclusion and Recommendations

This study has affirmed the viability of blended learning within an EAP context in secondary education specifically within a Research Writing class. Using Canvas as an LMS, students showed favorable perceptions about their blended learning Research Writing class. The positive perceptions given by students can be attributed to the efficiency, practicality, convenience, and flexibility the blended learning platform provides and the social interactions it affords. The potentiality of blended learning using Canvas in increasing student motivation and engagement is also a remarkable discovery that has led to the positive viewpoints about blended learning offered by students. Nonetheless, sifting through the narratives of these students during the focus group discussions, some challenges that abound their blended learning experience in their Research Writing classes are noted. Internet connection, LMS interface and lack of proper training for students and teachers were among the challenges discovered.

Despite the findings and conclusion of the study, certain limitations are noted. This research has so far investigated the perceptions and experiences of SHS students as regards blended learning in their Research Writing class. Perceptions and personal experiences from teachers who are teaching Research Writing on a blended learning modality were not part of the study. However, since teachers are supposed to be allies of students in the teaching and learning process, it is equally important to explore areas concerning teachers in the blended learning environment. Teacher training as regards blended learning is an interesting topic that obviously needs research. Furthermore, it is important to note that the present study only examines a specific LMS which is Canvas and this LMS needs institutional subscription for use. Other readily available LMS that can be used for implementing blended learning in a Research Writing class may be worth investigating. Lastly, this study is merely an assessment and exploration of perceptions and experiences of students undergoing blended learning. An experimental research is necessary if the goal is to examine actual research writing developments of students within a blended learning environment.

Pedagogical Implications

L2 teaching and learning is a fast-growing field, moving by leaps and bounds due to the advent of emerging technologies and L2 teachers as front liners of the curriculum must always set three steps ahead of their students. Blended learning as an innovative pedagogy in the 21st century should be viewed by language teachers as what Nguyen et al. (2018) consider a form of professional development and a way to keep themselves abreast with the different technological innovations. However, it should remain that no products of technology replace the teachers. Although innovations in teaching pedagogies are supposed to support the development of independence and autonomy among students, the role of language teachers in an online learning environment continues to be critical.

As with teaching research writing applying a blended modality, L2 teachers should ensure that immediate feedback about student writing is provided. Students will feel motivated when they know that their works are being monitored and, more importantly, acclaimed by their teachers. For a successful blended research writing instruction, L2 teachers need be present virtually during the online learning to monitor students' progress. The potentiality of online learning to render a highly dynamic and interactive atmosphere can be optimized by having teachers and students engaged in meaningful online discussions or meetings/conferences. Online writing consultation may also be adopted by L2 teachers provided that students are scaffolded to meet the expected written outputs. This may help save much time during the face-to-face encounter. Essentially, L2 teachers should allow students to do collaborative writing during the online learning. Since research writing especially in the secondary education context is mostly a group collaboration, L2 teachers should design real-life, authentic and interesting writing activities that can facilitate the development of critical thinking skills and acquisition of contextualized linguistic resources that aid them in their writing (Castillo-Hajan, Hajan & Marasigan, 2019).

The successes and failures of blended learning in any educational context are however not entirely dependent on teachers and students alone. "Organizational readiness" is central to the successful implementation of blended learning and institutions need to be ready to support online teaching (Marsh, McFadden, & Price, 2003). Thus, school administration that practices blended learning must ensure that there is sufficient bandwidth of internet connection for a much reliable and fast navigation of writing activities during online learning. Furthermore, student and teacher

training on the use of blended learning system should be conducted regularly so that both teachers and students are updated with the technical know-how of the system used.

The findings of the study are also beneficial to Teacher Education Institutions (TEIs) as they prepare their pre-service teachers in the actual world of work. Blended learning implies tedious preparations in the areas of pedagogical, student performance assessment, and classroom management skills of teachers. Teachers currently handling blended learning classes are no different from their pre-service students as counterparts. In fact, Padagas (2019) indicated that there is a need to empower the pre-service teachers in terms of their pedagogical, student performance assessment, and classroom management skills in preparation to their actual work. Using creative and innovative instructional strategies that are appropriate to a lesson's objectives and students' abilities, interests, and learning styles is highly essential. Student assessments in the forms of formative tests, summative tests and even authentic metrics of assessment are quite important. Moreover, managing classroom in the virtual environment is necessary as this is different compared to the traditional classroom set-up. Hence, the preparation is much desired. With the massive technological innovations influencing the ways teachers handle their classes such as the use of blended learning, pre-service teachers need to be equipped with updates and trends in technology as well as their uses and advantages in order to maximize their utilization in hastening teaching and learning processes. Lastly, when future teachers are well equipped with foundational competencies in teaching, they tend to become more prepared and resilient in delivering quality teaching in their classroom, virtual or face-to-face. The pre-service teachers need to establish resilience in facing the adversities and challenges of the 21st-century classroom (Padagas, 2016). TEIs should continuously develop pre-service teachers as resilient teachers because resilience is a way of life in an unceasingly changing world of the teaching profession.

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Implementing Eco-translation to Build Translation Competence and Course Design

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Abstract

This research looks at eco-translation as a pillar of translation competence, as well as the design of teaching materials for translation courses. Unsolved issues in translator education programs include producing students with well-rounded translators who possess both translation (hard skills) and skilled translator competence (soft skills). The majority of universities that offer translator training programs place a strong emphasis on translation skills. To evaluate results, this study used a case study with a qualitative approach. This study, which took place in Malang, Indonesia, included four universities, 12 lecturers, and 80 students as participants. Observation, interviews, and paper reviews were used to gather information. The key data analysis approach was content analysis. The findings indicate that translation competence is primarily acquired by linguistics knowledge. However, in practice, translation hard skills and soft skills must be refined in a social setting where the environment and social context are the most competent. Eco-translation satisfies the requirements in this way. Eco-translation has been shown to meet the needs of course design and teaching methods in translation for teaching.

Keywords: translation competence, translator competence, translator training, translator education

Introduction

This research focuses on how a translation course has been used to teach English in Indonesia. Translation teaching materials are evaluated in three different English study programs offered to Diploma 3, undergraduate, and vocational students. This study also discusses how to improve translation course design and how translation competence is viewed as a cornerstone. Essentially, translation competence is the first insight a translator should gain (Newmark, 2004; Nord, 2005; 2007; Tan, 2008). This study attempts to apply “eco-translation,” a new translation approach initiated by Prof. Hu Gianshen (2004) that has now become an insight into translation competence (Zhang, 2021).

The translation aims to convert the same meaning of the source language (SL) into the target language (TL) (Newmark, 1982; Fox, 2000). Translation as a human act puts two diverse communities with different cultures and languages into intellectual contexts in the recent era of technology (Hu, 2004; Arbain, 2020; Alolaywi, 2021). To address both issues, the translator's job is centralized to encourage mental effort and ensure that everyone comprehends the TL he has made (Jabsheh, 2021).

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The translator's expertise, personal knowledge, and strategies as a specialist in cross-cultural communication are human predictors of the translation act (Dogan, 2021; Fauzan, Lubis & Kurniawan, (2020).

In a new perspective, researchers have done ecological, environmental, and evolutionary translation. The emphasis of translation theory, according to Newmark (1982), is not on SL or TL translation principles, but rather on SL choices and decisions. The topic of cultural turn was first raised in 1900 by Lefevere & Bassnett (1990), who equated the translation sense with the cultural setting. Cronin (2003) used "translation ecology" in his book *Translation and Globalization*, and admitted that translating two languages should serve a "good balance."

The first draft of eco-translation by Hu (2004) was previously defined in 2001 and he launched his concept in 2004. Hu (2004) maintains translation is how a translator selects and involves adaptation to translational eco-environment. Adaptation and selection refer to cycles to which the translation process takes place (Hu, 2013). The term 'ecological world' refers to the SL and the TL. If the highlights on the language, social aspect of translation, the "the client," and "the readers" (Hu, 2013), translation and optimization will be prevented. The focus of the theory is on the translator's importance, the subjective role of a translator. Optimal adaption of 3D translation strategies is indicated in micro (linguistic, cultural, interpersonal). If more dimensions are adapted, the results will be more proper.

Translator education programs try to train and educate the students to be well-rounded translators. Well-rounded translators are, according to Tan (2008), the ones who possess knowledge and skills that enable them to re-express the intended meaning of SL to TL. Such knowledge and skills are generally referred to as translation competence (Dogan, 2021). However, people have different concepts of translation competence. In the past, people believed that translation competence is the same as bilingual competence because translation is seen as a communication between two languages. In the last few decades, however, more experts see translation competence covers bilingual competence and beyond. Because this so-called translation competence comprises several sub-competence or components, this can be called multi-componential components (Maulana et al. 2020; Alolaywi, 2021; Jabsheh, 2021; Wang & Ji, 2021).

Review of Literature

Eco-translatology

Prof. Hu Gengshen (2004; 2013), a Chinese professor who was influenced by the recent ecological movement of "return to nature" and borrowed Darwin's theory of natural selection in translation studies, proposed eco-translatology, a new paradigm of translation research (Ma, 2019, p.14). This attempt combines translation and ecology comprehensively and scientifically, and it has been gaining increasing attention from translation theorists.

Hu (2013, p.485-499) admits that eco-translatology perceives translation as a symbiotic eco-system that translates ecology, environments, ecological text, community, and their interactions. The translation is a process of target texts derived from "natural" selection. In a simple term, translation is defined as the following formula:

$$\text{Translation} = \text{Adaptation} + \text{Selection} \text{ (Gengshen Hu, 2013, p.86-87)}$$

Eco-translatology advocates adaptation and selection in a holistic manner. This way, the translator includes as many translation considerations as possible, including the source/target language's communication, cultural, social environments, and translator sense. The goal to apply one of three-dimensional translation is to focus on the linguistic, cultural, and communicative

aspects (Yang, 2019, p.16). This “translation method” takes into account three things: linguistic, cultural, and interpersonal dimensions. At the same time, there is a deep connection among these three dimensions: language translation is the translation of cultures; the result of communication is culture.

1. Linguistic transformation

Linguistic transition indicates the way to adapt and select meaning at different stages. It involves rhetorical devices and punctuation, though not restricted to the language type of formality or informality (Yang, 2019, p.20).

2. Cultural transformation

Cultural distinctions become the root of potential misunderstandings in translation. A translator should take into account the cultural potentials and bridge to solve the problems.

3. Communicative transformation

Consideration of eco-translatology recommends communicative transformation as well as linguistic and cultural transformation in translation. First, the communicative goal of the text should be conveyed in the target language; secondly, meaning and expression should be in the source language and culture (Yang, 2019, p.21-22).

The translator should also strive to expand in the three non-literal dimensions (i.e., go out of their way to emphasize the symbolic and translate only the essential while leaving out the insignificant) to achieve the balance and sustainability of the translated environment.

Translation Competence

Beeby (1996) identifies translation competence as comprising two main competencies: (a) transfer Competence and (b) translation relevant competencies which consist of linguistic command in two languages, cultural performance, factual knowledge, and technical ability. Hatim & Mason (1997) state that translation performance consists of (a) SL processing skills to understand the meaning and information in the SL, (b) transform skills to transfer the meaning into the SL for the intended target readers), and (c) TL text processing skills to re-write the intended message in the target text. This definition of translation skills seems to only consider that translation is only related to the meaning or message transfer.

Based on the research in a translation teaching setting, some experts propose models of translation competencies. Fox (2000) explains translation competence as containing communication, culture, language learning, and problem-solving. Beeby (2000) outlines three sub-competencies: transfer competency, linguistic competency, and situational competency. Schneider (2000) notes that six translation abilities are required for teaching programs: linguistic competence, cultural competence, textual competence, subject/domain knowledge, and general/field knowledge.

Kiraly (2006) comes up with the term translation competence per se to refer to skills and knowledge directly related to the actual process of translation. This includes language competence in linguistics, norms, textual theory, various types of documentation, techniques, competencies, technology, and research strategies, and knowledge. He also finds personal competence and social competence as capabilities not directly related to professional translation competence, but very

essential for the translator's professional development. Personal competence concerns intrapersonal skills, capabilities, and disposition. Being flexible, responsive, prepared for long-to-learn, and attentive to quality issues are all part of an organization's preparation for long-term success. Finally, social competence is more to interpersonal skills, comprising etiquette, negotiation, and teamwork skills.

Kelly (2007) maintains that translation graduates must have subject-area, cultural, intercultural, and strategic, as well as text-based and psychological and practical competencies. In agreement, Tan (2008) affirms that translation competence consists of sub-competencies that empower a person to be able to translate well. A big umbrella skill is termed transfer competence. A good translator should have translator competence and sub-competencies as an expert, integrating cognitive skill, bilingual communicative skill, pragmatic performance, transfer skill, technological performance, and instrumental skills to make a 'well-rounded' translation specialist.

Translation skills proposed by a group of translation research called PACTE are very popular. PACTE (2003) outlines translation performance and five sub-competencies, namely: (a) bilingual sub-competence (ability to communicate in two languages, the components of which are pragmatic knowledge, sociolinguistic knowledge, textual knowledge, and grammatical-lexical knowledge), (b) extra-linguistic sub-competence (the knowledge about the two culture involved in the text, encyclopedic knowledge, and knowledge about the topic to be translated), (c) knowledge about translation sub-competence (knowledge about basic theory of good translation and translation market knowledge), (d) instrumental sub-competence (skills to use translation helping tools, and (e) strategic sub-competence (ability to apply all knowledge and skills to achieve good translation). Hatim & Mason's (1997) first and third skills are combined into one sub-competence, namely bilingual sub-competence. Other sub-competencies are not related to linguistics. It is the clue to say that PACTE (2003) sees translation as a holistic activity.

Considering the above discussion, this paper adopts the view stating that translation competence comprises of several components. Further, it refers to translation competence for translation teaching purposes is the use of translation competence terms. To have a better picture of the translation competence for translation teaching, the researcher recategorizes those competencies into several main competencies: (a) linguistics competence, (b) non-linguistic knowledge, (c) transfer competence, (d) technical skills, and (e) personal skills.

The framework of components that make up translation competencies for translation teaching purposes, see table 1.

Table 1. Components of translation

Proposers	Translation competence				
	Linguistic competence	Non-linguistic knowledge	Transfer-related component	Technical skills	Personal skills
Christiann a Nord in Beeby (1996)	• Linguistic competence,	• Cultural competence	• transfer competence	• technical competence	
Hatim and Mason	• source text processing skill		• transfer skill		

(1997)	<ul style="list-style-type: none"> • target text processing skill 				
Fox (2000)	<ul style="list-style-type: none"> • socio-cultural competence • language and cultural awareness, 				<ul style="list-style-type: none"> • learning-how-to-learn, • problem-solving goals
Beeby (2000)	<ul style="list-style-type: none"> • contrastive linguistic competence, • contrastive discourse competence, 	<ul style="list-style-type: none"> • extra-linguistic competence 	<ul style="list-style-type: none"> • transfer competence , 		
Kiraly (2006)	<ul style="list-style-type: none"> • Linguistics • Text typology • Norms and conventions • Terminology 	<ul style="list-style-type: none"> • Culture • World knowledge 	<ul style="list-style-type: none"> • Quality control 	<ul style="list-style-type: none"> • Technology • Research 	<ul style="list-style-type: none"> • Autonomy • Preparedness for life-long learning • Sense of professional responsibility • Etiquette • Negotiation • Teamwork
Kelly (2007)	<ul style="list-style-type: none"> • Communicative and textual competence 	<ul style="list-style-type: none"> • Cultural and intercultural competence • Subject area competence 		<ul style="list-style-type: none"> • Professional and instrumental competence 	<ul style="list-style-type: none"> • Attitudinal or psychological competence • Interpersonal or social competence

The terms presented above surely have some overlapping. For example, the linguistic component is called bilingual sub-competence by PACTE (2003) and SL processing and TL processing by Hatim & Mason (1997). However, this paper does not discuss the overlap but it emphasizes that competence of both translation and as a translator are required in the teaching of translation and, therefore, an alignment of a good translation teaching program shall accommodate the development of those competencies.

Teaching Approaches

As for teaching, there are three approaches to consider in designing the whole set of courses. Miller (1996) mentions three views or approaches to teaching: (a) teaching as transmission, teaching as a transaction, and teaching as transformation. Each approach however does not indicate the superiority as a single model (Budiharso & Arbain, 2019), rather it is the procedure that makes one differs from the others (Solikhah & Budiharso, 2020).

In a transmissionist's view, teaching is seen as the process of transferring information from Point A (the teacher) to Point B (the students). The teacher serves as a source of knowledge, fact arbitrator, and ultimate evaluator of learning. From this view, a teacher's task is to provide students with a predetermined body of knowledge in a predetermined sequence. Therefore, the teacher is the center of learning (Budiharso & Arbain, 2019). Students are successful if they can demonstrate or repeat the knowledge that has been received (Solikhah & Budiharso, 2020). In translation pedagogy, this is usually called as transmissionist approach, conventional approach, or *performance magistrale* approach. The various names of this approach can be found in many literatures. This approach is criticized for demotivating, de-empowering students and lacking features that can prepare students for professional life (Miller, 1996).

The class is teacher-centered. In the classroom, teachers play a dominant role to transmit the knowledge of how to achieve equivalence of the source translation unit. The students are there to obtain the knowledge of translation by listening to the lecture or the teacher discuss their erroneous translation (product) of source texts selected by the teacher. Therefore, this approach is also called a product-oriented approach.

With this approach, students do a lot of trial-and-errors mostly independently. Hence, it can be stated that this view is consistent with behaviorism educational philosophy (behaviorist learning theory). If not implemented in combination with other methods, the students may not be flexible in solving problems and not make good team workers, nor problem solvers. This is the most used approach in Indonesia and maybe also in many other countries.

The second view is teaching as the transaction. A transaction sees learning as successful if students have an interaction with other persons and the materials to gain valuable experience to construct more comprehensive knowledge by relating the new knowledge with the past knowledge (Santrock, 2004). Hence, it is consistent with constructivism educational philosophy. Here, learners build their understanding of new knowledge by taking part in activities and interaction with their peers and teachers. The teacher, then, helps the students to gain new knowledge by planning and crafting the rich experience. Students are successful if they can use the new knowledge to solve problems.

In translation teaching, the instruction that can be classified into this approach category is objective-based instruction (see Davies & Kiraly, 2006), translation process-oriented approach promoted by Gile (1995), and also social-constructivist approach (Davies & Kiraly, 2006). In an objective-based approach, the teaching objective is the first to determine. The training process is more important than the product. During the process, students gain knowledge to interact with other students and teachers. Further, the translation process-oriented approach bases the classroom experiences on the process a translator experiences during translation. Students gained knowledge from experiencing the translating process, including the process of selecting and applying certain translation principles, methods, and procedures (Gile 1995). During the process, the teacher shows appropriate principles, methods, and procedures as the students' need for them arises. The strength of this approach is the chance to help students deal with translation problems faced by the students (King-kui in Hung 2002) using certain types of translation strategies. Therefore, the teacher is seen as a resource person. He moderates discussion resolves conflicts and provides examples when needed. Students' role is dominant here as they are responsible for the learning. Therefore, this approach can be classified as a student-centered and teacher-guided approach, an approach that is not a teacher-centered *performance magistrale* one (Kiraly, 1995).

The instruction may use several models, such as the translation sequential model (Gile, 1995) where students do the assignment just like professional translators translate. In the classroom, there is no discussion to compare students' work and ideal work, but the discussion is on how to solve problems. During this process, the teachers, as resource persons, can show appropriate translation principles, methods, and procedures to handle the problems (Gile, 1995).

The third view of teaching is teaching as transformation. This eye perceives teaching as defining environments that can facilitate students through different cognitive, emotional, social, intuitive, creative, spiritual. Students are to explore their full potential as learners, members of society, and even human beings to develop the whole human being. In teaching, such an approach should transform the student into a well-rounded translator. In translation education, project-based learning is of great advantage as it gives students chances to strengthen their skills to function like a professional translator (Kiraly, 1995) especially the one with the authentic project.

In agreement, Kiraly (2006) states that translator education could include all approaches in its program to produce competent professional translators. Further, based on the case study at the English Department of State Polytechnic of Malang, this current paper explicates how the approaches are adopted in its translation course series to develop translation competence and translator competence (soft skills).

Methods

Design

A case study design and qualitative approach were employed for this research (Cresswell, 2014; Zhang & Wildemuth, 2009). The focus of this study included the development of translation competence using theories from Nord (2004) and eco-translation from Hu (2004; 2013). The model of translation teaching was adapted from Hariyanto (2015). Data of this study were analyzed using a qualitative model focusing on converting the narrative texts, determining the unit of analysis, data coding, and verifying the data for accuracy (Zhang & Wildemuth, 2009). This study took place in Malang, Indonesia.

Participants

Participants of this study consisted of 12 translation lecturers and 80 students joining the translation course. The participants were recruited from 4 universities in Malang. For ethical purposes, the university was identified as State Uni 1, Uni 2, Uni 3, and Uni 4. The university and the participants were selected using purposive random sampling. See table 2 to see the characteristics of the participants.

Table 2. Participants of the Study

No	University	Lecturer N=12		Students N=60		Semester
		F	%	F	%	
1	Uni 1	3	25			
	Diploma			10	12.5	5
	Undergraduate			5	6.25	5
	Professional			5	6.25	5
2	Uni 2	3	25			

	Diploma			-	-	-
	Undergraduate			20	25	5
	Professional			-	-	-
3	Uni 3	3	25			
	Diploma			-	-	-
	Undergraduate			10	12.5	5
	Professional			10	12.5	5
4	Uni 4	3	25			
	Diploma			10	12.5	5
	Undergraduate			5	6.25	5
	Professional			5	6.25	5
		12	100	80	80	

As table 2 suggests, the participants of the study were lecturer 12 and students 80. The lecturers were distributed into 3 (25%) from each university, while the students were distributed into diploma students 20 (25%), undergraduate students 40 (50%), and professional 20 (25%).

Data Collection

Data of this study were gathered using observation, interview (Cresswell, 2014), and document analysis (Zhang & Wildemuth, 2009). Observations were conducted to collect natural perspectives in the implementation of the teaching translation in all 4 universities. The researcher visited each university three times, once for general observation and twice to collect data. Each visit was recorded using the audio-visual tool so that the comprehensive captures of the observation could be analyzed comprehensively. The researcher collected 12 records on the observation, but he selected one video that was best to represent the observation in each university. Finally, from the observation, the researcher selected 4 videos for the analysis needs.

In addition, an in-depth interview was conducted in each university in collaboration with the head of the study program. The interview was conducted in the office of the head program, taking 20-30 minutes for one interviewee. An interview with the curriculum designer team was done to get an understanding of the ideas behind the choice of the course objective, content and delivery which are not explained in the curriculum documents (Cresswell, 2014). At the final stage, a close-ended checklist was distributed to students asking about their opinion related to the series of the courses and especially to the advantage of the translation project as the translation project is a unique course that is not offered in other similar translation course series. The interview result was recorded using audio-visual aids that can convert the audio voices into text (Yin, 2012). This software was very helpful for the researcher because all interview results were transcribed verbatim. The results of observation and interview were modified as the database of narrative text for the data analysis (Zhang & Wildemuth, 2009).

Finally, documents to be analyzed include syllabus, textbook, workbook, and students' work including paper, project, and daily assignments. The documentary study was done on the curriculum documents to get maximum information about translation courses. The documents were identified their quality of the translation, teaching implementation, objectives of teaching, criteria of evaluation, and synthesis of how translation techniques were performed. The combination of narrative text data and results of documents analysis provided insights the

translation competence, eco-translation endorsement, and teaching perspectives.

Data Analysis

The basic data of this study were narrative texts extracted from the results of observation, interview and document analysis (Cresswell, 2014; Zhang & Wildemuth, 2009). As a consequence, data took form as document and content analysis was the most proper for the data analysis. The steps of analysis were done as follows. First, data collected from observations, interviews, and records were classified as numeric data and narrative data; after that, all data was classified as narrative data. Second, the researchers decided on units of analysis to match with the research questions of this study. Third, the researchers devised coding rules that included numbering and a sample of the unit of study. Fourth, the researchers checked the accuracy of all narrative texts using the coding system and sample data; if incorrect data were discovered, the improper data were corrected. Fifth, the researchers used triangulation techniques to find the final data after checking the reliability of each piece of information (Cresswell, 2014; Zhang & Wildemuth, 2009; Yin, 2012).

Results and Discussion

Description of the Translation Course Objectives

The three types of education in Indonesia are academic, vocational, and commercial. and sharing of knowledge, not on holding on to it. Academic education centers on the acquisition, development, implementation, and invention in certain fields of study. Vocational education focuses on applied science and engineering. The objective is to prepare graduates to work in the relevant industry. Profession education is designed for those who want to work in a specialized field requiring specialized skills and licenses, e.g. dentist, pharmacist, public accountant, etc. Translation-related courses are offered by language departments in academic and vocational education programs, i.e. at polytechnics. English Department Diploma 3 Program of State Polytechnic of Malang, Indonesia, offers a set of courses to train the students to be translators for English – Indonesian language pair. The mastery of translation practical skills is very important in this vocational school.

Drawing on translation competence and translator competence, this study reveals that the department offers a set of courses not related directly to translation but surely support some competencies identified above. Such courses include English skills courses, English grammar courses, and introduction to linguistics. The main translation courses comprise 8 courses, sequenced by considering the objective of the series of translations. Based on the document of the current curriculum at the department, the courses offered are to build two main competencies, i.e. translation and interpreting competence and English competencies for the hospitality industry to achieve translation competence. To achieve the goal, several courses are offered. See the following figure.

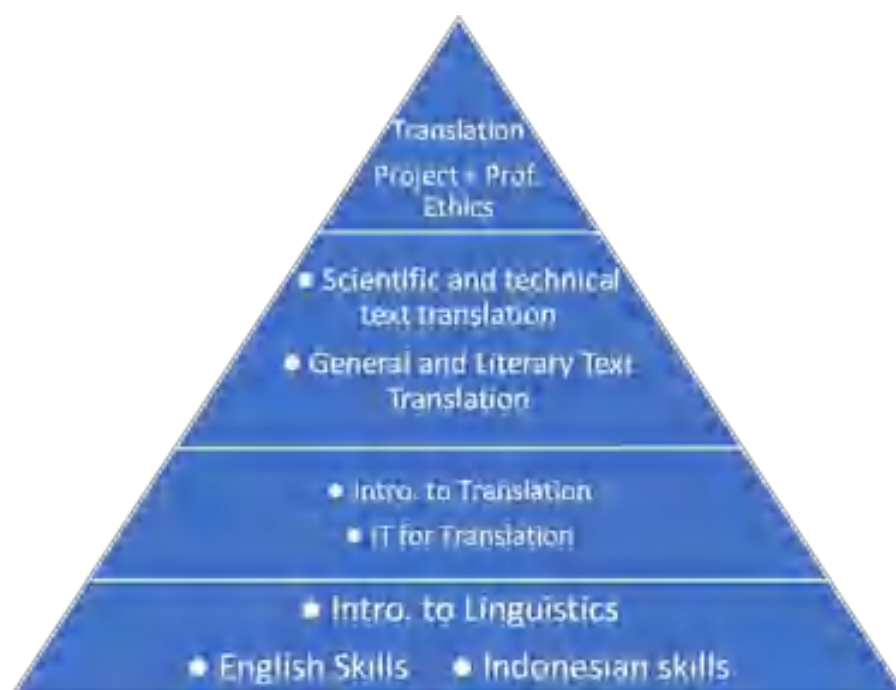


Figure 1. Translation Related Courses

In general, translation courses at university levels (undergraduate programs) equip basic theories (knowledge) on translation and translation skills through practical training courses (Giaber, 2018). In this program, basic theories are given through a course usually entitled *Introduction to Translation* or similar designations. This course gives the students basic theories necessary to know the basic concept of translation and the translation process. At the English Department of State Polytechnic of Malang, such a course is offered with the same name, *Introduction to Translation*. The objective is to provide the students with basic theories of translation and train them with basic skills (translation procedures) to find equivalents in the target language.

English language skills (reading, writing, listening, speaking), *Introduction to Linguistics*, and *English Grammars* are also offered to equip the students with the ability to process source texts. To support the transfer skills, several courses are offered. The first is *Introduction to Translation*. This theoretical course is offered three class hours (150 minutes) per week, discussing basic theories of translation, from the definition of translation to levels of translation equivalence. It contains basic principles in translation and how to find equivalences in translation. Especially for the second part, this adopts a traditional approach. The students' role is trainees and teachers' role is trainers who exemplify the art of basic translation skills. The second course is *Information Technology for Translation*. It is offered to build a skill so-called instrumental sub-competence by PACTE (2003), with a time allocation of 300 minutes per week. This is also delivered with the traditional approach. Here students are trained to use the internet to solve translation problems using the computer as a translating tool (CAT Tools).

The *General and Literal Translation* course offers two modules in a block system. The general

text translation module is taught in the first half of the semester, with a 300-minute class meeting per week for 8 weeks. The second half of the semester is for the *Literary Text Translation* module with the same time allocation. This course is a practice course where most of the time is used to translate rather than listening to lectures. It adopts a process-based approach where students are to translate a complete text. Students assume the active role to experience the process during which they try to solve translation problems. With a role as a resource person, the teacher can show good translation principles and strategies when the need arises. The class procedure is derived from Gile's (1995) sequential model.

Scientific and Technical Text Translation course has the same time allocation and classroom delivery. This includes the Scientific Text Translation module and Technical Text Translation module. They are offered consecutively with the time allocation like that for General and Literary Text Translation. The approach, design and procedure are the same as those of *General and Literary Text Translation*.

To build professional personal skills, *Professional Ethics* (offered with transmissionism approach) and *Translation Project* (offered with constructivist-transformationist approach, which is called empowerment approach in translation teaching) courses are taught. To see the education approaches adopted in each course, see the following table.

Table 2. List of courses and the teaching approach

No	Name of course	Semester	Teaching approach	Classroom activities
1.	Intro to translation	2	Transmissionism	Lecture and discussion
2.	IT for translation	2	Transmissionism	Lecture and practice
3.	General and literary text translation	3	Constructionism	Skill-based practice
4.	Business document translation	3	Constructionism	Skill-based practice
4.	Scientific and Technical Text Translation	4	Constructionism	Skill-based practice
5.	Subtitling	4	Constructionism	Skill-based practice
6.	Professional Ethics	5	Transmissionism	Lecture and discussion
7.	Translation Project	5	Transformationism	Project-based practice
8.	Consecutive interpreting	4	Transmissionism	Skill-based practice
9.	Simultaneous interpreting	5	Transmissionism	Skill-based practice

From the eight courses, courses number 8 and 9 are not discussed here because they are dedicated to building interpreting skills.

Design of the Courses

As has been presented above, the translation courses adopt three teaching approaches in different levels of the courses. The design for each teaching approach is different. Essential items regarding the design are analyzed. The essential items are adapted from Yang and Zhang (2017), including learning outcomes, learning materials, teaching steps, and design analysis. The first three items are found in the curriculum documents and the last items are based on the interview with the

curriculum development team. Out of nine translated-related courses, only seven are analyzed and the other two are designed for interpreting skill-building.

a. Introduction to Translation Course Design

Learning outcome

The learning outcomes are: (a) students are able to deal with translation as a linguistic procedure, (b) students are able to link theory and practice in translating, and (c) students are able to have contrastive knowledge and utilized it in translating

Learning materials

The learning materials include the definition of translation, basic concepts of translation theories, equivalence and equivalent effect, meaning and translation, semantic adjustment, grammar and translation, grammatical adjustment, translation strategies, and translation editing.

Teaching steps

Step 1: Preparation: The teacher prepares PowerPoint slides and an exercise sheet. Students are to read the handout.

Step 2: presentation: Teachers give a lecture on each topic and students listen; discuss the topic; the teacher gives exercises and discussed the result classically.

Step 3: Closing: The teacher summarizes the lesson.

Design analysis

This is the first course in the series of translation courses. The students are to gain basic theories in translation and gain basic skills in translation. The approach used is transmissionism because the curriculum designer thinks that students have no prior knowledge of this field yet. The design is teacher-centered in nature where the teacher is like a guru that transmits the knowledge and skills to the students. This is in line with Kiraly's (2006) opinion stating that translation education can also include the acquisition of basic skills through conventional teacher-centered instruction.

b. Information Technology (IT) for Translation

Learning outcomes

The learning outcomes are (a) the students are able to use computer technology to create and manage documents, (b) the students are able to differentiate Machine Translation from Computer Assisted Translation, and (c) the students are able to operate a Computer Assisted Translation tool to process a translation project.

Learning materials

The learning materials cover an introduction to computer, touch typing, machine translation, computer-assisted translation, operating a Cat tool, preparing a translation project, translating MS Word files, translating PowerPoint files, translating PDF files, translating Html files, conducting translation quality assurance, and using online CAT tools.

Teaching steps

Step 1: Preparation: The teacher prepares PowerPoint slides and exercise files.

Step 2: Presentation: Teachers give a lecture on each topic and students listen; Teachers and students have a discussion on the topic; the teacher gives the exercise file and students do the exercise. Students ask the teacher when they find difficulties.

Step 3: Closing: The teacher summarizes the lesson.

Design analysis

This is the first course related to the use of IT in translation. The students are to gain skills in using the computer to manage files, using Machine Translation (Google Translate and Microsoft Translator), using CAT Tools to translate various kinds of text (in low complexity). As for *Introduction to Translation*, the use of the transmissionist view here is reasonable. As Kiraly (2006) states, translation education can use this teacher-centered classroom activity to help students gain basic skills.

c. Simple Business Text Translation Course Design

This course is to prepare students to translate various simple-to-medium difficulty level business documents from English Into Indonesian.

Learning outcomes

The students can translate various business documents with easy to medium difficulty levels from English into Indonesian.

Learning materials

The learning materials cover translating curriculum Vitae, employment agreement, non-disclosure agreement, minutes of meetings, business letters, transactional documents, financial documents, and business contracts.

Teaching steps

Step 1: Preparation. The teacher prepares text to work on by the students. Students make a group of 4.

Step 2: Main activities.

- a. Students work in the group
- b. Teacher supervise the work and answer students' question
- c. The group presents the result of the work; each group member is assigned a certain portion of the presentation.
- d. The class discusses the problems and solution

Step 3: Closing. The teacher summarizes the lesson.

Design analysis

This course is delivered with the skill-based approach in mind. From the perspective of the teaching approach, it is of the constructivist approach. The translation skills are trained to the students through translation practice courses with varied names, emphasis, and numbers subject to the curriculum designer's perspective and concept of translation and translation training.

Translation curriculum designers stress the importance of practice to build the so-called translation skills. Therefore, practice becomes a core activity in a skill-based approach to

translation. In a skill-oriented approach, the teacher addresses a certain translation skill at a time. Translation skills needed may also vary with the text to be translated. Therefore, the classroom teaching scenario includes doing exercises to strengthen skills mastery to solve certain problems or translate certain types of texts. Due to the above reason, many translation courses are delivered with modules offering translation practices.

This course applies Gile's (1995) sequential model of translation, which is divided into two phases: (a) comprehension and (b) reformulation. This model is helpful to identify in which translation phase an error occurred. In the comprehension phase, the student reads the ST segment and formulates a meaning hypothesis based on his knowledge. When the meaning hypothesis is reached, it must be tested for plausibility. This means that the translator examines critically the idea or information he believes that the translation unit expresses to see whether the idea is reasonable or not. If it is found not reasonable, a new interpretation must be generated and checked for plausibility until a satisfactory one is found.

In the reformulation phase, the confirmed interpretation, called a meaning hypothesis, is verbalized in the target text (TT) using the target language (TL) knowledge as well as extra-linguistic knowledge. A fidelity check will ensure that the TT version complies with the source text (ST) unit, that no information is removed from the translation, and that no unwarranted information has been added in the TT. The students must make sure that the translation unit is written in correct language usage and appropriate style in line with the text type or convention. This process can be repeated again and again until the students achieve satisfactory TT. The students are supposed to report the problems faced and the solution has taken (along with the reason) in translating to the teacher for class discussion. Thus, in the class, the teacher can understand in which process the students have gone wrong and need help.

The use of this model for this particular course is in line with Gile (1995), stating that this sequential model of translation and the process-oriented approach to translation are useful at the beginning of translator training because teachers need only to comment on the processes concerned. With this model, the teacher can maintain the motivation of the students. However, as a drawback, it is said that process-oriented teaching cannot ensure that students reach high-level expertise.

d. General and Literary Text Translation Course Design

The translation is the act of conveying meaning from languages, cultures, and a category of words or phrases into another. Literary translation (interlingual) occurs frequently in our everyday life. Action in any one language or a message in any other can be viewed as a form of translation because each of them involves the formulation, transfer, and recoding of encoded messages. In this course, the researcher concentrates on translation in both Indonesian and literary contexts.

Learning outcomes

The learning outcomes are: (a) learners are able to know the main practice on general text translation, (b) learners are able to see the main practice on literary translation, (c) learners are able to know common handicaps of general and literary text translation, (d) learners are able to use techniques and strategies of producing general and literary text translation, and (e) students can translate general text from English into Indonesian. Students can translate literary text from English into Indonesian.

Learning materials

Pre-translation research, the use, and role of sacred and sensitive texts in translation, philosophy in translation, text-level errors, translating common books, and translating literary works are all covered in the learning materials.

Teaching steps

The steps are the same as those of the Simple Business Text Translation Course.

Design analysis

The analysis result is the same as that of the Simple Business Text Translation Course.

e. Scientific and Technical Text Translation Course Design

The Scientific and Technical Text Translation (ST3) course is compulsory is provided to form students' skills in translating scientific and technical texts. It is a course that directly builds the core competency of the students.

Learning outcomes

The learning outcomes are: (a) the students are able to understand about theoretical frameworks of scientific and technical text translation, (b) the students are able to translate texts about technical services in the field of the hospitality industry, (c) the students are able to translate texts about marketing techniques in the field of the hospitality industry, (d) the students are able to translate the abstract of scientific articles from international journal of the hospitality industry, (e) the students are able to translate the scientific articles from international journal of the hospitality industry, and (f) the students are able to translate scientific book chapters which are in relation to the hospitality industry

Learning materials

The learning materials cover (a) theoretical frameworks for scientific and technical text translation, (b) texts about technical services in the field of the hospitality industry, (c) text about marketing techniques in the field of the hospitality industry, (d) abstract of scientific articles from international journal of the hospitality industry, (e) scientific articles from international journal of the hospitality industry, and (f) scientific book chapters which are concerning hospitality industry

Teaching steps

The steps are the same as those of the Simple Business Text Translation Course.

Design analysis

The analysis result is the same as that of the Simple Business Text Translation Course.

f. Professional Ethics

This course provides an understanding of ethics in workplace interactions.

Learning outcomes

The learning outcomes include: (a) students know general ethics and professional ethics and (b) students can apply the values in actual life.

Learning materials

The learning materials cover understanding ethics and morals, general professional ethics (Indonesian translator's code of ethics), office administration professional ethics, norms on good and bad attitudes and actions, corporate culture, attractive personality.

Teaching steps

- Step 1: Preparation: The teacher prepares PowerPoint slides and an exercise sheet. Students are to read the handout.
- Step 2: presentation: Teachers give a lecture on each topic and students listen; discuss the topic; the teacher gives exercises and discussed the result classically.
- Step 3: Closing: The teacher summarizes the lesson.

Design analysis

The approach used is transmissionism because the curriculum designer thinks that students have no prior knowledge of this field yet. The design is teacher-centered where the teacher gives a lecture and a discussion follows.

g. Subtitling Course Design***Learning Outcomes***

The learning outcomes are (a) students are able to analyze a range of audiovisual material (e.g. films, TV shows, documentaries, movie clips, etc.) for subtitling purposes, (b) students are able to carry out the main tasks involving subtitling namely spotting or time-cueing (i.e. deciding on the in- and out-time of subtitles) and the actual translation of audiovisual material, (c) students are able to deal with the spatial and temporal constraints of subtitling by appropriately condensing and reformulating the original text, (d) students are able to tackle certain translation challenges on the handling of dialects, cultural specificities, and verbal humor, (e) students are able to select among different techniques and justify translation decision, and (f) students are able to produce subtitle in the chosen target language (especially in Indonesian) using subtitling software.

Learning Materials

Learning materials of this course consist of an introduction to the key concepts of audiovisual translation and subtitling, subtitling mechanics (spotting and time-cueing), layout and formatting conventions, translating dialects, verbal humor, and cultural specificities, and working in the subtitling industry.

Teaching steps

- Step 1: Preparation. The teacher prepares PowerPoint slides for explanation and a movie to work on by the students.
- Step 2: Main activities.
- a. Lecture by teacher

- b. Students subtitle the assigned movies individually
- c. Teacher supervise the work and answer students' question
- d. The student presents the result of the work
- e. The class discusses the problems and solution

Step 3: Closing. The teacher summarizes the lesson.

Design analysis

Subtitling is one of the most creative types of translation. Studied within the field of Audiovisual Translation, subtitling is a very intriguing profession that requires both translation skills and a deep understanding of the technical considerations involved, and the conventions applied. This course helps students introduce themselves to the basic subtitling strategies and technology, understand the industry and the mechanics of the profession. This course aims at equipping students with basic subtitling skills by introducing them to subtitling and providing hands-on training with audiovisual material taken from different authentic contexts. This is task-based instruction where a teacher acts as a facilitator.

h. Eco-Translation Project Course Design

This course is designed to develop the students' abilities in translation and tourism. The students will do a project based on their interests, such as technical translation, scientific translation, financial translation, front office and tour-guide project. Eco-translation competence is the basic model of this course.

Learning outcomes

The learning outcome is students can finish a translation project well in groups.

Learning materials

The learning materials covers (a) translation project management, (b) teamwork, (c) frameworks for text translation (general, literary, business, scientific, technical), and (d) negotiation skills.

Teaching steps

There is no particular teaching step. The course runs as the project develops in the field. The class adopts the learning model proposed by Hariyanto (2013) and Hu (2013). Students work in groups of four or five. Each student assumes a different role, which is like a position in a translation office. The positions are project manager, translator, and editor. Student 1 is the project manager, students 2 and 3 are translators and the last student is the editor. The project manager organizes a meeting to discuss the steps to get a translation project and other meetings. The project manager (PM) asked the editor to be the secretary of each meeting and make a minute of the meeting. The roles were rotated with every new translation work so that every student could develop his/her potential in all roles. The assignment of the role is in line with Int (2005) as a strategy to enable students to know exactly what the working world and a professional translator works are. Then, the group will visit several companies to get a translation project.

For a better picture of the actual flow of work of the students see Figure 2 below.

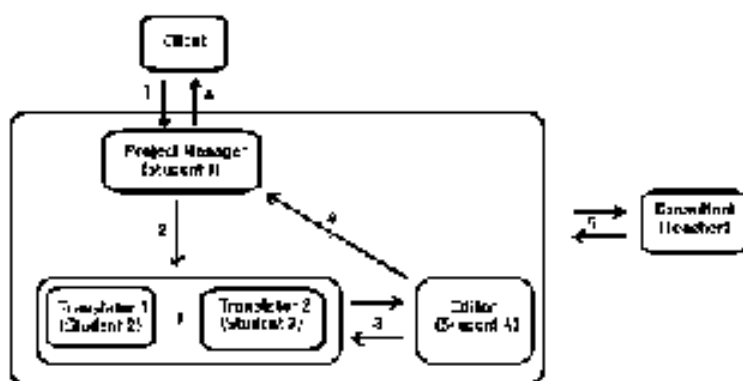


Figure 1. Flow of communication among students, client, and teacher (adopted from Hariyanto (2013))

From the figure, it can be seen that the group obtains a project from the client. The client assigns it to PM. The PM assigns the translation to the translators (students 3 and 4) who will submit the translation result to the editor (student 2) to review, who will check and discuss the revision with the translators. The roles are rotated with every new translation work so that every student can develop his/her potential in all roles. Upon finishing the revision, the editor submits the result to the PM.

It is expected that this learning model will nurture students' cooperative skills (teamwork), professional responsibility, creativity (especially in looking for the clients if the ones are not provided by the teacher and in solving the problem), and skill in project management. These all are important aspects of professional translator life.

The theory of translation training adopted is that translation training shall promote the students' acquisition of translation and translator competence to empower them into professional translators. From the design level we can have the following description:

- a. The objective of the methods: strengthening translation competence, acquiring translator's competence in the form of employability skills
- b. Syllabus model: the syllabus contains steps of carrying out the project, i.e. constructing a group, deciding the topic, planning the project, investigating for the project, developing the product, presenting the product, evaluating the project.
- c. Types of learning and teaching activities: discussion, problem-solving, translating
- d. learner roles: as a group, students represent a translation agency. Within the group, they play roles as translator, editor, project manager.
- e. The teacher's role is as a consultant to the team.
- f. the role of instructional material. There is no specific instructional material. However, students can refer to the material for preceding translation courses and any other material found during the investigation to support their work.

From the level of procedure, this method employs group discussion and teacher-group consultation in a scheduled time and mostly communicating and discussing with the translation client at the client's place. This is also the reason this model is also named situated learning. The

details of the project can be seen in Table 2.

Table 2. Translation Project in Translation and Hospitality Industry Project Course

No	Item	Detail
1	Project Category	Translation project
2	Aim	Improve translation competence and translator competence
3	Student's role	Member of a translation group of four, who must obtain a translation project, and complete the project.
4	Teacher's role	Facilitator/consultant
5	Product	A completed translation text and submitted to the client
6	Outcome	Improve translation competence and translator competence of the students

This working procedure will nurture students' cooperative skills (teamwork), professional responsibility, creativity (especially in looking for the clients if the ones are not provided by the teacher and in solving the problem), and skill in project management. These all are important aspects of professional translator life.

Design analysis

Project-based courses are much encouraged in the vocational college in Indonesia. In translation courses, project-based learning was used as the final touch to strengthen the student's translator competence. It may help the development of hard skills (translation competence) and also soft skills (translator competence) (Alolaywi, 2021). This mode of teaching is also in line with the empowerment approach once proposed by Kiraly (2005). This approach revolves around 'authentic project-work. Authentic project work here refers to the translation work completed collaboratively by students for actual clients. The goal is, according to Kiraly (2005), to facilitate semi-professional level autonomy and expertise acquisition by the students via authentic experience as they manage the entire translation activity, underlaying the description of the three different types of management of three project roles to be taken: information, methodology, and teamwork. In the end, they will be assessed by the client representative or teacher (Jabsheh, 2021; Wang & Ji, 2021; Solikhah & Budiharso, 2020).

Kiraly (2005) states that project work would bring along radical changes in students' relationships with their teachers, their fellow students, and the professional community, their understanding of the learning, and teaching process and their self-concept as developing professionals. The students do not only think of linguistic equivalence within a sentence level, they would be forced to consider a lot of real-world factors including time pressure, professional responsibility, and self-assessment (Dogan, 2021; Jabsheh, 2021). This would be a great credit from a professional point of view. Based on the study done by Hariyanto (2021), this activity can also improve employability skills.

Pedagogical Implication

Translation competence puts its emphasis on the knowledge of linguistics and practices on transforming SL into TL. Techniques of translation have been developed centering on the

linguistics aspects of English. This study has proved that eco-translatology or eco-translation developed by Hu (2004) has inspired new insights into how translation could be applied by involving the environment and societies. Pedagogically, this study has promoted pieces of evidence that eco-translation has strong evidence to teaching translation in practical uses and the projects contribute substantial contents for the teaching materials and teaching strategies in translation.

Conclusion

In summary, the translation courses are designed to achieve the prescribed goal and objective. The sequencing of the courses and the course contents is in good order, ranging from the contents to provide the development of basic knowledge, to hard skills and finally the soft skills. This sequence is like a scaffolding strategy, where at the beginning students are dependent on the teacher until, at the end of the course series, students can work independently. In addition to this scaffolding strategy, students are also provided with a professional-like environment where they must develop a professional and entrepreneurship attitude.

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Guided Peer Tutorial Fosters Subject Mastery and Builds Essential Soft Skills

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Abstract

The teaching and learning process is an ever dynamic cycle. Moreover, there is neither a specific teaching method nor a strategy that could fit in all types of learners. The researcher has always wanted to find out how learners can fully optimize students' learning. This prompted the researcher to use guided tutor-tutee Peer Tutorial which might help those students who struggle academically in English. Twenty (20) respondents consisting of ten (10) student-tutees and ten (10) student-tutors were chosen from the Seventh Graders among four sections in a private Junior High School in the Philippines. This was an action research which employed descriptive method. The use of purposive sampling was based and focused on tutees' grades in English 70 during the First Quarter. In addition, a survey questionnaire was used to find out the similarities of favorites for the pairing mechanism of tutor-tutee guided English tutorial program.

The effectiveness of the intervention program using Guided One-on-One Peer Tutorial has not only improved students' grades but also has enhanced them holistically with soft skills like empathy, intrapersonal skills, responsibility, patience, among other valuable skills.

Keywords: guided, peer tutorial, pairing mechanism, holistically, soft skills

Introduction

Learners learn differently has been an overused statement. This holds true in Gardner's theory of Multiple Intelligences, this theory states that each person has different ways of learning. All have individual differences, various needs, backgrounds, and learning preferences. With these considerations, the researcher aims to find out if a guided one-on-one peer tutorial would help those students who found difficulty in passing the English subject. It is believed that teachers are the main players in disseminating knowledge to their learners; however, it does not necessarily follow that teachers are almost always successful in fulfilling or in developing the fullest potentials of their learners. There are many avenues where students could learn given the time and guidance to do so. It is with fervent hope that at the end of this guided one-on-one peer-tutorial program, the researcher hoped to be able to provide a more holistic and much freer learning environment among selected seventh graders. The researcher as an educator herself is open-minded through any means that could develop, influence, and transform learners to be better citizens through the effective transfer of learning be it in classroom situation or outside classroom setting. The researcher has pondered on the use of guided peer tutorial so they could be exposed to their co-age group for them to ask freely and to develop their self-esteem and good study habits eventually.

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Having been a teacher for long years, the researcher has discovered through close supervision that students do not only enjoy working with their peers but also achieve better learning results to reach their educational goals more effectively.

In the traditional classroom setting, it is most always presumed that teachers are the ones who provide learning solely while students seem to be just the receiving ends. Sadly, when these students are given tests or assignments to complete, students usually do poorly when asked to do more than simply recalling their previous lessons. This idea has been disputed in many researches, the most effective learning way is when learners learn by themselves has been tested and proven. It is further believed that once persons actively participate in their own learning experience they will see an improvement in their academic performances. As Bournier (1997) states “teaching methods are not an end in themselves, but a means to an end, they are the vehicles we use to lead our students to particular learning outcomes.” The teaching method used in the class is one of the factors that make students become passive and have less interaction with each other in doing tasks. With this notion, teachers should find ways to optimize learning through guiding them in scaffolding their self-paced learning. This prompted the researcher to actively involve learners to learn with fellow learners to find out if such mechanism will prove effective. Therefore, to enhance the understanding of subject matter, students must be given support outside classroom learning like tutorial sessions within their peer-age group to enhance better their understanding when they are freer to ask, to express their thoughts, and to take charge of their own learning without being pressured to do so by their teachers. Students should be given the opportunities to develop, to interact, and to share with their peers through this guided One-on-One Peer Tutorial Program.

Background of the Study

The researcher was enthused to conduct this study based on the low rating scores of some seventh graders during the first monthly examination which lead to low academic performance during their First Quarterly grades in English 70. The researcher contemplated on how some students could cope with their low grades through a well-guided One-on-One Peer Tutorial in English 70. It is for this purpose that the researcher chose this topic for study to come up with the findings necessary to help student-tutees improve their low performance grades by pairing them with high performing student-tutors who belong in the same year level and co-age group. The researcher did not only consider the grades of high achievers but also their similarities in terms of their favorite sports, favorite actors, or favorite pastimes for better pairing mechanism. The researcher gave all student-tutees and student-tutors questionnaires to answer honestly and analyzed their answers to come up with their best pair- buddy system within their co-age student tutee-tutor to start with.

Research has shown that peer tutoring can be a means of intervention in which students can work with a peer to master academic skills or content. Peer tutoring can involve partners who are of the same age or different ages (cross-age). In the same-age tutoring, in which students of the same age tutor each other, more skilled students may be paired with less academic-performer students, students with stronger skills may provide the first responses, providing a model for the less skilled partner. Peer tutoring is differentiated from tutoring between adults, such as community outreach volunteers. It is also differentiated from cooperative learning, in which students work collaboratively in groups. This Peer Tutorial is exclusively by pairs which means one student-tutee paired with one student-tutor.

The researcher believes in peer teaching as a doable tool to assist learners. In the classroom setting, students find easier to ask fellow classmates about a difficult lesson rather than asking the teacher because of the fear of embarrassment or to commit mistakes in the face of his or her classmates. Moreover, when a teacher teaches in class, there seems to be a different approach to teaching which is more disciplined, structured, and often intimidating on the part of children. According to Boman & McCormick (2001) regardless of the teacher's subject area, grade level, or number of years of experience, the coaching process equips teachers to become collaborators, and collaboration provides students with expert instruction. While Boman and McCormick (2001) focused upon peer coaching's use with pre-service teachers, Huston and Weaver (2007) echoed this belief and further suggest that peer coaching is an opportunity for a more experienced faculty to renew thinking, integrate the latest instructional advances, and adapt to the ever-changing façade of the students in the classroom. Furthermore, Zwart et al. (2008) contend that the peer coaching model is versatile enough to be imbedded in any larger project that results in overall school improvement.

Coleman et al. (1997) found that when students were told to teach a peer by explaining, they learned better than students told to teach by summarizing and better than students who did not teach. Similarly, Fuchs et al. (1997) showed that training students to give each other conceptually-rich explanations during reciprocal tutoring was more effective than classroom instruction and reciprocal tutoring without such explanations. Additional evidence indicates that tutoring may also encourage students to engage in metacognitive self-monitoring, which helps learners to detect and repair missing knowledge and misconceptions. For example, King et al. (1998) trained reciprocal tutors to give quality explanations and to ask each other questions that stimulated critical thinking and self-monitoring. They found that these explaining and metacognitive activities resulted in better learning than explaining activities alone. Explaining and self-monitoring have also been shown to improve learning in solo studying (e.g. Chi, 2000; Chi, et al 1994) and collaborative learning (e.g. Coleman, 1998; Webb, et al 1995), which further highlights the efficacy of these activities.

It is with these current research readings and personal experiences which prompted the researcher to initiate this Guided Peer English Tutorial among her seventh graders in order to find ways in maximizing the hidden potentials of her learners. Since the researcher handles these respondents from four sections namely sections D, E, H, and I. The researcher pre-selected tutees based on their class performance in English 70 from their first monthly examination to check whether or not a Guided One-on-One Peer Tutorial could be used effectively as a supplemental strategy to help learners learn better as compared to only the teacher teaching or facilitating lessons in class. This Peer Tutorial was very personalized and/or customized since learners had their own ways of communicating with their peers or co-age groups through their own communicating ways that made tutees learn easier and faster.

Research Participants

This study focused on Twenty (20) respondents consisting of ten (10) student-tutees and ten (10) student-tutors were chosen from the Seventh Graders among four sections in a private Junior High School in the Philippines. Since this study used a purposive sampling in selecting student-tutees and student-tutors from four different sections of Seventh Graders from a private university in the Philippines. The student-tutees were selected based on their grades during the First Quarterly grade

which were the bottom ten or those who got low rating grades in English 70 class. Similarly, the selection of student-tutors was based on students' academic grades during the First Quarter in English 70 who ranked top ten or the high achievers in the English 70 in each section.

Research Instrument

The researcher gathered pertinent data in variety of ways like survey forms and questionnaire which were descriptive in nature. This action research started with the identification of a problem within the seventh graders in terms of their academic performance. Using the results of the First Quarter Grades of student-tutees who were bottom ten in English class and compared to their Second Quarter Grades when the Peer Tutorial Program was used to intervene in order to provide the necessary tools and means for students to achieve more effective and lasting effects on their learning.

The use of pairing mechanism between higher-achievers, a.k.a. student-tutors and lower-achiever students termed as student-tutees was applied in this study. The researcher did the initial survey in the form of a simple questionnaire to find out the characteristics of student-tutors like *"Who is your favorite actor/ favorite actress"*, *"What is your favorite past time or sports?"* in order to gather data as to who among the student-tutees and student-tutors have similar answers or preferences for best pairing in this One-on-One Peer Tutorial Program.

Data Gathering Procedure

Prior to the administration of this research study, the researcher sought the approval of the Junior High School Principal of a private university in the Philippines to initiate a project proposal of a Guided Peer Tutorial in English. Simultaneously, the researcher composed letters of consents to be given to the parents of those qualified Student-Tutors and Student-Tutees who are all minors. Gladly, some parents signed and returned the forms promptly.

Upon the principal's approval, the researcher personally administered the survey test to the student-respondents to determine the best pair for the low-achiever (student-tutee) to be paired with a qualified high achiever (student-tutor). The questionnaire was accomplished by the selected Seventh Graders of a private university. Every tutorial session, each student-tutee wrote his or her personal reflection as a feedback about what he/she liked in the tutorial and what he/she disliked during the peer tutorial session.

Treatment of Data

In between the duration of the First Quarter grades of student- tutees and the Second Quarter grades, the Guided Peer Tutorial Program was administered. Since the First Quarter grade was the basis for identifying the student-tutees (bottom ten) and student-tutors (top ten) in the English 70 subject, their grades were collected, as well as after the Second Quarter grades were released and collected. These grades were computed, analyzed and interpreted if there were a significant difference between the First Quarter Grade with their Second Quarter Grade when Guided Peer Tutorial was administered by pairing students with specific tutee-tutor pairing mechanisms.

The student-tutees' English grades from both First Quarter and Second Quarter were computed by weighted mean where the results were compared by using T-test of difference of two means. To support the data which were gathered from the survey-questionnaire, the researcher conducted journal entry writing on what they like learning at the end of each tutorial session.

Moreover, the researcher gathered other pertinent data in variety of ways like survey forms and questionnaire which were descriptive in nature like patience, perseverance, socialization skills, communication skills, good study habits, stronger ties with co-peers, lasting friendship, maturity and sense of responsibility among others.

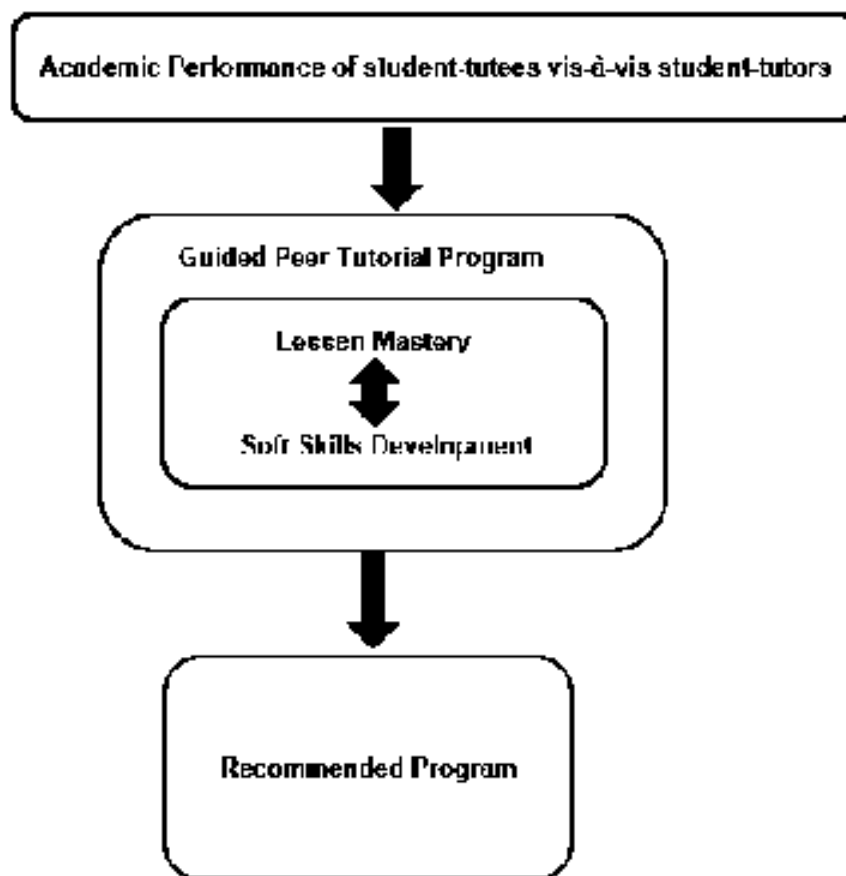
Scope and Limitation of the Study

This study had initially targeted the improvement of academic performance specifically the low quarter grades among selected low achievers (student-tutees) in English 70 class and the enhancement of self-esteem among selected high achievers (student-tutors) seventh grader-respondents of a private university in Mandaluyong City, Philippines. However, deeper concerns were addressed on this research like problem of study habits and social skills between and among the respondents.

The researcher identified the respondents by using a purposive sampling based on the ratings of respondents' First Quarterly grade among student-tutees (low rating grades) and student-tutors (with high rating grades). The pairing of the tutees with their tutors was based on their similarities among favorites (like sports, past times, movie actor or actress) through a questionnaire. The student-tutees and student-tutors also answered a Likert scale regarding their personalities. The researcher carefully considered all aspects of mental, intellectual, and emotional capacities of both the student-tutor and their student-tutees.

Conceptual Framework

This research study was anchored on the researcher's belief that students will achieve academic success if they have more freedom in learning on their own or are assisted by their peers because it would promote much freer learning. The figure below focused on the use of Guided Peer Tutorial program as a means of intervention for student-tutees in order to obtain better understanding as compared to traditional setting. The student-tutees were closely supervised in one-one peer tutorial sessions with exercise and activities for enrichment and mastery of lessons tackled in their regular classes. The individualized drills and written exercises were customized and checked daily after each tutorial session to find out if the student-tutees mastered the lesson. If they passed the drills for mastery they were able to improve their performance while if they failed, re-teaching by using other personalized activity to achieve mastery was given.

Figure 1**Framework on the Use of Guided Peer Tutorial Program**

This figure explains the selection of student-tutees and pairing them with appropriate student-tutors. The organizing of the first ever Guided One-on-One Peer Tutorial Program among selected seventh graders of Junior High School in a private university in Mandaluyong City, Philippines was very challenging yet very fulfilling. The role of tutor-tutee peer tutorial is to identify whether or not there is a significant difference in the academic performance after these learners will have been enrolled in this Guided Peer tutorial program by preparing activities for mastery and retention. The end goal of this study is primarily to help those students who struggle academically in order to find ways as means to cope with their academic performance in English 70. Moreover, more than the improvement of their academic performance was the honing of both student-tutees and student-tutors soft skills like patience, perseverance, socialization skills, communication skills, good study habits, stronger ties with co-peers, lasting friendship, maturity and sense of responsibility among other essential skills.

Results and Discussions

As mentioned earlier, the selection of tutee-tutor respondents in this study was primarily identified by looking into closely students' academic grades for the First Quarter in English 70 who needed real help for student-tees belonging to bottom ten in class, as well as, the selection of top ten high achievers, a.k.a. student-tutors. In an aim to find ways and means to assist learners strengthen their study skills by introducing an intervention through a Guided Peer Tutorial Program was challenging at first because this intervention has not been used in the Junior High School department yet.

This action research started with the identification of a problem within the seventh graders in terms of their academic performance and the researcher wished to provide the necessary tools and means for students to achieve more effective and optimized learning. The researcher used the pairing of higher-achievers, named as student-tutors and low-achievers which is termed as student-tutees. The researcher did the initial survey in the form of a simple questionnaire to find out the characteristics of student-tutors like *"Who is your favorite actor/ favorite actress"*, *"What is your favorite past time or sports?"* to gather data as to who among the tutees and tutors have similarities for best pairing in this One-on-One Peer Tutorial Program.

The aim of pairing these set of students was intended so students gain knowledge from each other through practice and reinforcement (students are still within the same skill level, there is not a huge discrepancy between ability levels). The poor results in the academic grades of bottom ten in English during the First Quarter was a determinant factor why the respondents were chosen. In addition, the prospect respondents' regular attendance in class was also used as criteria since the researcher needed every student-tutee to attend each tutorial session regularly.

Table 1

Comparison of Grades of Students in English 70 Between Pre-intervention and Post-intervention

Student-tutee Number	First Quarter Grades	Second Quarter Grades
1	77.55	80.1
2	76.95	77.4
3	79.35	80.25
4	75.45	75.55
5	78.9	81.1
6	77.2	79.4
7	76.3	84.55
8	75.15	77.65
9	75	75.55
10	79.05	82.8

The above data contained the results prior and after the respondents' peer tutorial program as reflected on their First Quarter and compared to their Second Quarter grades in English 70. On the basis of "Method of Difference Principle" their Second Quarter grades has shown an increased significant difference in their grades generally. As the table implies that each student-tutee seemed to have increased their grades from the first to the second quarter grades. This result was used to compute their significant differences further on Table 2 below.

Table 2

Test of Significant Difference between the First and Second Quarter Grades in English 70 of Student-tutees

	\bar{X}	sd	t – VALUE (Computed Value)	Critical Value (Tabular Value)	P - Value	Decision	Interpretation
1st Quarter	77.09	2.66	3.19	2.26	0.01	Reject H_0	Significant
2 nd Quarter	79.44	8.76					
$\alpha = 0.05$; two tailed							

Based on Table 1 above, using the Two - Tailed Test, Table 2 showed that the T - Stat is greater than T - Critical; it is without doubt to conclude that there was a significant difference between the grades of respondents from the First to the Second quarter. This only implies that indeed, the use of Guided Peer Tutorial had a great positive impact in improving the low grades among the student- tutees. This implies a great need to use peer tutorial as a teaching strategy for learners who have difficulty learning a particular subject.

Table 3

Summary of Student-tutees' Answers on the Evaluation Questionnaire on Peer Tutorial in terms of the given factors as follows:

Factors	Result (Percentage)
Time of Tutorial	9 out of 10 or 90% agreed that the time of the tutorial session started on time.
Place of Tutorial Sessions	10 out of 10 or 100% agreed that the respondents know the venue of the tutorials

Topics Discussed (Variety)	8 out of 10 or 80% agreed that the topics discussed were varied.
Tutor's Way of Teaching	8 out of 10 or 80% agreed that they learned better with their paired tutor rather than in traditional classroom setting.
Overall Impact	10 out of 10 or 100% agreed that the respondents want the peer tutorials will be part of the classroom strategies.

The table above illustrates how the student-tutees evaluated or assessed some factors that contributed to their views in relation with the Guided Peer Tutorial Program. All student-tutees were well-informed of the time the peer tutorial sessions during Wednesdays from 4:00-5:00pm and Fridays from 3:00-4:00pm after school hours. Hence, majority were conscious to start the tutorial sessions promptly so they could learn much more. The venue was always held in two classrooms at M401 and at M402 so they immediately went on these assigned rooms immediately after their last subject. In terms of the topics being discussed on each tutorial session were varied so as not to cause boredom to both the tutor and his/her tutee. The student-tutors displayed varied techniques to clarify any doubts of their tutees in their own communication lingo. The researcher had seen bright faces of student-tutees with some reactions like "*Oh, I see!*" or "*I got it now!*" as almost shouted by student-tutees once they understood the topic being discussed by their student-tutors. In the final analysis, all of them (student-tutors and student-tutees) have recommended to use peer tutorial program to be part of the teaching strategies since all of them agreed that they have all been benefitted in learning better through their peers.

At the end of this peer tutorial program, respondents were given an evaluation survey. This is a questionnaire which was constructed to find out the respondents' overall impressions, feedbacks, and suggestions for the entire administering of this One-on-One Peer Tutorial Program. In relation to the construction of questionnaire for data collection, the researcher did a lot of research readings on samples of related studies before constructing and coming up with the final questionnaire. After preparing the first draft of the questionnaire, the researcher presented it to some of her colleagues in the English Department, to her English chair, and to one of her Graduate Professors for any comments, suggestions or criticisms for test validation. Comments and suggestions from among them were considered. A pilot testing of the survey test was administered among thirty Seventh Graders from Grade 7 section A who were not part of this Peer Tutorial Program before coming up with the final draft. The researcher personally administered and retrieved the test form the student respondents. This was done to personally supervise and to give clarifications in case questions were raised by any respondents.

The duration of the peer tutorial sessions lasted for five months. Each tutorial session had different topics and activities as planned by the student-tutors with their tutees. The researcher facilitated in the supervision; however, the student-tutors' administration with their individual tutees were totally different. The researcher had observed initially that some student-tutors have difficulty clarifying matters over and over with their student-tutees but gradually changed to better tutors-tutees connection with each other that eventually led to amicable and friendly relationships.

This was supported by the study of Nguyen, H. T. M. & Baldauf, R. B. (2010), which provides further evidence for the position that learning does not take place in isolation but rather through interaction, i.e., it occurs through communication and collaboration with other people in social settings. However, the study also raised the awareness of the need for well-structured support for interaction among peers.

Table 4

Improved Characteristics as a result of Tutees' Involvement in Peer Tutorial Program

Characteristics	Percentage
Diligence	40% of the student-tutees
Hard work	30% of the student-tutees
Better study techniques	30% of the student-tutees

When the researcher asked tutees about this question, **“In what specific ways have you improved in your class performance due to the English Peer Tutorial Program?”** Each student-tutee answered individually and differently as categorized above. The responses were all positive in terms of their participation to the Guided Peer Tutorial in English. Although some student-tutees struggled to learn, they admitted that they were able to acquire good study habits.

Table 5

Improved Characteristics as a result of Tutors' Involvement in Peer Tutorial Program

Characteristics	Percentage
Patience	60% of the student-tutees
Friendship	40% of the student-tutees
Responsibility	40% of the student-tutees

Not only did the student-tutees benefit from this guided peer tutorial, but also their student-tutors. When student-tutors were asked this question, **“In what specific ways have you improved your attitude or personality due to the English Peer Tutorial Program?”** Their answers were astounding. Majority of them had learned the value of patience, responsibility, diligence, sense of maturity and socialization skills as they administered difficulty in explaining lessons with their student-tutees. Some had even struggled with the attitude of their student-tutees but kept their patience because they wanted to help their student-tutees. Furthermore, some have gained great friendships with their tutor-tutee relationship after this Guided Peer Tutorial Program. Their responses showed sense of maturity in terms of being patient and sociable since some turned out to be their real friends.

Table 6

Overall recommendations for Peer Tutorial as a teaching-learning strategy from tutees and tutors' answers

Category	Percentage (from Student-tutees)	Percentage (from Student-tutors)
Strongly Agree	100%	90%
Agree	0%	10%
Neutral	0%	0%
Disagree	0%	0%
Strongly Disagree	0%	0%

During the last peer tutorial session, the researcher asked both tutees and tutors the most important question if they would like to recommend Peer Tutorial as a teaching-learning strategy or method in class. The table above painted the entire picture of their overwhelming answers on the Strongly Agree which means that they really liked the guided peer tutorial with their tutor-tutee buddies in its entirety.

Although the primary objective of this peer tutorial program is for tutees to be given help or assistance through a peer tutorial program, the student tutors have also been benefitted from it, as they acquired the skills of responsibility and enhance their self-esteem and patience. There were strong evidences based on previous researches about the benefits of peer tutorial not only for tutees but also for tutors for many reasons. The results of what the student-tutors learned in the process of peer tutorial made them more patient, understanding, and more responsible. In fact, some tutors admitted to the researcher that they have learned patience by heart since they wanted to help their tutees. In fact, one student-tutor even told the researcher that she found a new real friend through her tutee since they don't belong to one section, during recess time they mingled with each other to converse and to exchange greetings. On the other part, the student-tutees struggled a great deal in the first few weeks of the peer tutorial since some had individual differences with their tutors. Some even wanted to quit because the tutors seemed reluctant to re-teach because some tutees had difficulty understanding the ways tutors taught them. Eventually, these student-tutees managed to understand those differences in personalities as the tutors tried to be more patient, adapted a more practical way of explaining while the tutees were more receptive in the lessons and activities. In fact, the student-tutees expressed their feelings on the question, **“What did you like most in attending the English Peer Tutorial Program?”** Among the answers provided were as follows:

Tutee A mentioned, *“I learned about our lesson from my tutor whenever we had the tutorial session because of his feedbacks.”* This signify that their interactions between a tutor-tutee has more in-depth discussion and freer as they engage with the relearning process.

This statement of Tutee A supports the study of Susanto, Soengkono, and Assalma (2019) in regard to their more relaxed atmosphere, “Peer feedback made the learning environment less anxious and stressful, it helped the students collaborate with each other more, then, it could help

to learn more. Henceforth, the students who were taught by using peer feedback had lower writing anxiety than those who were taught without using peer feedback.” (Susanto, Soengkono, and Assalma, 2019)

Tutee B stated that, *“When we have our exercises for the activity on that day, I really like it!”* This statement appears that even during assessment they enjoy. Unlike in the actual setting when students were asked by teachers to answer worksheets as exercises, students dislike the idea of being evaluated or assessed.

Tutee C expressed, *“I like studying hard and having high scores.”* This student is a typically shy student and almost always gets low score. It boosted her spirit when she gets high scores after the exercises are checked.

Tutee D told, *“When teaching me it was fun when I go in the peer tutorial.”* Time and correct management requires minimal to maximum tolerance. This student initially did not like joining the peer tutorial sessions; eventually, he liked the process of involvement when he found enjoyment after few tutorial sessions. He thought that he was more relaxed and more engaging with his tutor and could ask any questions. The reinforcement activities with other tutees has triggered his interest.

Tutee E stated, *“I learned how to speak in English and how to use it in correct sentence and to improve my vocabulary.”* This statement came from a student who hardly speak in class due to limited vocabulary and his fear of committing grammar errors. With a fellow student correcting his errors consistently on subject-verb agreement made him confident as days go by.

Tutee F uttered, *“Being excited and focused and I like is to learn a lot.”* This student has been highly empowered to improve better. He expressed his enthusiasm vocally that he has learned a lot.

Their answers reflected positive impacts that they really liked this peer tutorial program which lead to student-tutees 100% recommendation of a peer tutorial as a teaching-learning strategy. The researcher found out that pairing students with some of their similarities in favorites or interests in real life may have given them better opportunities to work more productively. Close supervision while peer tutorial sessions were extremely advised by the researcher to make sure that lessons and activities were administered to the fullest. Although English was supposedly the means for tutoring, the researcher did not impose such but rather allowed the tutors to use even their mother tongue to speak and to explain with their tutees in order that their tutees grasped better the lessons to optimize better understanding between the tutees and the tutors to achieve the desired learning results.

Conclusion

Peer teaching and learning has been a well-researched topic worldwide. After the researcher used the Guided Peer tutorial with her English 70 class, she undoubtedly saw the positive and remarkable results from her tutee-tutor respondents who had both been benefitted. Apart from the good study habits and social maturity established among the student-tutees, the researcher observed that the previous peer learning activities yielded additional results for both tutor and tutee like having more supportive relationships; greater psychological well-being, social competence, communication skills, higher achievement and greater productivity in terms of enhanced learning outcomes. As a result, the researcher highly recommends the use of guided peer tutorial not only in English but also in other core subjects at the Junior High School Division with a more improved program and additional effective strategies.

The student-tutees and student-tutors' responses, both on questionnaires and from their discussions throughout the peer tutorial program indicated that all participants felt strongly that peer tutorial was indeed helpful for them. They all agreed to recommend peer-tutoring to be implemented again for next school year. One of the key elements in this peer tutorial is how important it is for students to be able to talk with each other not only about their lessons, concerns but also about their progress. They had established effective working relationships and learned how to improve their practice through these discussions. This supported the social constructivist approach to learning and recognizes peer coaching or teaching as a process. It encouraged a learner-driven climate where students were able to identify their goals towards better learners.

In the duration of the peer tutorial sessions, it was tedious to start and run the program, but by organizing systematically, the hardships outweigh the good benefits. First, is to see that some of our student-respondents had formed close peer relationships with other students within their age and grade level, as this showed that they were able to transfer skills to foster effective and healthy working relationships with peers in differing contexts. Next, the fact that they proactively sought out individuals with whom they wished to establish a peer coaching relationship with was a real success of this project. It illustrated that the student-tutees as well as student-tutors did value the support of a peer tutorial to identify areas of their personal as well as academic improvement, social skills, and build their confidence to study independently given the time. Not only do the student-tutees benefitted, but also the student-tutors who admitted that they became more responsible, open-minded, more sensitive to others' needs, more sociable, more mature to handle things and the list goes on.

Recommendations

This Guided Peer Tutorial offered learners possible ways to help them academically which educators, like me would not have otherwise imagined. As a researcher who deeply navigated and observed student-tutees and student-tutors towards their academic performance, I highly recommend this Peer Tutorial Program regardless of age or grade level. Indeed, not only has this peer tutorial program helped to nurture student-tutees to cope with their subject difficulty through peer tutorial enrichment and retention mastery exercises of lessons in English 70 but also has developed some soft skills like socialization with peers, freer communication with others and optimistic perspectives, to name a few in facing their academic performance difficulties. Student-tutees were not only the ones benefitted but also the students-tutors who have obtained more patience, more responsible with tasks, more caring, more emphatic to their fellow students who may be needing assistance in class.

As an output of this study, the table below is a recommendation of the researcher to work on for future implementation of this peer tutorial sessions across all content subjects like English, Mathematics, and Science as shown on the crafted **Guided Peer Tutorial / Enhancement Program**. This enhancement program is designed to help learners who may have difficulty learning English, Science, and Mathematics inside their regular class. Since this will be a peer or small group tutorial program, this are administered after class hours but will be closely monitored and supervised by assigned teachers in English, Science, and Mathematics. The table has specified key points to monitor and to prepare by the assigned teachers in English, Science, and Mathematics.

Guided Peer Tutorial/ Enhancement Program for Seventh and Eighth Graders											
PRIORITIES	CHALLENGE	OBJECTIVES	PROJECT INDICATOR	MEANS OF VERIFICATION	PEOPLE INVOLVED	SUBJECT COMPETENCIES	TIME FRAME	RISK ASSESSMENT	RISK MANAGEMENT	BUDGET	VENUE
Enhancement and mastery of students who have difficulty in English, Science, and Mathematics through pairing or buddy mechanism.	Students who struggle in understanding English, Science, and Mathematics regular classes need to re-teach lessons for mastery and retention. Goal: To encourage students to strengthen skills in English, Science, and Mathematics Subjects through tutorial sessions using: a.) buddy system b.) small group (3-4 members)	To help students enhance their lesson difficulties in English, Science, and Mathematics subjects To equip them with systematic scheduling to either master English, Science, and Mathematics subject one at a time To encourage students to set personal goals in helping oneself and help other students as well.	Better academic results in Monthly and Quarterly Tests of English, Science, and Mathematics Subjects Better communication, socialization among peers.	Monthly Dry run test prepared by subject teachers of English, Science, and Mathematics Subjects to be administered before the Quarterly exam. Feedbacks through verbal or journal writing which are read and closely monitored by subject teachers of English, Science, and Mathematics. Assigned teachers must schedule a process0 small group learning	English, Science, and Mathematics Teachers Grade Level 7 & 8 Coordinators and Chairpersons in English, Science, and Mathematics Seventh and Eighth Graders who have academic problems in English, Science, and Mathematics Seventh and Eighth Graders who are high academic performers and are willing to be student-tutors in English, Science, and Mathematics	Weekly Lessons are prepared by teachers in English, Science, and Mathematics in advanced >They train specific student-tutors on how to re-teach a difficult lesson Teachers in English, Science, and Mathematics will prepare additional exercises for mastery and retention to be administered during the tutorial sessions after class hours. STEPS: 1. Be sure to train chosen student-tutors by using dialogical and scaffolding techniques of teaching through modeling. 2. Explain directive versus nondirective tutoring. 3. Discuss an array of teaching strategies. 4. Prepare appropriate learning exercises suited to all tutees.	June 2020- March 2021 Activities: -Orientation on the nature and benefits of Peer Tutorial -Orientation of student-tutors' role and responsibilities Teachers in English, Science, and Mathematics will teach tutor through modelling strategies	Attitude of student-tutees may be totally different with student-tutors -Handling conflicts -Organize systematic tutorial sessions -Prepare more activities in prepared advanced for mastery and retention -Monitor and supervise gently by getting students' feedbacks and try to refine tutorial sessions based on negative feedbacks	-Needs parent consents' approval -Orientation on the benefits of peer tutorial not only on academic performance but also in honing other essential lifelong skills like: -socialization -responsibility -maturity -patience -perseverance -sensitivity -communication -study habits -independent-learner	Php 1,500 as honoraria for each assigned teacher to monitor closely tutorial sessions in English, Science, and Mathematics. M401- English M402- Science M403- Mathematics.	Junior High School Bldg M- M401- English M402- Science M403- Mathematics.

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Appendix A

Daily Reflective Journal of English Peer Tutorial Program

Name _____

Journal Entry # _____

1. What lesson/s have you learned in English Peer Tutorial Program today?

2. What did you like learning or doing in this Peer Tutorial Program session today?

3. Did you dislike any activity during the peer tutorial program today? State Yes or No and explain why?

4. Would you like to continue attending this English Peer Tutorial Program? State Yes or No and explain your reasons.

Flipped Learning Approach in Teaching Writing in a University Setting: Students' Experiences, Preferences, and Perspectives

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Abstract

Writing is a complex language skill to develop, but students must learn it if they are to be successful in school, at work, and in their personal lives. Beginning from the cognitive era to the socio-cognitive era of teaching writing in schools, new teaching and learning models for students' writing skill development have emerged. This paper presents findings of a study designed using a flipped classroom approach in teaching writing in a university ESL context. Research participants were seventeen college sophomore Accountancy students enrolled in a *Writing in the Discipline* class during the first semester of the academic year 2016 – 2017 in a private university in Manila, the Philippines. For a period of four months, the class utilized a flipped classroom approach by 'doing the class work at home and doing the homework in the class,' where students viewed online video lectures on academic English writing via their electronic devices and completed pre-class quizzes at home or outside of class, and participated in in-class and in-person practical activities and lesson applications with the teacher's guidance. Data drawn from surveys and focus group discussions revealed that despite some technological limitations, the flipped classroom approach in a writing class received an overall positive feedback from the students, citing students' preferred activities and features, based on their experiences and perspectives. Pedagogical implications in the teaching of writing with technology integration are provided in the light of these findings.

Keywords: Blended learning, Flipped classroom, Flipped learning, Teaching writing, TESOL

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Introduction

Teaching and Learning Writing in the ESL/EFL Context

Writing skills are crucial for students' academic, social, and professional success. Writing is a complex process which needs knowledge, skill, and creativity. It is also one of the skills that

ESL/EFL learners have to develop because it is a medium for learning other subjects and for communicating with their teachers (Vurdien, 2020). Writing is also the skill used mostly to assess the students' performances in virtually all phases of educational levels: Primary, secondary, and tertiary levels, as well as in entrance examinations, application letters, theses writing, and for a variety of purposes (Al-Jarrah et al., 2018; Ibrahim et al., 2016). Writing is indeed becoming necessary not only in L2 in school settings, but also in our daily life, particularly owing to the prevalence of information technology, such as writing e-mail or business letters overseas. However, writing is considered as the most complicated language skill to be learned and taught, as developing the ability to write is a demanding process that requires considerable support from teachers (Coelho, 2020).

Learning to write coherently, fluently, and effectively particularly in one's second language such as English even becomes more demanding in the tertiary level as students need to adhere to academic writing conventions for specific genres that they need to compose such as different types of essay and research projects. Writing, being an authoring skill, requires employing a variety of strategies and activities such as careful planning, preparation, and execution. Needless to say, academic writing has become a challenging intellectual price of being in college, since students not only must learn to write, they also must learn to read – and even to think – in complex new ways (Greene & Lidinsky, 2012). Brown (2000) also conjectured that in school, writing has become a way of life. Without some ability to express oneself in writing, one does not pass the course. Hence, because of the linguistic and cognitive demands of learning the writing skills, students tend to view writing as the *bête noire* in their English language learning journey.

Cognizant of the need to facilitate and assist students in their learning of academic writing skills, teachers have already begun to explore several approaches in the teaching of writing, which have emerged decades ago until the recent years: process approach (Flower & Hayes, 1980; Hayes, 1996; Richards, 2002), product approach (Brown, 2000), genre approach (Nunan, 1998), process genre approach (Badger & White, 2000), post-process approach for L2 writing (Atkinson, 2003; Matsuda, 2003), inter alia. However, despite considerable research into the writing process, Hyland (2003) commented that we still do not have a comprehensive idea of how learners go about writing a task or how they learn to write. Hence, much more research should be conducted to further explore alternative means in teaching students good writing skills.

Flipping the Traditional Writing Classroom

Drawing on the aforementioned issues in the teaching and learning of writing skills and the growing demands for the development of multiliteracies among students amidst the backdrop of a globalized, networked, and interconnected society (Mills, 2009), there is a need to explore alternative approaches in the teaching of language skills. With the intrusion and disruption of technology into virtually every facet of humanity including the educational landscape, teaching and learning with technology has become not just a must-try, but a must-have and a must-do for a vast majority. Nowadays, it is not impossible to encounter an upsurge of technology-driven modes of communication via interactive networks like the new/social media including Facebook, Twitter, Instagram, LinkedIn, WhatsApp, YouTube, blogs, wikis, and even TikTok. Teaching and learning have also transcended to the next level with Zoom sessions, Hangouts, GoToMeetings, massive open online courses (MOOCs), webinars, synchronous and asynchronous learning management

systems (LMS), to name a few. Indeed, teaching and learning with technology has become the ‘new normal’, a *sine qua non* for many of us.

With the prevalence and affordances of technology-mediated and technology-enhanced teaching and learning mechanisms, comes Education 4.0 powered by smart technology, attuned with the need to evolve with the times and to adapt with the new realities (James, 2019). In recent years, new pedagogical frameworks and models have surfaced proposing the integration of modern technologies into education: TPACK Framework (Koehler et al., 2014), UNESCO ICT Competency Framework for Teachers (2018), ISTE Standards for Educators (2019), Blended Learning Models (Horn & Staker, 2012), and SAMR Model (Puentedura, 2013).

Anchored on the tenets of blended learning, this study explored the educational affordances and potentialities of mixing off-line and on-line modes of teaching academic writing with higher education students. Staker and Horn (2012) defined blended learning as “a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home” (p.3). They presented four models of blended learning that categorize the majority of blended-learning programs emerging across educational institutions today: the rotation, flex, self-blend, and enriched-virtual models. The rotation model is further categorized into four sub-categories: the station-rotation, lab-rotation, flipped-classroom, and individual-rotation models.

Of the aforementioned blended learning models, this study subscribed to the principles of the flipped-classroom model (FC Model) which is a sub-category of station-rotation model in which within a given course or subject (e.g., writing class), students rotate on a fixed schedule between face-to-face teacher-guided practice (or projects) on campus during the standard school day and online delivery of content and instruction of the same subject from a remote location (often home) after school (Staker & Horn, 2012). Bergmann and Sams (2012) also defined the FC Model as a new pedagogical model where the instructor shares predetermined digital resources with students through a platform outside the classroom, and related content is also taught through this outside platform asynchronously. Inside the classroom, active, collaborative, and interactive problem-solving activities and consolidation practices are carried out (Toto & Nguyen, 2009). Additionally, Bishop and Verleger (2013) described the FC Model as an educational technique which consists of two significant components: (1) the use of computer technologies such as video lectures, and (2) the involvement of interactive learning activities. Meanwhile, EDUCAUSE (2012) defined the FC Model as a “pedagogical model in which the typical lecture and homework elements of a course are reversed” (p.1); whereas, according to the Flipped Learning Network (2014), “Flipped Learning” must have “Flexible Environment,” “Learning Culture,” “Intentional Content,” and “Professional Educator.”

FC studies show that videos are often used as a means of teaching outside the classroom, while interactive tasks in which students are actively participating are used as in-class activities (Herreid & Schiller, 2013; Basal, 2015; Zengin, 2017). Harnessing the power of technology, instructors both create video materials and curate open-access videos available on the Internet for their classroom use (Sherer & Shea, 2011). The instructional videos used as lecture materials ensure students’ active participation and student-centered learning since videos could maintain students’ attention and enable them to concentrate on the content (Herreid & Schiller, 2013) and

consequently, enhance students' performance, engagement, learning outcomes, and motivation (Baepler et al., 2014; Sun & Wu, 2016; Mabuan & Ebron, 2017; Yilmaz, 2017).

The FC Model has been widely explored in various settings and subjects including the English language classroom. In particular, it has been used in the teaching of different writing tasks: general composition activities (Baranovic, 2013), academic/research writing (Engin, 2014), IELTS writing tasks (Mireille (2014), writing paragraph patterns of development (Li-xia, 2016), argumentative paragraph writing (Ekmekci, 2017), argumentative essay writing (Soltanpour & Valizadeh, 2018), and e-mail etiquette (Kostka & Wang, 2020), among others. Generally, these studies suggest that students have expressed positive feedback towards flipping the writing classroom. However, while studies on flipped classroom or flipped learning are already widespread in several parts of the world, a survey of literature in several research databases suggests a dearth of blended learning studies with particular focus on the implementation of the flipped learning approach in academic writing classes in the Philippine setting. This is the gap that this study intends to fill in.

Even though English is used as one of the two official national languages in the Philippines, and as a medium of instruction across disciplines and subjects, Filipino students learning English as a second language still struggle in achieving proficiency in the macro skills. The Philippines' fall from the 14th place in 2018 to 20th in the 2019 English Proficiency Index (English First, 2019) suggests a declining trend that educational sectors should also be concerned about. Hence, the Department of Education (DepEd), the Commission on Higher Education (CHED), state universities and colleges (SUCs), and other stakeholders should step up efforts to improve the teaching and learning of English, and develop it as a vital skill among Filipinos.

Cognizant of the aforementioned trends and issues, this study implemented a modern approach in teaching academic writing skills among Filipino university students using the flipped-classroom model. It aimed not only to contribute to the improvement of Filipino students' English proficiency, but also to explore and expand teaching and learning paradigms and pathways that could provide new ways and means in delivering quality and effective language education. In particular, this study focused on privileging students' voices and exploring their experiences about this new learning model because, ultimately, they are the ones who will dictate the type of education delivery that best suits their needs. Specifically, this study sought to answer the following questions:

1. What are the students' preferred learning activities in a writing class with a flipped learning approach?
2. What are the students' preferred features of flipped learning in a writing class and their perceptions about them?

Method

Research Design

This study utilized a descriptive qualitative method as it aimed to determine students' preferences and perspectives in terms of activities and features in a writing class taught with a flipped learning approach. Creswell et al. (2007) defined qualitative method as a research method that relies on text and image data, has unique steps in data analysis, and draw on diverse designs. Qualitative researchers typically gather multiple forms of data, such as interviews, observations, documents, and audio-visual information rather than rely on a single data source. By utilizing the qualitative

research design in this study, the researchers gathered ‘thick’ data through research tools such as surveys and focus group discussions; organized the data into categories or themes; and analyzed them to answer the research questions.

Research Participants

This study’s participants were seventeen university sophomore students taking the course Bachelor of Science major in Accountancy in a private university in Manila, the Philippines. The participants were in mixed gender, with ages ranging from 17 to 18 years old. Their English proficiency level ranged from low intermediate to intermediate level based on their TOEIC (Test of English for International Communication) scores. The study was conducted during the first semester of the academic year 2016 – 2017 in a Writing in the Discipline class, which was a required communication subject in the course curriculum. Before the implementation of the study, an informed consent was sought from the participants, the participants’ parents and/or guardians, and from the school administration.

Research Instruments

Two surveys with open-ended questions were administered to the students before and after the flipped learning. The pre-flipped learning survey aimed at capturing demographic profiles of the students, the frequency of their access to online technology, their virtual profiles, and their previous experience on using technology in the classroom. The post-flipped learning survey aimed at determining students’ preferences on the flipped classroom activities and features based on their experience in the class. It also aimed to explore the challenges that the students encountered in the flipped classroom, as well as the limitations of the model as far as their learning the English academic writing is concerned. Kelley et al. (2003) concurred that surveys can produce data based on real-world observations, they can obtain sufficient data generalizable to a population given the breadth of coverage of many people, and they can produce a large amount of data in a short time for a fairly low cost. Finally, an informal classroom discussion after the flipped learning was conducted with the students to further explore students’ experiences that were not captured by the surveys. The FGD data was used to triangulate the findings in the study. Hughes and DuMont (1993) conjectured that focus groups are in-depth group interviews employing relatively homogenous groups to provide information around topics specified by the researchers, which can be used to pick up relevant themes around a topic.

Research Procedure

Students were first oriented about the nature and process of flipped learning. The classroom rules were established including the roles of the teacher and the students. Students technological readiness was also determined by ensuring that everybody had access to Internet-connected devices. Applying the basic principles of the flipped classroom, the traditional approach in teaching writing was ‘flipped’; that is, there were in-class and out-of-class activities for the students. The lectures were not done in the classroom by the teacher; instead, students were assigned to watch video lectures of the lessons outside the classroom, on their free time or at home. The video lectures were curated from the five-course massive open online course (MOOC) specialization called Academic English: Writing Specialization (<https://www.coursera.org/specializations/academic-english>), which was developed by the

University of California, Irvine and offered through Coursera. The researchers downloaded selected video lectures from the courses *Getting Started with Essay Writing* and *Advanced Writing*, and used them in the class following the Creative Commons attribution guidelines.

In order that students watch the video lectures, they were tasked to complete worksheets and answer pre-class quizzes. For in-class engagements, interactive activities that applied the concepts presented in the video lectures were accomplished in the class under the teacher's guidance. The focus of these in-class activities was concept application through problem-solving activities and application activities performed individually or in dyads, triads, or small group activities. Consultations and mini-conferences with the teacher about the lesson were also conducted. A private Facebook group exclusive for the members of the class was created, as it served as an online class convener to facilitate continuous interaction, collaboration, and engagement among the teacher and the students. The video lectures were posted by the teacher on the Facebook group, where students accessed them. Students could either play the videos directly on Facebook or download them in their devices. Students could also post their ideas, ask questions, chat with other students, or send their teacher a private inquiry related to the video lectures. Pre-class worksheets corresponding the video lectures, as well as other class instructions, updates, and announcements were also posted on the Facebook wall.

Data Analysis

To identify students' preferences on the flipped classroom features and activities, the ranked data from the survey questionnaire were averaged. The ranking on the flipped classroom features and activities from the most preferred to the least preferred ones was determined and explained using students' explanations. To determine students' viewpoints on the benefits, challenges, and limitations in learning in a flipped writing class, the FGD data was transcribed, codified, and thematized, and was used to substantiate, support, and triangulate the findings in the study.

Results and Discussion

Students' Preferred Flipped Learning Activities

After four months of flipped learning in the academic writing class, the students provided their feedback about the different activities that they performed inside and outside of the classroom. The students ranked the activities from their most preferred to their least preferred ones and provided explanations about their choices. The summary and details of the five most preferred activities by the students are shown in the following table.

Table 1. Students' preferred activities

Activities	Average	Rank
Writing an essay using the Process Approach	3.59	1
Consultation or mini-conference with the teacher	3.82	2
Viewing pre-class video lectures	4.06	3
Ten to fifteen minutes of in-class discussion prior to activities	4.47	4
Answering pre-class worksheets or quizzes	4.65	5

Table 1 presents students' preferred activities in the academic writing flipped learning. As can be seen from the table, the most preferred activity by the students is writing an essay using the

Process Approach (Nunan, 1991) with an average of 3.59. According to the students, writing their essay using the Process Approach was on top of their choices due to a number of reasons: It developed their organization skills, promoted their writing confidence, and enhanced their writing skills. According to them, writing their essays using the Process Approach helped them to be more organized with their ideas. Writing an essay using such approach was systematic; it also engaged them actively from the brainstorming to the writing of the draft and to the peer feedback phase. For instance, the series of revisions that the students made after receiving peer feedback and teacher feedback allowed them to refine their essays. Consequently, their essays became more structured and substantive. In addition, students reported that this activity also promoted their confidence in writing. Going through the different stages of composing an essay such as brainstorming, outlining, drafting, revising, editing, and giving and receiving feedback on their work before coming up with the final version have developed their confidence. Although students mentioned that it was time consuming, repeatedly going through the different stages of the Process Approach provided them greater time to practice different writing skills. They commented that they became more confident in writing thesis statement, and they became familiar with the conventions of citing sources correctly using the APA citation guidelines, as well as they became mindful in observing coherence in presenting their arguments. This finding shows that the different activities inside the classroom such as discussion, brainstorming and rewriting coupled with the guidance of the teacher and feedback from peers were important factors that may have led to the development of students' writing skills and confidence in composing. Through the Process Approach, students could see their individual mistakes as they obtain immediate response from their peers or teacher and more importantly, all the comments reached out to students themselves and not just their writing (Papilaya, 2018). As a result, they figured out what was needed to be improved, as the teacher facilitated revision and improvement through providing comments.

Another activity preferred by the students was having consultation or mini-conference with the teacher. Having mini-conferences with the teacher appears to be favored by the students, as it made them feel empowered, cultivated supportive environment, established rapport between them and their teacher and increased student-teacher collaboration. According to the students, the mini-conferences between them and their teacher made them feel empowered because it afforded them opportunities to consult with the teacher and ask questions openly, get individualized advice pertaining to their writing development, and have an immediate access to an expert whenever they needed it most. Supportive writing environment was also cultivated which made the students more engaged and motivated to further improve their writing skills. This finding echoes some authors' observation (Ellis, 2009; Bayraktar, 2012) delineating the usefulness of mini-conferences as an essential part of the students' writing process as it gives affective support among the learners and motivates them to continue learning.

Aside from conducting consultation or mini-conference with the teacher, the students also preferred viewing pre-class video lectures, which they ranked as third with an average of 4.06. Responses from the students show that they favored this activity for some reasons: first, it allowed them to preview the lessons and to study in advance; second, it gave them some sense of 'control' on the lesson because they could play, pause, and replay video lectures whenever they felt the need to do so; and finally, it provided them flexibility in learning. These findings reveal that the flipped classroom setup facilitates educational preparation, which students recognized to be important as they could preview lessons to be tackled in the class, making them prepared and ready to engage

in learning. Hence, students felt confident in attending their class because viewing the lecture videos at home provided them knowledge about the lesson, allowing them to be prepared to work on activities inside the classroom. In the same manner, students considered this activity beneficial because they had the chance to preview and review the key points of the lesson using their gadgets whenever and wherever they felt the need to do it. As a result, they had a better understanding about the lesson because they viewed the lecture videos repeatedly until they thoroughly understood it. This shows that the pause, rewind, and replay features of the lecture videos allowed them to learn at their own pace, place, and space. It allowed them to go through the lessons at their own speed. When they were having trouble understanding the lesson, they just paused and reviewed the videos. They also slowed down the pace and watched the lecture videos numerous times, which is not possible with a teacher-led in-class direct instruction. When direct instruction is delivered in class, some students need the teacher to slow down, but doing so would leave others restless and potentially disruptive (Caicco, 2016). Furthermore, students also liked this activity because they learned in a more flexible way. They appreciated the flexibility that was afforded by the flipped learning, as it allowed them to choose how and when they receive direct instruction. Furthermore, students who had processing issues watched the videos many times until they had thoroughly understood the lesson material. However, despite the students' positive feedback on watching pre-class video lectures, some of them reported a number of technological challenges that they encountered, which include Internet connectivity and bandwidth issues.

The fourth most preferred activity by the students is having 10-15-minute in-class discussion prior to hands-on activities. Students' comments suggest that it was a useful activity for them because it allowed them to review the major ideas in the video lectures, and it provided them opportunity to clarify points and to raise lesson-related questions to the teacher. Furthermore, students reported that the short in-class discussions gave them a chance to engage in a meaningful clarificatory talks about the topics in the video lectures. It also assessed their understanding of the important concepts in the video lectures, which was important in performing the hands-on and practical activities in the class. Students also mentioned that since they viewed the video lectures individually without the presence of the teacher, some students might have interpreted parts of the videos differently. Through the lightning discussions, students had the chance to correct misinterpretations and clarify unclear parts of the video lectures. Consequently, mistakes committed by the students during hands-on activities may have been reduced because it gave the teacher time to provide specific instructions and clarifications on the activity guidelines to be followed by the students.

The fifth most preferred activity by the students was answering pre-class worksheets or quizzes, with an average of 4.65. Students' responses revealed that they viewed this activity as a means to evaluate their comprehension of the video lectures. They considered the pre-class worksheets as helpful tools to check their understanding of the content delivered prior to class. It gave them idea on what they had already understood and what they still needed to revisit. This finding corroborates Brame's (2013) observation that assessments on materials allow students to gauge their own understanding of materials and allows them to see what items need more of their focus. Students also reported that the pre-class worksheets facilitated autonomy of their learning. Since completing the worksheets took place without the immediate intervention of the teacher, they needed to be proactive and motivated in setting and fulfilling objectives. They mentioned that if there were parts of the learning materials that were unclear to them, they took the initiative to

conduct additional reading and research to answer the questions in the pre-class worksheets correctly. In addition, answering the pre-class worksheets also helped them prepare for the upcoming lessons in the class, as this task reinforced students' understanding of content that supported in-class activities and improved students' engagement during class. However, while some students viewed this activity to be advantageous, some of them expressed concerns about it. They stated that answering pre-class worksheets was time-consuming, and that it only added to the many tasks they needed to complete during the semester. This implies the importance of the teacher's role in explaining the significance of this activity to the students and in making them understand their active role in their learning journey. Students must see it as an essential stage in preparing them for deeper exploration of the subject content and application of their knowledge and skills inside the classroom.

Students' Perceptions on the Features of Flipped Learning

After four months of flipped learning in the academic writing class, the students listed their preferred features of the flipped classroom. They were also asked to rank these features based on their most preferred to their least preferred ones. Table 2 presents the summary of these findings.

Table 2. Preferred features of the flipped classroom by the students

Flipped Classroom Features	Average	Rank
The teacher spends more time in lessons coaching and facilitating learning and less time providing whole class instruction and demonstration	3.88	1
There is learning that involves the use of digital technology such as videos, to provide direct instruction on new concepts outside the classroom.	4.71	2
The teacher gives immediate feedback to the students' outputs.	4.88	3.5
The teacher always makes himself available to all students for individual or group consultation.	4.88	3.5
The class time is spent on hands-on activities rather than the traditional lecture type.	5.24	5
The students are allowed to engage in meaningful activities without the teacher being central.	5.41	6
Homework time is typically used to prepare for lessons through students watching online instructional videos and presentations on a particular topic prior to lessons	5.47	7
The teacher is flexible in his expectations on the academic progress of the students.	5.76	8
Students receive feedback not only from the teacher but also from their classmates or peers.	7.24	9
Students have the chance to interact online with the teacher and other students through the class Facebook group.	7.67	10

The positive and negative outcomes gained by the students based on their experiences on each of the identified features of flipped classroom were identified. The summary and details of these findings are shown in each of the following tables.

Table 3. Teacher spending greater time in lesson coaching and facilitating learning and less time providing whole class instruction and demonstration

Perceived effects	<i>f</i>
Enhanced learning	7
Improved written outputs	5
Autonomous learning	3
Deepened student-teacher relationship	2

Table 3 shows students' perceptions on the features of flipped learning where the teacher spent greater time in lesson coaching and facilitating learning and less time providing whole class instruction and demonstration. Based on students' responses, the most important benefit that they gained from this feature was learning enhancement. This benefit was attributed by the students to the guidance and instructions they received from the teacher during coaching sessions. Students commented that their learning enhanced due to the constant monitoring accompanied by feedback and personalized instruction provided by the teacher during coaching sessions. Aside from this benefit, students also believed that this feature of flipped learning helped them enhance their written outputs. Since they were allowed to ask questions freely and clarify information with the teacher, they felt thoroughly guided during the writing activities. According to them, the time spent during hands-on activities and the sufficient time rendered by the teacher to answer questions were crucial for their production of better written outputs. Furthermore, this feature was beneficial as it promoted autonomous learning for the students. Although the teacher spent greater time in coaching and monitoring students' work during activities, they were still given freedom to act and learn on their own. Students were given chance to interpret concepts and ideas with the teacher ready to aid and help them, particularly when they did not understand portions of the lesson. Consequently, although the teacher acted like a coach during activities, the students did not become dependent on the teacher. The teacher's comments on students' tasks were formative feedback about their work; hence, the students still had their autonomy to direct their work. In addition, this feature was also beneficial among students because it created a better relationship with their teacher. With the greater time the teacher spent on interacting with the students through lesson coaching and facilitating learning, they built a more comfortable relationship. Thus, students were more encouraged to learn. As students felt comfortable with the teacher, it was easier for them to ask questions and raise concerns. This classroom may lead to a healthy, proactive, and responsive relationship between the teacher and students, which is an important element for students' learning.

Table 4. Using digital technology such as videos to provide direct instruction on new concepts outside the classroom

Perceived effects	<i>F</i>
Learning flexibility	8
Failed to watch lecture videos due to weak Internet connectivity	7
Better understanding of lessons	4
Greater familiarization of essay writing conventions	3
Productive and meaningful time at home	3

Table 4 deals with students' perceptions on the feature of flipped learning where digital technology was utilized to deliver direct instruction on new concepts outside of the classroom. In this feature, the teacher preloaded content-based lectures in the form of instructional videos before students attended class. These preloaded instructional videos aimed to introduce the students a specific lesson, as part of the lecture of the teacher, serving as a stimulus to group or whole-class discussion, as chance for them to work at their own pace, and as a review or extension activity (Eady & Lockyer, 2013).

Employing this feature of flipped learning brought various benefits among the students. One is the flexibility of learning for the students. Students reported that this feature made them in control of their learning. They watched the lecture videos as often as they liked, rewinding or pausing them whenever necessary, until they acquired a better understanding of the lessons. This finding corroborates with Lazareva's (2015) observation that having an asynchronous learning can help overcome the short attention span of students and promote better understanding and remembering of the materials by the students. Students also mentioned that the content of the videos were of great help in their writing because they had the chance to study the different examples repeatedly, including the techniques and strategies of writing provided by the video lectures. Since they can view the sample essays repeatedly, they acquired greater familiarization of different essay writing conventions. The use of technology in this feature also gave learning convenience among the students by accessing the lecture videos through their devices. It freed them from carrying heavy books and other learning materials. Furthermore, this feature made students' time at home more meaningful and productive. Instead of spending their time unnecessarily in different social media platforms, they watched instructional videos and learned something new.

However, despite the general positive feedback from the students on the use of digital technology, a major concern pointed to the lack of Internet access at home or weak Internet connectivity. There were times when they had a hard time viewing the videos due to unreliable Internet access. Some students also reported that they would spend longer time to complete watching even a seven-minute video, which caused delays in learning and inconveniences. Consequently, there were times when they missed watching the video lectures or failed to watch them completely due to bandwidth problems.

Table 5. Teacher giving immediate feedback to the students' outputs

Perceived effects	<i>f</i>
Improved writing performance	11
Greater motivation to produce better written outputs	2
Conserved time	2

Table 5 presents students' perceptions on the feature of flipped learning where the teacher consistently provided immediate feedback to students' outputs. Employing this feature in a flipped learning classroom brought various benefits among the students. As shown in the table, the major benefit that the students received was a more improved writing performance. Students reported that the written feedback provided by the teacher on their compositions helped them discover the aspects of their writing that needed improvement. The specific written feedback from the teacher served as guide to improve their essays. In addition, students also commented that the written feedback of the teacher motivated them to produce better outputs. They explained that the immediacy and centeredness of the feedback on the task were important factors on their motivation. This finding is supported by Ellis's (2009) conjecture underscoring the usefulness of corrective feedback as it fosters learner motivation and ensures linguistic accuracy. Another benefit evident on students' responses in employing this feature was the greater opportunity it afforded them to communicate with their teacher, which made them feel more interested to learn. They reported that when they see the effort and willingness of the teacher to spend time listening and exchanging ideas with them, they felt more encouraged to learn to write good essays and develop greater interest in writing. Students also believed that the immediate feedback conserved their time. Since they already had an idea on what part of their essays needed further revisions based on the feedback of the teacher, they just directed their focus on revising rather than looking for parts that needed further revisions. This helped them manage their tasks and avoid classroom requirements to pile up.

Table 6. Teacher always making himself available to all students for individual or group consultation

Perceived effects	<i>F</i>
Fully and consistently addressed strengths and weaknesses of students	12
More empowered students	2
Deepened relationship between the teacher and his students	2

Table 6 shows students' perceptions on the feature of flipped learning where the teacher always made himself available to all students for individual or group consultation. In this feature, the students were allowed to approach or engage with the teacher for consultation during writing activities or even outside the classroom through face-to-face consultation in the faculty room. Employing this feature, students cited a number of benefits. One benefit is the feeling that their strengths and weaknesses were addressed more consistently and fully. Students reported that they had longer time to understand lessons through the guidance and advice of their teacher inside the

classroom because the teacher was always willing to have consultation. This suggests that although necessary learning materials were already provided among the students, the guidance of the teacher was still very crucial. Students also commented that this provided them some sense of empowerment. The willingness of the teacher to accommodate questions and concerns made them feel comfortable at consulting their teacher. They explained that passive learning was reduced when they were heard and accommodated openly. They became more confident to ask questions which privileged their voice and facilitated agency in the learning process. Furthermore, as aforementioned, students claimed that through consultations, the connection between them and their teacher deepened; hence, the teacher had the chance to know them better. This implies that student-teacher relationship is connected to learning. The longer the time a teacher spends among students, the more he understands his students. Positively, the teacher can determine appropriate approach for students, which can be associated to the improvement of their outputs.

Table 7. Spending class time on hands-on activities rather than the traditional lecture type

Perceived effects	<i>F</i>
Reduced boredom inside the classroom	6
Enhanced learning	5
Increased productivity	4
Time-consuming	1
Tiring	1

Table 7 deals with students' perceptions on the feature of flipped learning where the class time was spent to hands-on activities rather than the traditional lecture type. In the traditional classroom, students complete handouts, sit through lectures and take endless notes, whereas in this feature of flipped classroom, class time was spent on hands-on activities. After employing this feature in the flipped learning class, students reported several benefits. One benefit cited by the students is reduction of boredom inside the classroom. They explained that they preferred a classroom setting where they were challenged to think and perform rather than just sit and listen passively to lengthy lectures of the teacher. They also acknowledged the hands-on activities to be the source of greater learning than class lecture. They linked greater learning and enhancement of knowledge through hands-on activities because the activities helped them discover their mistakes and correct them eventually. The hands-on activities such as creating outlines and composing essays helped them identify whether they had acquired the competencies expected of them in every writing lesson. They used the quality of their written outputs in the hands-on activities as basis and assurance of their writing skill improvement. Furthermore, students also felt energized in this kind of set-up and they thought that their writing productivity increased because they had longer time for hands-on activities inside the classroom to produce more outputs.

However, while hands-on activities may be beneficial to student learning, some students suggested that it must be complemented with some discussions as performing hands-on activities several time could also tire them and consume their class-time. They suggested that it should not always be hands-on activities inside the classroom. It must be a combination of discussion and hands-on activities. Nevertheless, even though some students considered the hands-on activities tiring and time consuming, they noted that the learning was worth it.

Table 8. Engaging students in meaningful activities without the teacher being central

Perceived effects	<i>f</i>
Empowered learning	11
Confusion	3
Decreased productivity	2
Greater opportunity to understand lesson	1
Enhanced critical thinking	1
Active collaboration	1
Improved communication and leadership skills	1

Table 8 presents students' perceptions of the feature the flipped learning where students engaged in meaningful classroom activities without the teacher being central. In this feature, student-centered learning approach was utilized. This means that the teacher moved from conveying information towards facilitating students' personal discovery through discussion, consultation and mentoring. The teacher acted as a facilitator of learning and not simply as a provider of knowledge. Through this, the students were exposed to classroom interactions, cooperative learning activities, and hands-on projects.

As can be seen from the table, one benefit of this feature based on students' responses is empowerment. It allowed them to take control and responsibility of their own learning with teacher's guidance. The students reported that the different learning activities provided them the opportunity to understand lessons personally without the teacher constantly directing them to do things. This suggests that the move from being teacher-centered to student-centered in the classroom set-up may facilitate student control of their learning and may provide opportunities for the students to digest and understand lessons at their own pace. As a result, students felt empowered to take charge of their own learning. They were encouraged to explore learning independently and take greater responsibility of their own learning. Another advantage shared by the students was the enhancement of their critical thinking skills. Students learned to work and think beyond what the teacher provided; hence, it made them think critically during activities. Aside from developing the critical thinking of students, this feature also promoted collaboration and social interaction among students. The different collaborative activities allowed students to interact with their classmates and acquired familiarity with each other. As Hedge (2000) emphasized, one important factor for the learners to produce comprehensible output is interaction because it allows the students to practice their language inside the classroom. This language acts as input for other students; therefore, in language learning, group work has an important role as it facilitates language input and output among learners. Furthermore, this feature of flipped classroom gave the students the chance to practice their communication, and leadership skills, supporting Taous and Samira's (2013) claim that classroom interactions assigned to students play an important role in developing students' holistic language skills, as it facilitates peer-to-peer engagements. Furthermore, the different collaborative writing activities allowed the students to practice their leadership skills, because in mini-group tasks, students take control in leading and directing their teams in accomplishing certain tasks. Bisland (2004) posited that developing leadership among students involves providing students chance to practice leadership skills in a

supportive, learning and social environment. This means that both “successes” and “errors” of students are processed and reviewed.

However, despite the benefits seen by the students in this feature, some of them thought that it might create confusion because students working in a group were coming from different perspectives and interpretations. This suggests that the role of the teacher as a facilitator and consultant is very important. Continuous monitoring by the teacher is crucial to avoid confusion among the students. The teacher could ask the students if instructions are clear and if they have concerns before proceeding to the tasks. Students could also be encouraged to raise questions whenever they feel confused. Another concern mentioned was the less productivity that it might cause among students because instead of concentrating on the activity, they might discuss things beyond the topic. Therefore, the students must be constantly reminded that they need to accomplish a task, achieve a certain objective, and perform their roles actively.

Table 9. Homework time is typically used to prepare for lessons through students watching online instructional videos and presentations on a particular topic prior to lessons

Perceived effects	<i>f</i>
Confidence to perform in-class activities	10
More flexible learning	6
Lack of Internet connection	4
Time-consuming	3
Greater time management requirement	2

Table 9 shows students’ perceptions on the feature of flipped learning where homework time was used to prepare for lessons through students watching online instructional videos and presentations on a particular topic prior to lessons. In this feature, students were expected to have already completed pre-class tasks prior to attending the class. They were assigned to watch video lectures that typically ranged from seven to ten minutes covering a particular topic on academic writing. Aside from video lectures, students were also provided handouts and PowerPoint presentations as supplemental reading materials. Students were also assigned to answer worksheets related to the video lectures in order to assess their understanding of the topics. Furthermore, students were encouraged to prepare questions to clarify misconceptions they may have had about the lectures. All these pre-class activities were given to the students in preparation for deeper understanding of topics in class.

Students reported varied responses about this feature in the flipped classroom. Generally, students noted that the pre-class activities encouraged them to study in advance, making them prepared for classroom discussions and interactions. Because students have watched the video lectures and completed the pre-class tasks related to the lectures, they felt ready to attend the class. They were confident to perform writing activities and interact with other students because they had already understood foundational concepts necessary in performing those activities. Students also liked the openness and flexibility afforded by this feature, as it gave them flexible time to study because they were able to access the video lectures at their own time and pace. The flexibility of studying provided by this feature was advantageous among the students because they had the freedom to choose the time and place to learn with the video lectures. Hence, students reported

that they acquired better understanding of the lesson since they can replay and pause the video lectures, which they cannot do with the teacher in the traditional lecture setting.

However, despite the positive feedback of the students pertaining this feature, students raised issues on technological limitations. Some of them experienced weak internet connection, which affected their downloading and viewing of the videos. Consequently, they spent greater time in accessing the video lectures, which was time-consuming, causing delays and interruptions in doing their chores and accomplishing other subjects' assignments.

Table 10. The teacher is flexible in his expectations on the academic progress of the students

Perceived effects	<i>f</i>
Reduced learning anxiety	14
Motivated to learn	3
High expectations are more preferable	1

Table 10 deals with students' perceptions in the flipped learning feature where the teacher showed flexibility in his expectations of student timelines for learning. With this feature, students reported various benefits. The flexible expectations of the teacher among the students reduced pressure and stress. Consequently, students felt more appreciated and considered the classroom as a nurturing learning place that promoted meaningful learning. This illustrates that when students are less pressured and stressed inside the classroom, they consider learning to be more meaningful because they do not need to pretend as if they have already understood everything. This is supported by Krashen's Affective Filter hypothesis (1981), which suggests that low-level anxiety may facilitate learning among students because it can enhance their motivation and self-confidence and reduce their stress. The students also reported that this feature increased their participation inside the classroom, allowing them to comfortably express themselves. Students felt encouraged to participate because they felt that the teacher considered individual differences. Also, students commented that the continuous monitoring of their teacher about their writing performance made them feel more understood. They felt that the teacher had a better understanding on their strengths and weaknesses in writing. In addition, the flexible expectations of the teacher among the students made them feel the objective treatment of the teacher among them. It made them feel that they had the equal chance to learn and to grow in the classroom.

However, despite the various benefits students experienced through the flexibility of expectations of the teacher, one student admitted that she still preferred high expectations from teachers. She mentioned that high expectations can increase her motivation to perform excellent work and produce better compositions.

Table 11. Students receive feedback not only from the teacher but also from their classmates or peers

Perceived effects	<i>f</i>
Developed open-mindedness in accepting criticisms	11
Improved written outputs	6
Peer feedback activity not taken seriously by some students	3
Increased confidence in writing an essay	1
Embarrassed in receiving negative feedback on written outputs	1

Table 11 presents students' perceptions on the flipped learning feature where students received feedback not only from the teacher but also from their classmates or peers. In this feature, peer feedback was done in pairs and small groups. The students composed their essays following the Process Approach in writing (Nunan, 1991). When students were finished writing their drafts, they engaged in peer feedback sessions, where they exchanged their essays with their classmates for reading and commenting following a rubric.

Students' responses on this activity showed advantages and disadvantages of doing peer feedback. One of the advantages mentioned was the opportunity to write better. Students reported that the feedback they received from their peers aside from the feedback of the teacher exposed them to various comments and suggestions, as it presented them different choices on improving their essays. Students commented that the peer feedback induced some sense of awareness for an audience among them and opened an opportunity to determine how their peers viewed their work as reflected in the evaluation of their essays. The feedback students received from their peers was considered a validation of their work, rendering them a chance to refine and polish their written outputs. Furthermore, this feature also helped the students to develop open-mindedness, as it provided them the opportunity to give and receive feedback with their classmates. Students also cited that peer feedback could complement with teacher feedback, as their peers may have seen elements that their teacher has missed due to the bulk of essays to be checked. This finding suggests that engaging students in peer feedback may help improve their writing, as they become aware of the evaluation criteria and how they can write effectively following the conventions. In addition to the above findings, students commented that this feature also increased their confidence to write, since their work had already undergone a number of revisions not only based on the expertise of the teacher but also on the helpful evaluation of their peers.

While there may have some advantages about this feature, one concern raised was that some students did not take the peer feedback activity seriously. Some students did not give meaningful feedback to their classmates' essays. Some even made fun of providing feedback. In addition, some students admitted that they were not used to giving and receiving peer feedback. They felt embarrassed whenever they receive negative feedback from their peers and just preferred to have teacher feedback.

This finding implicates how the teacher in a flipped classroom should implement and monitor peer feedback. The teacher may identify the reasons why some students do not provide meaningful feedback. These reasons may include lack of skills in giving feedback and lack of knowledge about what constitutes a meaningful feedback. The teacher may discuss again with the

students the elements of rubric used in the class, demonstrate how to provide constructive feedback, and provide clear and stricter guidelines in doing peer feedback.

Table 12. Students have the chance to interact online with the teacher and other students through the class Facebook group

Perceived effects	<i>f</i>
Allowed open communication	12
More accessible learning materials and important class updates	4
Missed activities and updates due to lack of Internet access	3
Unavailability of the teacher and peers online	1
Social media dependence and interference	1

Table 12 shows students' perceptions on flipped learning feature where they were given a chance to interact online with the teacher and other students through the class' Facebook group. In this feature, a closed Facebook group was created, which served as a class convener. It was where the video lectures were uploaded for viewing or downloading by the students. Handouts, supplemental reading materials, online activities, announcements, updates, and schedules were also posted on the group. The group was used by the students to communicate with their teacher and classmates outside the classroom.

Students' responses on using Facebook as a class convener revealed some advantages. One benefit cited by the students pointed to the open communication between the teacher and students. The class' Facebook group facilitated student-teacher and student-student communication. As students freely interacted with their teacher and their peers, outside the classroom, it also served as a virtual classroom extension that complemented the face-to-face class interaction. Another useful function of the Facebook group was the accessibility of learning materials. Since Facebook can be accessed anytime and anywhere through Internet-connected devices such as mobile phones, tablets, laptops, or desktops, communication with the teacher and other students was always possible, facilitating mobile learning that is always on-the-go. This feature also allowed students to be updated with the lessons, even if they were absent from the class. Students only needed to log in their Facebook account and visit the class Facebook group to be updated with class announcements.

However, despite positive feedback regarding this feature, students mentioned some challenges in using the class' Facebook group. One of these was the lack of internet connection at home or outside the campus that resulted to missed activities and announcements. Another challenge was the availability of the teacher and their peers online, since connection among the teacher and students occurred asynchronously only; hence, the teacher may not be always available for questions or consultation. Using Facebook group might also make students dependent on social media, which may distract students from viewing the video lectures, diverting their time to do other things instead such as chatting with their friends or browsing through their Facebook newsfeeds.

In summary, although a number of challenges were mentioned by the students about this feature, the role of technology such as social media platforms in facilitating classes cannot be totally dismissed, as there are always pros and cons in every classroom choice. It implicates

educators to plan carefully the effective delivery of the curriculum with technology integration vis-à-vis in-class face-to-face classroom.

Conclusion

This study explored the pedagogical viability of implementing a flipped learning approach in the teaching of academic writing in the higher education context. In particular, it explored students' experiences to unravel their views that aim to identify their preferences and perspectives as regards the flipped learning classroom activities and features. In terms of flipped learning activities, the three most preferred by the students include the use of the process approach (Flower & Hayes, 1980; Hayes, 1996; Richards, 2002) in composing different types of academic essays, consultations or mini-conferences with the teacher, and viewing of pre-class video lectures at home. As regards the features of flipped learning, the following ranked the highest from the students: the teacher giving more time in coaching or facilitating learning and less time doing whole-class instruction; the use of digital technology such as videos in delivering lectures; and the teacher giving students immediate feedback on their written outputs. These findings, while limited in sample and coverage, suggest students' preference for a facilitative, consultative, and engaging teaching style which uses a systematic approach to teaching writing. Such style requires time for student-teacher interaction, which in turn is compensated by the flipped learning approach that allows students to access, view, and study the lessons in advance. Hence, as students responsibly and religiously use their time to learn lessons outside, more quality time for teaching and learning are afforded inside the classroom. Technology may not be the ultimate solution; rather, it may pave the way for a more meaningful and effective education. The teacher ultimately possesses the paramount role to rethink and redefine his pedagogical decisions and to subscribe to approaches that are appropriate for his context and classroom.

Some limitations of this study must be noted. First, this study was conducted with a small group of class comprised of only seventeen students in a private university setting in an academic writing class. Hence, the findings of this study may limit their external validity to other contexts, course subjects, populations, and settings. Second, the point of inquiry was only about students' preferences in terms of activities and features of the flipped learning as implemented in a writing class; thus, it may have limited its scope to other factors such as students' writing skills involving grammatical and vocabulary skills, writing styles, and the involvement of other macro skills such as listening and viewing skills. Lastly, the videos used in this study were only curated from an existing academic writing online course, so it may also have limited the findings as compared to the use of teacher-created video lectures. Future studies may look into the viability of the flipped-classroom model as applied in bigger classes, with different course subjects, in both public and private school settings. Researchers may also take into account other factors such as technology readiness of the students, as well as their linguistic abilities and writing styles. Teachers may also create their own personalized video lectures following existing course curriculum and syllabi and upload them in a school-based learning management system that is accessible to the students anytime and anywhere.

Finally, it is hoped that the findings of this study on the use of the flipped-learning model inspire educators to explore new pathways for teaching and learning and inform their pedagogical decisions and practices for their students. The contemporary times present us new-normal

conditions as the new realities. The real educator embraces the status quo, sees and seize opportunities, adapts to changes, takes chances, and propels forward positively.

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The Use of Blended Learning System in Teaching Language

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Abstract

This study aims to attain the following objectives: determine the impact of Blended Language Learning System in the academic performance of the pupils, distinguish factors that affect the usage of Blended Language Learning System or BLLS implementation, identify its advantages and disadvantages and know teachers' perceptions regarding the new pedagogy in teaching Language. Based on the findings, the researcher derived the following conclusions; technology integration improves pupil motivation, Blended Language Learning System has found to be effective as reflected in the level of academic performance of the pupils. It does fit the need of the digital natives in learning language, the pupils' grades prior and after BLLS had a significant difference with regard the influence of the said system in the pupils' English language learning. BLLS helped significantly in improving the pupils' performance in learning language. Language Teachers regarded blended learning as advantageous to the school, pupils, teachers, and parents. They strongly agree that technology integration improves pupil motivation. In lieu of the findings of the study, the researcher recommended the institutionalization of BLLS with the consideration of the three aspects- technical, administrative and academic. The collaboration of the said aspects would enhance BLLS and would result to quality education.

Keywords: Blended Language Learning System, pedagogy, technology integration, institutionalization

Introduction

Learners breathe in this world where computers and other gadgets reign. Children are more knowledgeable of internet games than of traditional games such as hide and seek, touch base and jump-over-the-cow. Today's learners, who are now called as digital natives, prefer to have a gadget in hand than a printed book. The rating of library research has decreased while the rating of internet research has gone-up fast. That's why Google.com is on top in the list of "Most Visited Websites in the World 2015" according to <http://www.insidermonkey.com>. Digital learners around the globe have manifested their great desire of integrating the use of internet in the current teaching approaches. Thus, Blended courses or learning have sprouted like mushrooms in different countries including the Philippines.

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While the concept of blended learning has probably been around since the beginning of

Instructional Design, the term was not coined until the late nineties. The earliest reference that was located was a press release on March 5, 1999, in which Interactive Learning Centers announces a name change to EPIC Learning. The article reads in part, “The Company currently operates 220 on-line courses, but will begin offering its Internet courseware using the company’s Blended Learning methodology” (PR Newswire). Because e-learning did not turn out to be silver bullet that many of its proponents were hacking it to be, they needed another silver bullet to add to it, thus the concept of blended learning. However, blended learning is probably the closest thing we have to a silver bullet.

Driscoll (2002) defines blended learning as “to combine any form of instructional technology; such as interactive activities, web-based training, network portals, with face-to-face instructor-led training. Blended Learning is the use of two or more distinct methods of teaching. It may include combinations such as:

- blending classroom instruction with online instruction
- blending online instruction with access to a faculty member
- blending simulations with structured courses
- blending textbook with interactive activities through network portals

In the Philippines, the first blended learning center was spearheaded by Joanne Tupas-Parsons in Cubao back in 2007. Although, Parsons has put a twist in the concept of blended learning approach, where their centers effectively combines classroom and home schooling, her idea of blending the best of many worlds: the home – where pupils learn values, get their sense of self, build their foundation – and the school – where the core subjects are taught, paved way to different blending learning system. School administrators and educators have noticed the effectiveness of such approach.

Currently, several teachers are employing BL, which enable them to face challenges at the same time take advantage of the stimulating new learning opportunities that are now accessible. As a consequence, these educators are encouraged to develop their instructional competence by using blended learning, which they found to be effective, affordable, and cost-effective. Other studies have likewise found that people choose BL for three reasons: enhanced pedagogy, better access and flexibility, and amplified cost-effectiveness (Graham, Allen & Ure 2005).

This study aims to attain the following objectives: determine the impact of Blended Language Learning System in the academic performance of the pupils, distinguish factors that affect the usage of Blended Language Learning System implementation, identify its advantages and disadvantages and know teachers’ perceptions regarding the new pedagogy in teaching Language.

Background of the Study

Filipino learners of English face tough challenges in learning the language. Current teaching methods can be boring for 21st-century learners. This realization has served as an stimulus in the minds of the English Language teachers to develop Blended Language Learning System or BLLS which comprehensively develops language competencies and 21st-century skills and it combines tried and tested methods with current teaching practices and technological advancements, delivering the best theory and practice to the learners.

Each language teacher was handed the evaluation copy of their textbook according to their grade level. Each was also given a username and password to access interactive games and

educational resources online. The following comments were acquired; this modality or system deserves further exploration, it inculcates varied skills that would be useful for the pupils in the future, it provides teaching resources that are helpful to educators and it adds enjoyment to learning. Among these observations, one vital evaluation was made, the Blended Language Learning System is aligned with our institution's vision- JRU will be a market leader in the *use of technology in teaching and learning* to produce graduates of social importance. With the vision in mind, teachers as well as pupils will be more motivated in developing the five macro skills-reading, speaking, listening, writing, and viewing. This way, no particular skill gets left behind.

In today's fast-paced world, teachers often struggle to keep students engaged inside the classroom thus requiring the use of various materials and techniques to develop target competencies. There is a need for educators who are known as digital immigrants, while learners are digital natives, to be flexible and develop teaching styles that would fit into the learning styles of the pupils. With the use of Blended Language Learning System, English language teachers are expected to produce effective communicators who can understand and produce meaningful discourse while enjoying rich and vibrant learning experience.

Theoretical Framework

The theoretical framework of Blended Learning System illustrated below is anchored on the four philosophies of education. Based on Ivan Pavlov's classical conditioning, where dogs salivate when he rang a bell, a pupil gets excited once his or her teacher tells them that they are going to do an interactive activity. Pavlov was one of the major proponents of Behaviorism. Another major theme in the theoretical framework is the Constructivism of Bruner, he stated that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge. The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Cognitive structure provides meaning and organization to experiences and allows the individual to "go beyond the information given". As far as instruction is concerned, the instructor should try and encourage students to discover principles by themselves. The instructor and student should engage in an active dialogue. Bruner's constructivist theory is a general framework for instruction based upon the study of cognition which leads to Cognitivism. Jean Piaget was one of the most influential cognitive psychologists. Piaget did many experiments on children's way of thinking and concluded that human beings go through several distinct stages of cognitive development. Each stage involves the acquisition of new skills and rest upon the successful completion of the preceding one. Essentialism, on the other hand, refers to the "traditional" or "Back to the Basics" approach to education. It is so named because it strives to instill students with the "essentials" of academic knowledge and character development. The term essentialism as an educational philosophy was originally popularized in the 1930s by the American educator William Bagley (1946). Essentialists believe that the intellectual disciplines are the necessary foundations of modern life. The aforementioned philosophies have become the bases for the foundation of Blended Learning System. Integrating them make Blended Learning System effective.

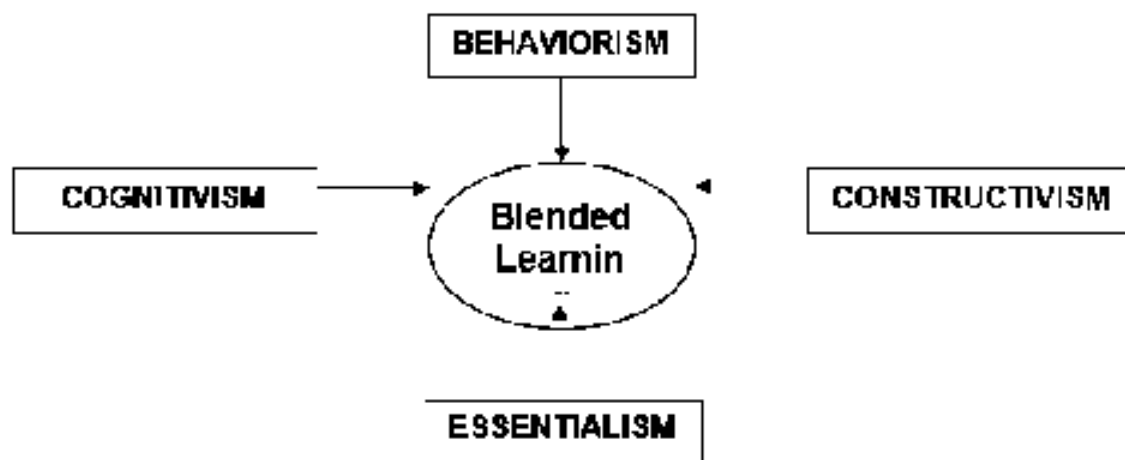


Figure1. Blended Learning System Based on the Four Philosophies of Education

While, on the other hand, Blended Language Learning System includes three core features that ensure comprehensive, relevant, and engaging learning. It is a structured program based on a spiral curriculum, therefore it is aligned with what is written in Republic Act 10533 or The Act Enhancing the Philippine Basic Education System which states that curriculum shall use the spiral progression approach to ensure mastery of knowledge and skills after each level. It is designed to increase in complexity and depth as learners go up a grade level, specifically facilitating and challenging learners' mastery of the language competencies, as well as the book's scope and sequence are all aligned with the new K-12 standards by the DepEd. One of the salient features of K-12 according to <http://www.gov.ph/k-12/> is Nurturing the Holistically Developed Filipino where every learner will be equipped with a) Information, media and technology skills, b) Learning and innovation skills, c) Effective communication skills, and d) Life and career skills. Every pupil will be armed with 21st-century skills and that is where BLLS in teaching language fit.

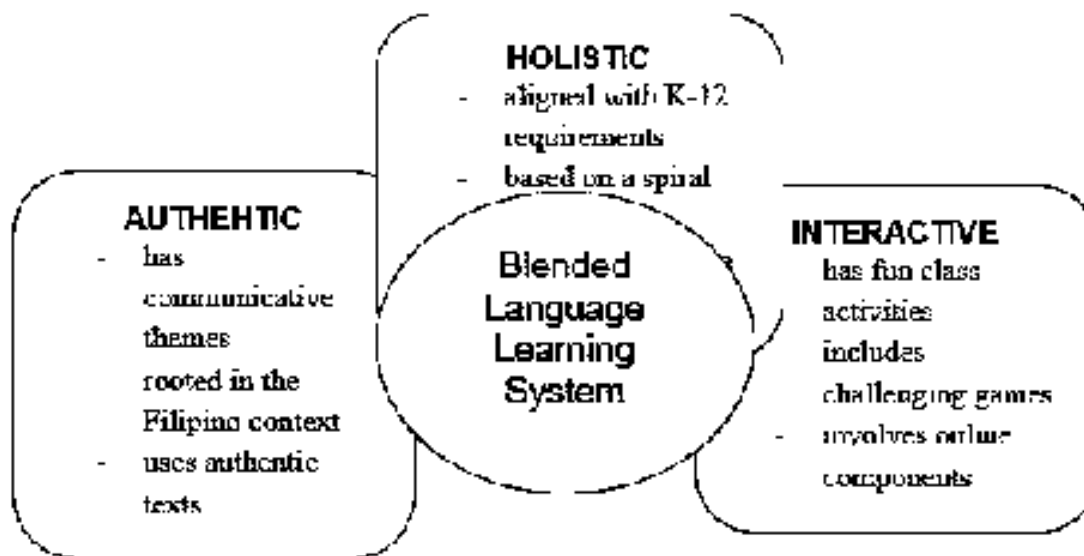


Figure 2. The Three Core Features of Blended Language Learning System
(www.englishuk.com)

Conceptual Framework

The conceptual framework of this study guided the researcher into understanding relationships between change in tools and teaching practices. It also shows possible effects of Blended Language Learning System before, during and after its adaptation in JRU's Elementary School Division. This school year, a combination of traditional learning and digital learning was experienced among first to sixth graders. The tools of effectiveness were measured based on the following; Quarterly Grade results, Learning Competencies were achieved and the improvement of their skills manifested in their classwork grades (CW).

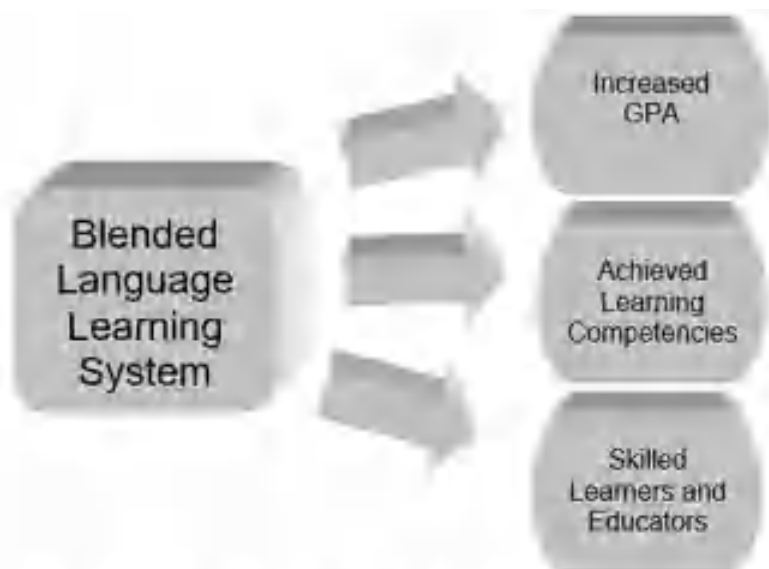


Figure 3. Research Paradigm on the Use of Blended Language Learning System in Teaching Language

Implementing a blended learning initiative was a significant undertaking; it has brought transformation not only in the English Department but to the whole division as well. A critical element to the blended learning concept is that it is **learner's skill-centered**. Therefore, pupils became more challenged, motivated and driven which produce several benefits such as:

- 1) The potential to manage instructional and facility resources more efficiently.
- 2) This approach is beneficial for students, providing the convenience and flexibility associated with online learning,
- 3) Blended learning develops a skill set for students that otherwise would not be possible in exclusive face-to-face instruction. Skills include digital citizenship, information management skills, self-directed learning, and web research and collaboration skills.

Statement of the Problem

The present study attempted to find out if *the Use of Blended Language Learning System Among the Selected Intermediate Pupils in Jose Rizal University* has created an impact in the academic performance of the learners, the investigation sought answers to the following specific questions:

1. What is the level of academic performance of Grades 5 and 6 pupils prior to BLS?
2. What is the level of academic performance of Grade 5 and 6 pupils after the implementation of BLS?
3. Is there a significant difference between the level of academic performance prior and after the BLS?
4. How do the teachers find the implementation of BLS?
5. What policies can be formulated and prepared with regards to BLS?

Hypothesis

The following hypotheses were tested in this study at 0.05 level of significance:

1. There is no significant difference between the level of academic performance of Grades 5 and 6 pupils prior and after the BLS.
2. BLS has a significant impact in the QG results of selected intermediate pupils in Jose Rizal University and in the performance of elementary faculty.

Significance of the Study

Elementary School Division. The most significant contribution of this research to the field of education and to the Elementary School Division is its effectiveness as it would be the first time of implementation. The complexity of blended learning and its features and the issues involved in its integration into teaching and learning will be introduced and overviewed in relation to the topics covered in the K-12 competencies.

Pupils Learning Style. Another significance of this study is the transition of language learning from traditional to blended. Blended learning represents a significant departure from either face to face or fully online learning experiences" (Garrison & Kanuka). The current trend towards blended learning is fuelled by a combination of pedagogical, practical and strategic factors. Professional development must therefore interact with a complex combination of separate, yet interdependent factors.

Faculty Members. This research contributes in the development of language educators' skills in the terms of technology. Language faculty will be trained in the usage of the EnglishTek website. Each will also be required to include each activity in their daily lesson plans. Computer skills of the teachers will be honed, thus making them productive and hybrid educators. Blended learning program can make better use of instructional resources and facilities, and increase class availability thus speeding up the pathway to success for students.

Scope and Limitations

This study was designed to focus on changes in pupils' way of learning English, specifically Language, and teachers' perceptions and pedagogy as the school learning environments changed. The school, where the interviews and sampling were conducted, did not represent the overall condition of the entire Elementary School Division.

The limitations of using computer; access to the internet, portal concerns such as retrieving usernames and passwords and teachers' and pupils' level of computer skills, were also considered.

Definition of Terms

To understand and clarify the terms used in the study, the following are hereby defined:

Behaviorism. This is a theory of learning which primarily concerned with observable and measurable aspects of human behavior. Behaviorist learning theories emphasize changes in behavior that result from stimulus-response associations made by the learner.

Blended Learning. This refers to a mix of delivery methods that have been selected and fashioned to accommodate the various learning needs of a diverse audience in a variety of subjects.

Cognitivism. This is a theory of learning which emphasizes human cognition or intelligence as a special endowment enabling man to form hypotheses and develop intellectually.

Constructivism. This is a theory of learning based on the idea that knowledge is constructed by the knower based on mental activity. Learners are considered to be active organisms seeking meaning.

Digital Learners. This term involves knowing THAT something is the case – that J is the tenth letter of the alphabet, that Paris is the capital of France. Declarative knowledge is conscious; it can often be verbalized.

Declarative Knowledge. This term involves knowing THAT something is the case – that J is the tenth letter of the alphabet, that Paris is the capital of France. Declarative knowledge is conscious; it can often be verbalized.

Procedural Knowledge. This term involves knowing HOW to do something – ride a bike, for example. We may not be able to explain how we do it. Procedural knowledge involves implicit learning, which a learner may not be aware of, and may involve being able to use a particular form to understand or produce language without necessarily being able to explain it.

Review of the Related Literature and Studies

The review of the related literature focuses on the concept of blended learning and its different forms. This chapter also discusses relevant literature that shows reported benefits and rationales for implementing blended learning in schools. The chapter begins with the definition of blended learning, followed by its dimensions, categories, benefits, rationales, and the perspectives on learning and technology use. It also tackles the relationship among learning beliefs, perceptions and practice of blended learning.

Related Literature

Foreign

The Concept of Blended Learning. Blended learning has several definitions (Heinze, 2008; Oliver & Trigwell, 2005; Sharpe, Benfield, Roberts, & Francis, 2006), with the most basic as one defined by Graham (2006) as “blended learning systems combine face-to-face instruction with computer-mediated instruction” (p.6). Heinze (2008) proposed another definition to include its purpose: “Blended learning is the delivery of teaching/learning through the combination of online and face-to-face interaction resulting in improved student learning” (p.35). This definition, however, merely focused on delivery modes with neither regard to pedagogy nor the perspectives of the different users of the system (Heinze, 2008; Oliver & Trigwell, 2005; Sharpe et al., 2006).

Graham (2006) identifies dimensions of space, time, fidelity and humanness in analyzing interactions in F2F and online learning environments. These dimensions, however, does not describe blended learning as conceived by different types of users, use of pedagogy and other elements common to educational contexts. Sharpe et al. (2006), goes beyond the nature of technologies and human interaction and identified the following eight dimensions:

Dimensions of Blended Learning (Sharpe et al., 2006, p. 18)

- Delivery: different modes (face-to-face and distance education)
- Technology: mixtures of (web-based) technologies
- Chronology: synchronous and a-synchronous interventions
- Locus: practice-based vs. classroom-based learning
- Roles: multi-disciplinary or professional groupings

- Pedagogy: different pedagogical approaches
- Focus: acknowledging different aims
- Direction: instructor-directed vs. autonomous or learner-directed learning.

Many authors have proposed various categories of blended learning, often based on the role of technology from the perspective of face to face instruction and in some cases, in the context of how pedagogy changes when physical learning environments change. Three fundamental concepts were proposed that could be utilized for a blended language learning environment; student engagement, collaborative learning and flipped classroom (Ahkam & As'ad, 2019).

Graham (2006), for instance, distinguishes different forms of blended learning based on purpose. Enabling blends are those that provide the same content through different modalities, enhancing blends are those that provide additional content or strategies to the established pedagogy in face to face instruction and transforming blends are those that involve change in pedagogy (p. 13).

Several studies have reported some benefits and rationales for implementing blended learning in schools –improvement in pedagogy, increased access to content knowledge, increase in social interaction and support for diversity, flexibility, cost-effectiveness, increase in efficiency, personalization of learning, improved assessments (Graham, 2006; Horn & Staker, 2011; Sharpe et al., 2006; Watson, n.d.). Blended learning was able to improve students' understanding and interest in learning English for Specific Purpose at Islamic Education Study Program (Idris et al., 2019). Blended learning, however, if not planned well, may lead to poor quality of instruction (Graham, 2006). Teachers expressed frustration in adjusting themselves and coping with blended learning approach (Pinchai & Coffin, 2018). Since blended learning requires change in delivery mode and tools, it may also necessitate new ways of teaching, assessing student performance and interactions as well as approaches to research and policy (Horn & Staker, 2011; Watson, n.d.).

Deeper Learning Principles. Drawing on the work of several prominent learning researchers developed a core set of deeper learning principles. These principles can provide a conceptual framework when you plan your teaching strategies. *Learning is social* when it involves cognitive apprenticeships, it promotes reciprocity and cooperation among students, it offers prompt feedback, it encourages contact between students and faculty and when it emphasizes rich, timely feedback. *Learning is active* when it is engaged in solving real-world problems, it is intertwined in judgment and exploration, it is situated in action, it uses active learning techniques, practice and reinforcement are emphasized and when involvement in real-world tasks is emphasized. *Learning is contextual* when new knowledge builds on the learner's existing knowledge, new knowledge is integrated into the learner's world, knowledge is applied by the learner, new knowledge is demonstrated to the learner, when students have a deep foundation of factual knowledge, when there is awareness that students come to the classroom with preconceptions about how the world works, when students understand facts and ideas in the context of a conceptual framework, and when learning is concrete rather than abstract. *Learning is engaging* when it respects diverse talents and ways of learning, when it communicates high expectations, when it is done in high-challenge, low-threat environments and when it emphasizes intrinsic motivation and natural curiosities. *Learning is student-centered* when students organize knowledge in ways that facilitate retrieval and application, when students take control of their own learning: noting failures, planning ahead apportioning time and memory to tasks, it emphasizes time on task, it emphasizes

learning independence and choice, it allows time for reflection and when it emphasizes higher-order thinking (synthesis and reflection).

Perspectives on Learning and Technology Use. Laurillard (2009) provides an analysis on the relationship between assumptions on learning and use of technology. She noted four distinct learning theories – instructionism, constructionism, socio-cultural learning, and collaborative learning. Laurillard (2009) illustrates how the practice of learning theories change interactions among the teachers, students' and other students' conceptions set in within the bounds of teacher-designed environment: "Instructionism prioritizes the teachers' presentation, and their corrective responses to the learners' performance on the task, either in terms of what they present, or in terms of a new task" (p.9)

"Constructionism prioritizes the learners' activity in the practice environment, adapted by the teacher to their needs, where it provides intrinsic feedback on their action in relation to the task goal, enabling them to reflect on internal relation in the light of their action adapted by their current understanding" (p.9)

"Social learning prioritizes the learner's exchange of ideas with a peer or peers, where the teachers' role is to initiate a topic for discussion" (p.10)

"Collaborative learning combines the pedagogies of constructionism and social learning to provide richer interactions between learners and their concepts and practice." (p.11)

These assumptions provide the basis for instructional design decisions, specifically in the areas of content, teaching strategies and assessments (Bain & McNaught, 1996; Laurillard, 2009). (Laurillard, 2009) proposed the Conversational Framework, that "provides a simplified representation of what it is to learn" (Laurillard, 2009, p. 11). The framework implies that one perspective of learning is not more advanced or superior than the other, as each learning theory plays an important role in the learning process. The challenge for teachers, according to Laurillard (2009) is to recognize the components of learning situation, the transactions among teacher, student, other students and content and apply the most appropriate teaching strategy and technology, informed by learning theory, in each element of teaching-learning transaction.

Evaluation of Computer-Based Education. In instructional design, teachers may or may not be explicitly aware of these learning theories and in practice; their choice of teaching strategies may vary as they move from one content topic to the other. Teachers are aware that they do not necessarily have to stick to one particular theory to drive their choice of teaching strategy. It is also possible that there may be other factors that could very well drive their instructional design decisions, such as contact time, curriculum standards, teacher-student ratio, availability of resources and perhaps, even the lack of experience, confidence, and knowledge on teaching strategy.

Relationship among Learning Beliefs, Perception and Practice of Blended Learning. The practice of blended learning requires a change in teaching approaches (Comas-Quinn, 2011; Condie & Livingston, 2007) and teachers' pedagogic beliefs strongly influence their choice of technology tools and learning activities. However, beliefs alone are not the sole drivers for design decisions. The following key elements that may possibly have relationships with design: teachers' general and specific assumptions about the technology or system used, alignment of the technology used with the curriculum and assessments, reasons why the technology is being used, and perceived benefits of using the technology. In blended learning environments, teachers' perceptions of student learning and teaching are linked to their design approaches (Ellis, Steed, &

Applebee, 2006) Culture and perception on learning -teaching and blended learning, however, do not seem to be the sole predictors of technology use and design approaches. In the Philippines, “perceived skill level” seems to be a significant predictor of ICT integration and age was shown to have a positive correlation on ICT integration (Peralta & Adriano, 2008). In the Open University, U.K, Comas-Quinn (2011) found that language teachers who have started teaching using an online learning environment generally had negative attitudes due to technical problems, misalignment of the new online tools (e.g.blogs and forum) with their current practices of assessments and the increased amount of time required to create the courses. Findings of the study indicate that there was a lack of understanding of the affordances of the online tools that they were asked to use and that “teachers’ willingness to change is powerfully influenced by learner expectations and traditional ideas shared by teachers and learners about what language learning is and what their respective roles are” (p.228). The study recommended that training should be able to provide opportunities for teachers to understand affordances of the tools in relation to how they understand the purpose of online teaching, aside from the change in physical environment. This coincides with the result of the research work of Brent, et al. (2018), and it states that more training should be provided for both technicians and teachers, more collaboration should be encouraged among teachers, and facilities should be reinforced in order to create more favorable conditions for the use of blended learning. These studies, however, did not look at these relationships from a developmental perspective.

Culture also influences student and teachers perception of learning and their use of technology in that (Latchem & Jung, 2010) “...many Asian learners regard their teachers or set texts as the principal authoritative sources of knowledge, regard themselves as inferiors, and prefer to learn passively rather than interact with their teachers in person or online (Wang, 2007). In the Western world, by comparison, teachers, and learners regard themselves more or less as equals and partners in learning.”

While Zhang (2007) agrees that culture may shape pedagogy, it may be unreasonable to conclude that all Asian learners and teachers practice authoritarian teaching approaches. Teachers’ exposure to technologies with affordances that go beyond direct instruction or transmission of knowledge allows them to explore other ways of teaching that reflect changed perception of the roles of students and teachers. He also describes the process of assimilation and accommodation (Piaget) among teachers in the selection of technologies and its adaption to current practice: “educational practitioners in a culture tend to assimilate new technologies by, although unconsciously sometimes, selecting technologies that fit the existing pedagogical culture, designing them in familiar patterns, and adapting them in line with the features of the local educational system” (Zhang, 2007, p. 310). Knutzen and Kennedy (2008) take relationships between pedagogical perspectives and practices from a developmental perspective as they examined how the use of an online learning environment combined with social engagement activities can change teacher perspectives on teaching and learning. Data generated from the study supports the view that teachers with more experience, combined with exposure to online learning environments that facilitate more constructivist approaches are more likely to change their pedagogical practice. Educational Reform through Pedagogical Change Technology integration in education among developing countries is usually associated with issues of financial sustainability; provisions of access to technology by schools and training for teachers on how to use these

technologies for teaching (DEPED, n.d.; Mentz & Mentz, 2003). This is due to the fact that these programs often focus on closing the digital divide, and aligning themselves with those of developed countries with respect to access and that of equipping learners with 21st-century skills that would enable them to thrive in the global society.

What is missing, however, is a discussion on the potential of technology and changed pedagogical practices in enabling educational reform. While the stakeholders in education recognize the need for educational reform, its stand on what exactly within the system needs to be changed is unclear. There is a need to distinguish between initiating reform by raising educational standards and by changing the process of learning (Olson, 2003) brought about by an emerging culture of learning. Technology, in itself, is not the driver for change (Ip & Fox, 2004). Technology serves as mediating tools and artifacts, its uses depend upon the culture and perceptions of the community and the rules governing that culture through which subjects realize the objects of their activities. It is therefore necessary to look into how the potential affordances of these technologies are used combined with the drivers of educational reform, specifically, on effecting pedagogical change. “Changes in beliefs and understanding...are the foundations of achieving lasting reform...effecting changes in practice requires change in three different dimensions: “ in use of teaching materials, approaches and beliefs, in what people do and think are essential if the intended outcome is to be achieved. ” (Fullan, 2007, p. 37). Fullan (2007) also recognize is the reality that changing beliefs and practice is not easy from the perspective of legislation and policy. He notes that effective schools and classrooms generally consist of quality teachers who work in an environment that provides intrinsic rewards for success. A culture of collaboration among teachers and stakeholders directly influencing educational change seems to be a common theme among studies on educational reform and practice. Instructional materials developers may look into ways to effectively and clearly convey meanings, concepts, and ideas to learners (Casta and Hufana, 2016). The Larsson and Lowstedt study on two schools suggests that resources, training, clear vision and change strategy, while enablers of integration of ICT in schools, do not necessarily lead to change, and that success rests on the common understanding of the affordances of the technology and the extent to which its members reflect and share on their practice.

Local

For the past decade, there have been calls to reform the Philippine Educational System from various sectors of society. Some believe that “Philippine Education is in a state of crisis” with lack of classrooms, lack of funds, poor learning outcomes and increasing drop-out rates as primary reasons (Abad, 2007; Guieb, 2011; Liu, 2008) In 2007, in its attempt to reform the educational system, the Department of Education proposed the CyberEd Project, which involves “the use of satellite technology...computers and television sets in classrooms...to broadcast lectures delivered by excellent master teachers (is) expected to improve the academic performance of students particularly in science and math” (Yap & Ambat, 2008, p. 4). The project was halted mainly because the costs to implement the project may possibly outweigh the gains, and that direct impacts on the use of ICT in education remains to be unproven (Yap & Ambat, 2008). In 2008, the Department of Education revised its ICT in Education plan, called the ICT4E, noticeably changing its perspective of the role of ICT in schools from source of information to enabler of 21st-century skills among learners.

Technology, along with school-based management practices, may be the solution to the Philippine's goal of Education for All by 2015 (DEPED, 2012b). The EFA goals go beyond students' access to content as it focus on identifying and implementing sustainable solutions to enable improved educational change.

Related Studies

Foreign

In one study using a blended learning platform composed of classroom and e-learning, it was shown to increase learning by an average of 11% for both procedural and declarative knowledge (Sitzmann, Ely 2009). There seems to be something almost magical about blending the interactive and social nature of classrooms with the self-paced environment as each can deliver specific methodologies better than the other. In addition, e-learning can have attrition or drop-out rate as high as 20% as it often treats the person as a "lone learner." For example, in an informal learning episode a person will interact with an average of ten people. Adding blended learning with social media, such as Facebook or Twitter and blogs, provides the social aspect that we need when it comes to learning so that it does not become a lone-learning environment.

A research done by Chen & Jones in 2007 assessed the relative effectiveness of blended-learning and traditional classroom delivery through comparison. Students and instructors alike may simply be more comfortable with the classroom environment because it has always existed. This environment allows the instructor to explain more informally how to work accounting problems and s/he is not encumbered by the need to explain material using a computer keyboard. The instructor can perhaps more easily circle numbers or point to items of emphasis while using a traditional board at the front of a classroom. On the other hand, blended learning approach may offer incremental value in terms of learning and gaining an appreciation of the concepts in the field. Perhaps students using this mode of delivery, simply by virtue of using their computer more extensively in the learning process, use more resources from the web and broaden their understanding by retrieving more resources such as outside articles illustrating the concepts taught. When traditional method was compared with gamified teaching method- a BLS approach, it was found out that students were more satisfied with learning with the gamified teaching method than the traditional method (Kijpooonphol & Phumchanin, 2018). This BL endeavors to purposefully integrate online and traditional learning in order to create an innovative approach with its own merits (Allen, 2007).

According to the study of Means, et.al 2013, purely online learning has been equivalent to face-to-face instruction in effectiveness, and blended approaches have been more effective than instruction offered entirely in face-to-face mode. In 2011, Grgurovic conducted a case study in the use of blended learning system in an ESL class, he concluded that working on online materials in the lab helped less attentive students control their learning better than in the classroom. Students who were not very engaged during class pair work would work on speaking tasks in the lab. Student survey data showed that students and the instructor shared the view that online speaking and pronunciation activities added value to instruction because they were helpful and unique.

From the educators' perspectives, the study of Bijeikienė, Rašinskienė, and Zutkienė (2011) stated that the English language teachers displayed a generally positive attitude towards blended learning. At first, they expressed some doubts with regard to the usefulness of the activities in the virtual environment, such as virtual consultations and discussions, which can again be

related to their need to improve their overall ICT-awareness, but to a large extent agree about the efficiency of the blended learning courses in terms of the resources contained there, such as video lectures, theory presentations, interactive exercises for self-check and others.

Local

Several studies have underscored the benefits of BLS and the integration of information and communication tool or ICT here in the Philippines. The researcher would like to emphasize various local readings and studies on this section which have a significant bearing to the present study. One of them is the study of Robles in 2012 which proved that many students find BLS interesting. However, one may consider it as best BL model if and only if it works best for students and teachers and that it addresses their specific needs at the time. Moreover, it has to be flexible enough to provide a wide range of students' learning needs and opportunities. This is in parallel with the results of the study of Alontaga, Valderama, Dijamco, and Mones in 2013. The researchers concluded that students had positive experience about their blended learning experience in terms of overall interaction and the three online presences.

Speaking of flexibility, the study of Aguinaldo (2012) emphasized the customization of BLS according to learners' needs. The researcher developed a tool to address the issues of online learning. He merged online and face-to-face learning in developing a blended learning environment tool to utilize the capabilities of both online and face-to-face learning. The main purpose of the tool was to have continuity of learning done in a traditional classroom, to stimulate social interaction between student-to-student and sustain feedback mechanism between faculty-to-student to achieve the complete learning process. The tool was implemented based on the resources of the university, community and the student.

BLS could be also used in different subjects, the research of Abdon in 2014 proved that blended learning improved the performance of the students in Algebra.

BLS does not only improve students' academic performance, it also develops in them the necessary skills 21st-century learners should possess.

Relevance of Related Literature and Related Studies

The aforementioned literature and studies served as a guide to the researcher. The research designs of the present study were based on the related literature and related studies accumulated and reviewed. It also helped the researcher in weighing the findings of the recent study with the findings of other researchers on similar studies. The comparison between regular and blended learning classes from the studies helped the researcher understand the experiences that were observed such as; differences in pupils' learning styles or behavior during regular classes and BLS classes, teachers' approach in both settings and the positive acceptance of both learners and educators in BLS.

Research Methodology

This explains the research design, the setting and the respondents, research instruments, parts of questionnaire/s, reliability and validity, data gathering and the statistical treatment.

Research Design

The mixed-methods explanatory sequential design, where the qualitative data set will be used to clarify and deepen the quantitative findings (Creswell & Clark, 2010; Ivankova, Creswell, & Stick, 2006), was employed in the study. The researcher believes that this method will effectively distinguish how would the shift from traditional learning to blended learning affect teachers' pedagogical designs and pupils' performances.

Grounded theory, a research method introduced by Glaser and Strauss in 1967, was used in the qualitative phase of this study. Grounded theory focuses on the discovery of theory that emerges from data collected. The discovery of Grounded Theory was borne out of the overemphasis of researchers to theory verification and generation solely based on authoritative sources or logico-deductive thinking. Grounded theory rests on the assumption that theory grounded on data is more consistent with reality as opposed through arriving at theory generation or verification solely based on authoritative sources or speculation (Corbin & Strauss, 2008).

Setting and Its Respondents

Elementary School Division of Jose Rizal University was the selected site since the Blended Language Learning System has been adapted in this institution for the first time this school year 2015-2016 as part of the newly adapted textbook Pupils were taught grammar lessons with the use of interactive online activities. A total of 48 pupils who got 79% below QG in Q1 from grades 5 and 6, 24 per grade level, were selected as respondents. The six Elementary Language teachers were invited to participate in this research as well for the qualitative part of this study.

Research Instruments

Qualitative sources of data. The most common data sources for qualitative research identified by Corbin and Strauss (2008) are interviews, documents and direct observations of phenomena. Thus, questionnaire was created for all teachers of blended language learning containing the following items: a) participants profile, b) perspectives on teaching and learning, c) activities in face to face and online classes, d) perceived changes, advantages and disadvantages of blended learning.

- a) semi-structured interviews with English teachers, school principal, parents and representatives from *EnglishTek*,
- b) observations of regular and blended learning classes and
- c) learning activity plans (lesson plans).

Quantitative sources of data. This study used the following sources of data: a) assessment results and pupils' grades in regular and blended learning classes, b) quarterly grades of the pupils from 1st to 3rd quarter and c) comparative analysis of grades prior and after BLS.

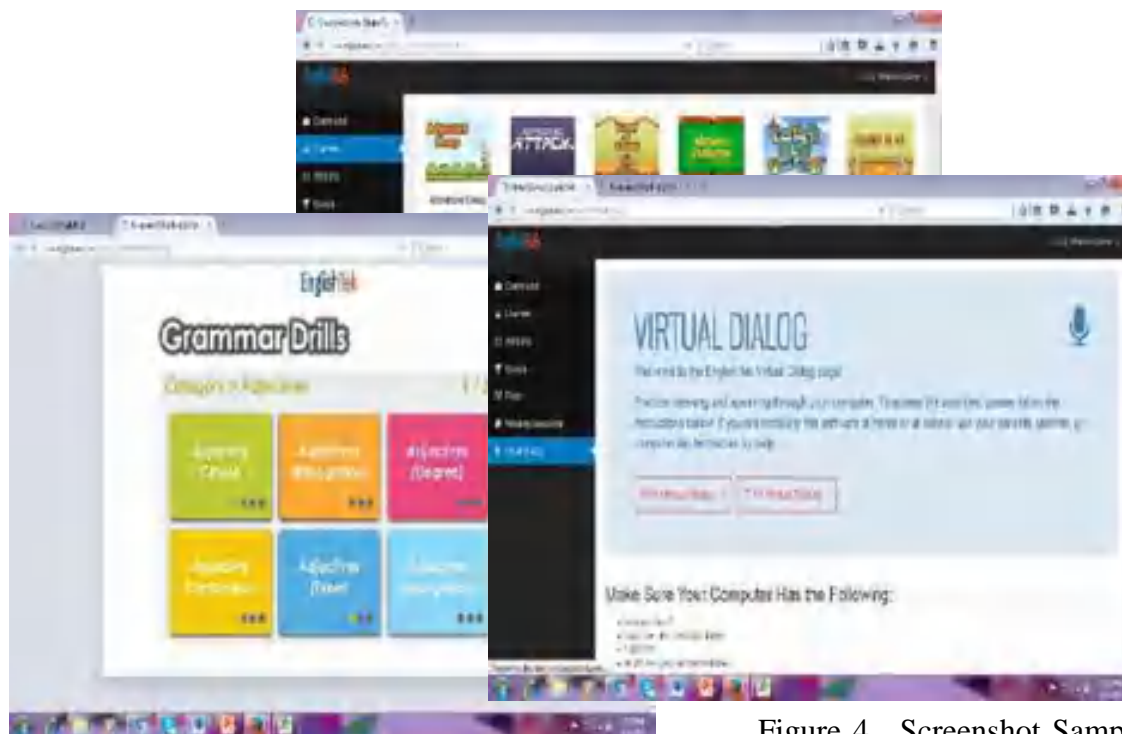
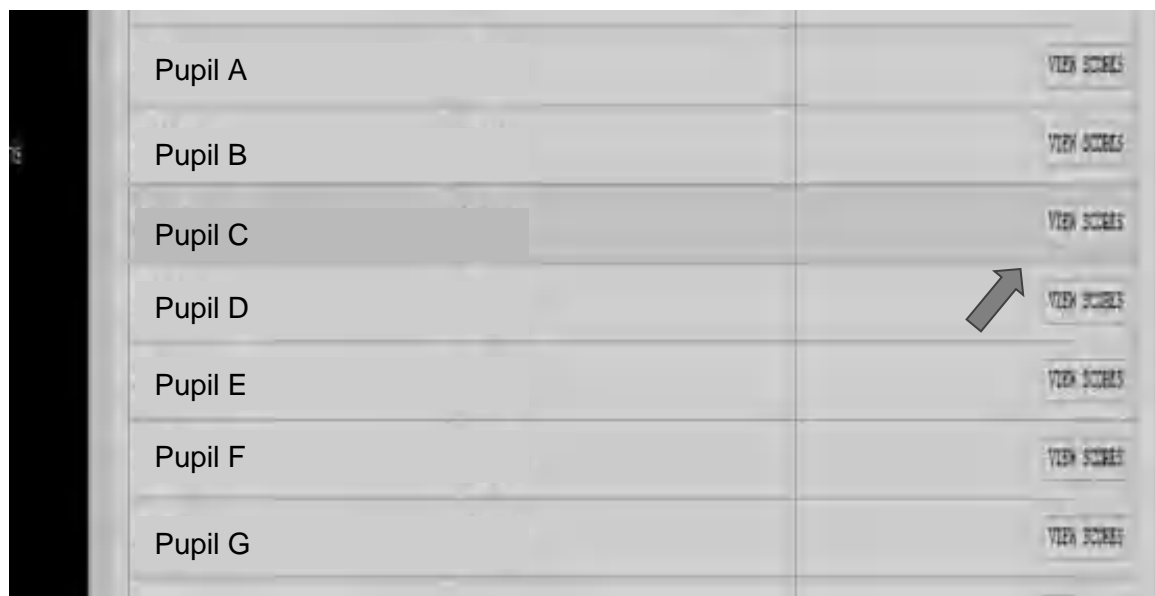


Figure 4. Screenshot Samples of the

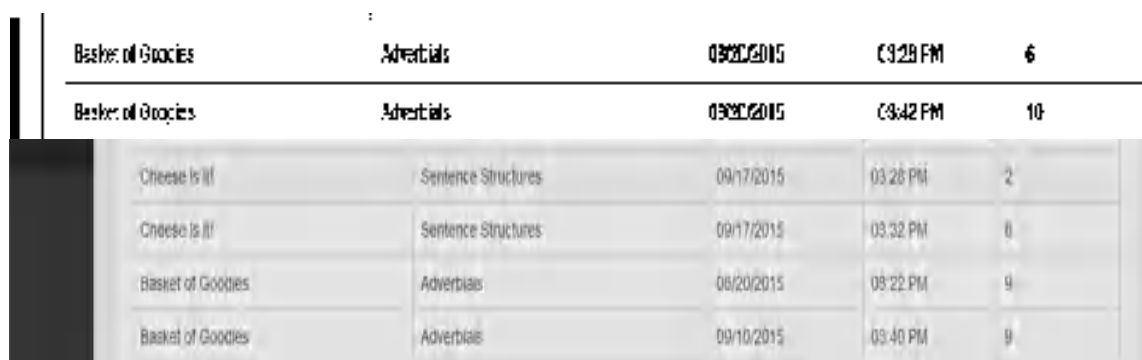
BLLS Website

The BLLS Process. The teachers have 2 options; a) do the online activity first then classroom activity, or b) classroom activity first, then do the online activity. Teachers decide for the best option based on the topic. After or before the classroom activity, pupils will go to the Computer Lab, log-in and click the assigned online activity, it could be any of the activities shown in Figure 4, it is time pressured and scores are being recorded. While pupils are doing their online activity, the teacher monitor their scores by clicking on the names of the pupil then the view scores icon as shown in Figure 4, if the teacher noticed that the pupil is not doing well, assistance will be given. However, if the pupil shows improvement, just like the scores shown in Figure 5, he or she will move to the next level or will do another online activity related to the topic but more difficult.



Pupil A	VIEW SCORES
Pupil B	VIEW SCORES
Pupil C	VIEW SCORES
Pupil D	VIEW SCORES
Pupil E	VIEW SCORES
Pupil F	VIEW SCORES
Pupil G	VIEW SCORES

Figure 5. Screenshot Sample of the BLLS Score Monitoring Page



Task Name	Topic	Date	Time	Score
Basket of Goodies	Adverbials	09/17/2015	03:28 PM	6
Basket of Goodies	Adverbials	09/17/2015	03:42 PM	10
Cheese Is It!	Sentence Structures	09/17/2015	03:28 PM	2
Cheese Is It!	Sentence Structures	09/17/2015	03:32 PM	8
Basket of Goodies	Adverbials	08/20/2015	08:22 PM	9
Basket of Goodies	Adverbials	09/10/2015	03:40 PM	9

Figure 6. Screenshot Sample of Pupils' Scores

Data Gathering Procedure

The collection of both qualitative and quantitative data was required for a mixed methods sequential explanatory research design. In grounded theory, the researcher assumed to be an instrument of the research and so it was imperative to discuss prior experience with research and relationships with participants that influenced the findings. Data collection methods of this type of research included pre and post-testing of content knowledge and open-ended questionnaires which aimed to find out opinions of students on various constructs that make-up effective educational television shows. Semi-structured interviews were also conducted to randomly selected students and teachers. While the researcher has had prior work experience as an ESL trainer, as an Online Associate (digital learning), regular classroom teacher (traditional learning) and prior involvement in the conceptualization of the training program on using the learning management system among different schools, it was unlikely that these experiences may significantly affect the results of the study. In fact, these perspectives became an advantage in that the researcher was able to see situations from different standpoints. These experiences gave

the researcher some insight on the challenges in school program implementation and evaluation. Several strategies were employed to limit bias in interpreting the results: a) participants selected were based on a selection criteria, b) questions asked during the interview were open-ended, without any misleading questions, which allowed the participants to express their opinions, c) vague or contextually sensitive responses were clarified and d) data were coded and recoded in two different time intervals. Consent forms were distributed and the teachers were given time to ask questions about the research or any of the activities described.

Questionnaires (Qualitative Phase). The researcher scheduled a session with all the teachers of blended learning. During the session, the researcher described the purpose of the research, the general content of the questionnaire and their rights as participants. The participants were given an hour to answer the survey questionnaires.

Class Observations. The researcher observed three classes per teacher: a) regular class; b) face to face blended learning class and c) online blended learning class. This allowed the researcher to experience and compare how the teachers teach in three different environments. The observations were not recorded but copies of the lesson plans for the observed sessions were requested from the teachers. An observation protocol was used to help the researcher identify the following areas of comparisons in the three learning environments.

- Lesson Objectives
- Classroom management practices
- Strategies to Improve Student Motivation
- Levels of Questions asked
- Student and Teacher Interactions
- Teaching Strategies
- Teaching Materials / Tools used
- Evaluation
- Semi-Structured Interviews with Teachers

The researcher met with the selected teachers for the interview. The researcher used the interview guide to find out their perspectives on teaching and learning, perceived changes on the way they teach, perceived advantages and disadvantages of blended learning and some clarifications on the observations that were conducted. All interviews were recorded and lasted for a period of about one hour. **Ethical Considerations** Prior to contact with the teachers, the researcher followed the protocol for conducting research in the Elementary School Division of the said institution by submitting letter of permission to both the Vice President for Academic Affairs, Dr. Miguel M. Carpio, and the ES Principal, Ms. Josephine B. Culala. The researcher adapted to the schedule of the teachers and school administrators by letting them choose the most convenient time to conduct the research activities. All participants were fully informed, verbally and in writing, about the purpose of the research, the activities undertaken prior to data collection, and their rights. They were also told that all information, including documents collected and interview sheets were used solely for research purposes, their identities were not included in any report, and that they can withdraw their participation any time without any negative consequences.

Statistical Treatment of Data

Quantitative Phase. Data collected from the questionnaires were summarized using Microsoft Excel. Descriptive statistics was used to describe the profile of the respondents, pedagogical orientations, face to face and online activities and perceived changes in blended learning. T-test was used for a more comprehensive statistical analysis.

Qualitative Phase. During this phase the researcher used weighted mean and verbal description for the survey. Interviews were also coded as well as the class observations. The researcher vividly described all the observations acquired during the interviews and class observations.

Reliability and Validity. The researcher ensured validity and reliability by following several strategies as suggested by Merriam: triangulation, repeated observations, participatory or collaborative models of research and researchers' biases.

- The researcher used multiple sources of data (lesson plans, semi-structured interviews, and observations) to verify the findings.
- For all sources of data, the researcher verified initial findings to the participants.
- The researcher involved participants in different stages of the research.
- Interview questions and other instruments were pilot tested to other blended learning teachers to ensure that the terms used and the questions posed reflected the purpose of the research.
- The researcher constantly clarified meanings of responses with the participants to eliminate misinterpretation caused by the researchers' own biases and background.
- Constructs that were used in instrument development were consistent with literature that were reviewed and not based on researcher's biases.
- Data were continuously collected until redundancy was reached.

Presentation, Interpretation and Analysis of Data

This includes presentation, analysis, and interpretation of data which were drawn from the respondents. It starts with the presentation of the Quarterly Grades (QGs) of selected grades 5 and 6 pupils from 1st to 3rd followed by the Language teachers' perceptions regarding BLLS. The results of the study are presented in tabulation and were interpreted by the researcher.

1. Comparative Analysis of the Respondents' Academic Performance Level Prior and After BLS.

A total of 48 pupils from grades 5 and 6, 24 per grade level, were randomly selected and the results of their QGs were closely monitored by the researcher before and after the implementation of BLS.

Language classes from grades 1-6 did not adapt BLS in 1st quarter, it served as an intervention in the 2nd- 3rd quarter. Language teachers used the system and had seen development among their pupils. In order to vividly see the difference of the pupils' QGs from 1st to 3rd, the researcher opted to compare them using column charts with 8 pupils per chart.

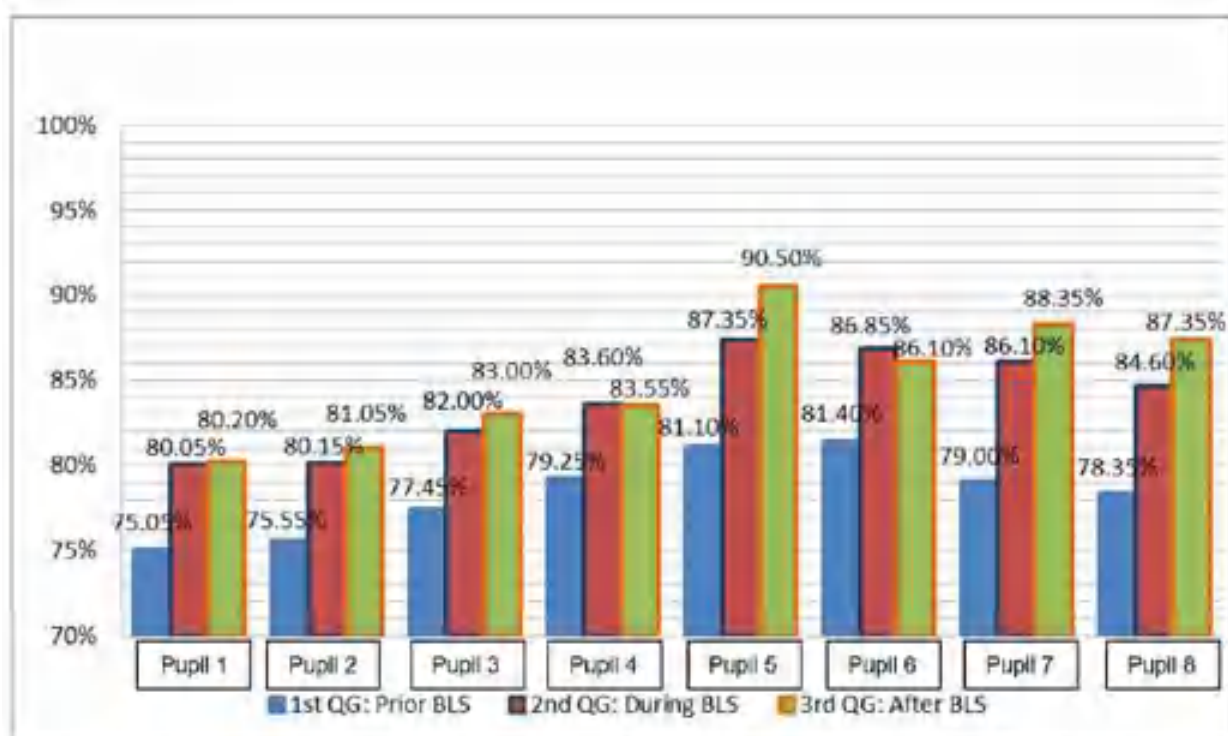


Figure 7. Comparative Chart of Grade 5 Pupils' 1st – 3rd QG in English (Pupils 1-8)

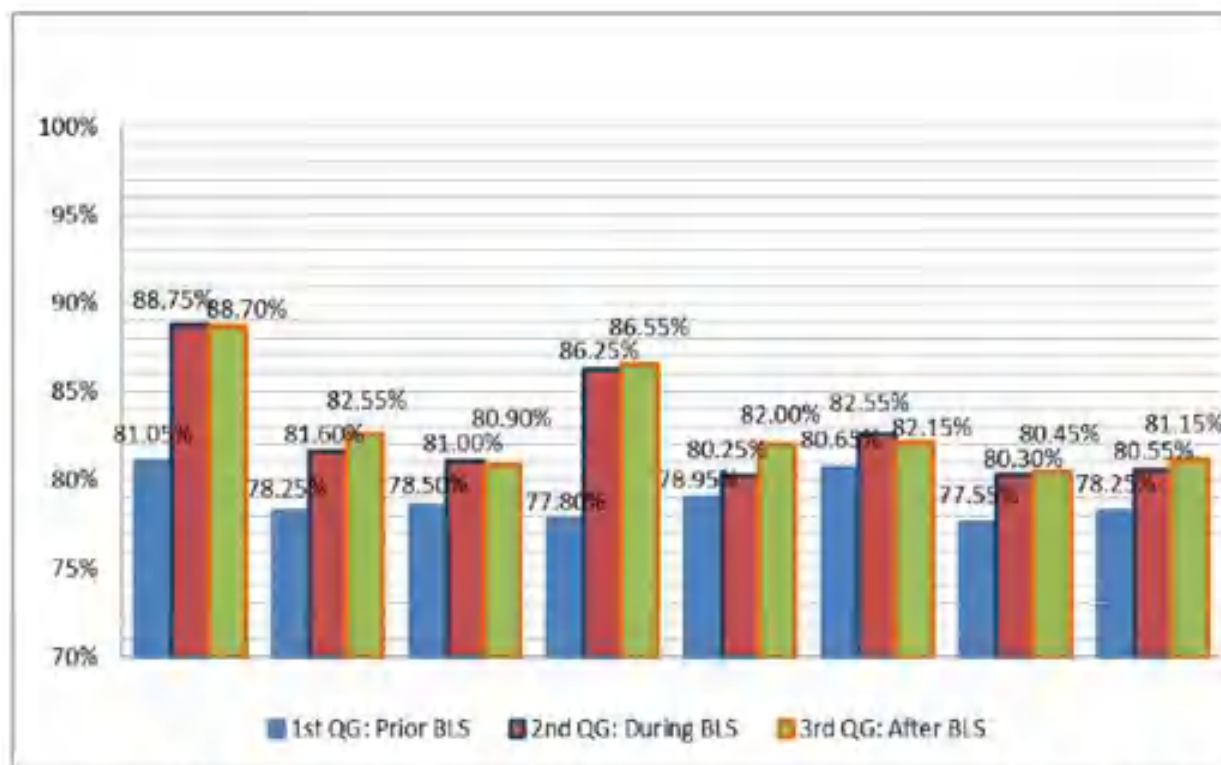


Figure 8. Comparative Chart of Grade 5 Pupils' 1st – 3rd QGs in English (Pupils 9-16)

Presented in Figures 4.1- 4.3 are the 1st- 3rd QGs of the 24 respondents from 5th grade. They show that 96% of this population or 23 pupils out of 24 manifested relevant inflation in their grades from 1st to 2nd quarter, while 80% of the respondents' QGs from 2nd – 3rd consistently increased. One of the respondents' grade in Q1 became 0.15 points lower than Q2, something which the researcher thinks would not play a significant role in the findings. It is evident that the increase rate of respondents' QGs from Q1 to Q2 is higher than the increase rate in their grades from Q2 to Q3. From this finding, it can be implied that the implementation of BLS in Q2 has created impact in pupils' interest in learning grammar. Though the increase in the pupils' grades from Q2 to Q3 was just minimal, it still shows that there is a consistent improvement in their academic performance during the implementation of BLS.

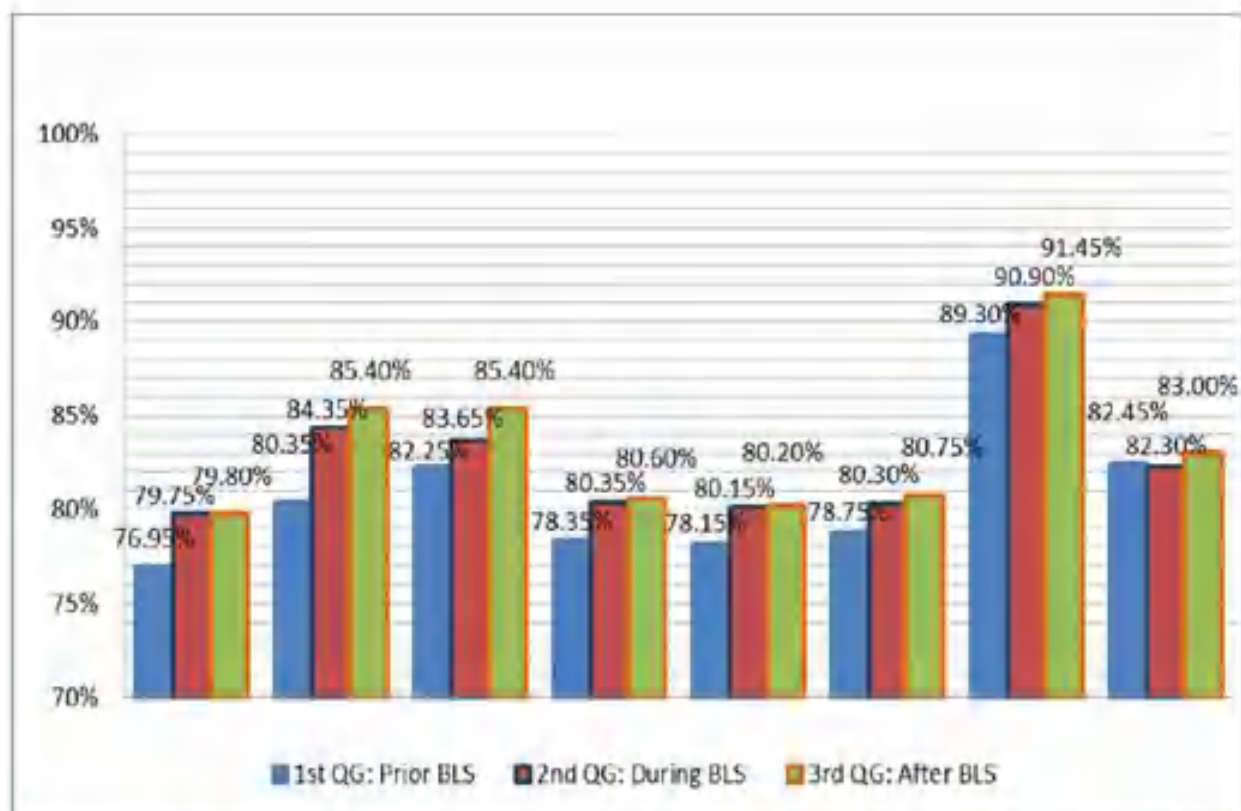


Figure 9. Comparative Chart of Grade 5 Pupils' 1st – 3rd QGs in English (Pupils 17-24)

Figures 4.4 – 4.6 show the comparison of 1st- 3rd QGs of grade 6 pupils, where 21 out of the 24 respondents' grades increased from Q1 to Q2. However, 2 of them retained their 1st QG in the 2nd quarter while one of the QGs decreased by 1.85 points. Respondents' QGs from Q2 to Q3 all inflated, and even the number of pupils with below 80 grades decreased, 14 in Q1 became 8 in Q2 then 4 in Q3.

It can be noted that BLS has positively influenced pupils in learning Language. The combination of textbook and online activities could help both learners and teachers in successfully achieving learning goals.

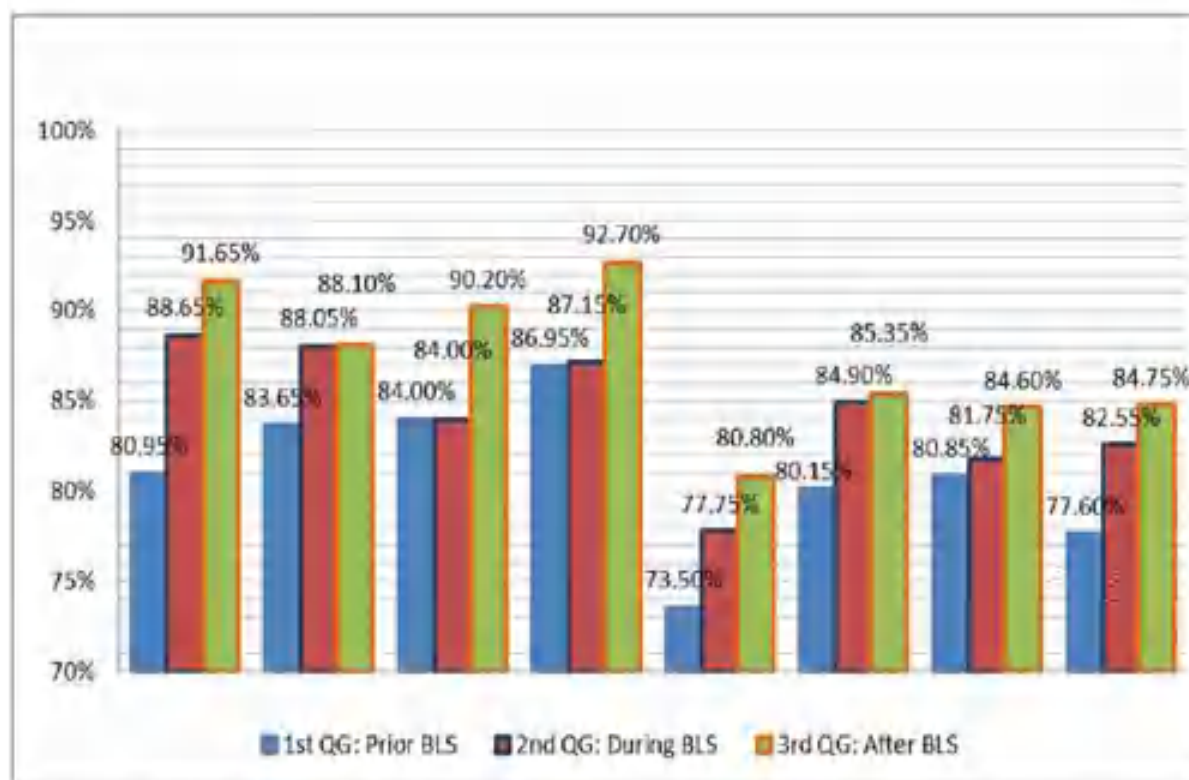


Figure 10. Comparative Chart of Grade 6 Pupils' 1st – 3rd QGs in English (Pupils 1-8)

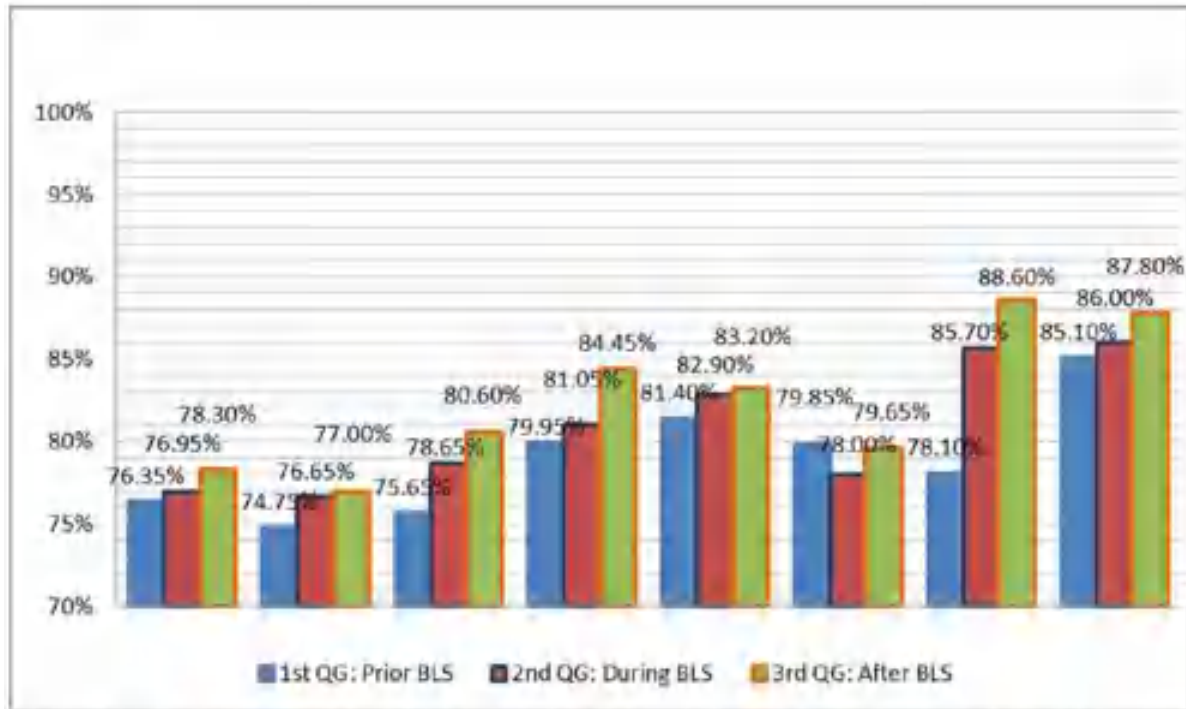


Figure 11. Comparative Chart of Grade 6 Pupils' 1st – 3rd QGs in English (Pupils 9-16)

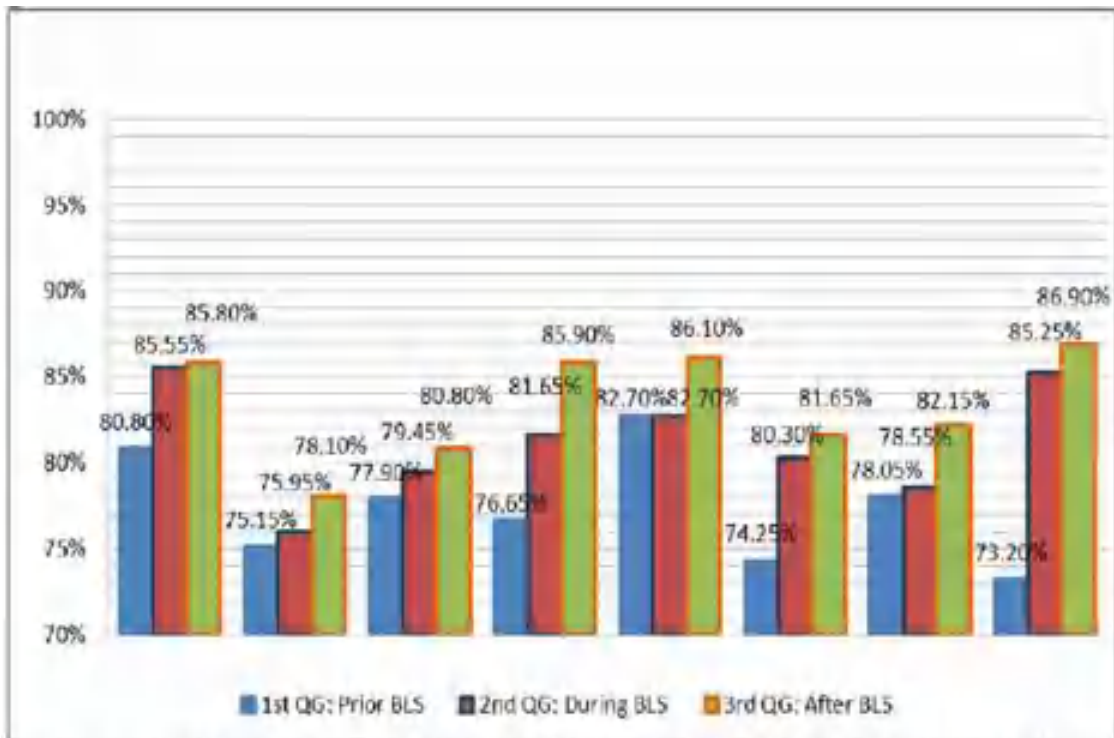


Figure 12. Comparative Chart of Grade 6 Pupils' 1st – 3rd QGs in English (17- 24)

2. Level of Significance Differences in the Academic Performance of the Respondents Prior and After BLS.

t-Test: Paired Two Sample for Means		
	<i>Q1</i>	<i>Q2</i>
Mean	79.2125	82.57916667
Variance	10.93430851	12.27221631
Observations	48	48
Pearson Correlation	0.670337048	
Hypothesized Mean Difference	0	
df	47	
t Stat (Computed)	-8.418746577	
P(T<=t) one-tail	3.04215E-11	
t Critical one-tail	1.677926722	
P(T<=t) two-tail	6.0843E-11	
t Critical two-tail (Tabular)	2.011740514	
Mean Difference	3.30	
Standard Deviation	3.13	3.50

Table 3. T-test Results on the Level of Significant Differences of All Respondents from Q1 to Q2

The researcher used T-test for the quantitative part of this study to determine the significance difference on the QGs of the pupils who were the said respondents.

Table 3 reveals the T-test result of both 5th and 6th graders respondents. Since the computed value which is -8.42 is lower than the critical value which 2.01 at 0.05 level of significance, there is a significant difference in the QGS of the pupils from Q1 to Q2. The mean of all the grades in Q1 is 79.21%, which is considered as fair performance. However, when BLS was implemented, the mean of all QGs became 82.57% in Q2 which is considered as good performance. The increasing mean per quarter proves that the respondents' QGs got higher.

This means that with BLS, the pupils' performance improved significantly. The mean difference in Q1 to Q2 is 3.30. Therefore, the difference in the QGs of the pupils from Q1-Q3 was significant.

t-Test: Paired Two Sample for Means		
	<i>Q2</i>	<i>Q3</i>
Mean	82.57916667	84.08958333
Variance	12.27221631	15.0716977
Observations	48	48
Pearson Correlation	0.918147076	
Hypothesized Mean Difference	0	

df	47	
t Stat	-6.797259871	
P(T<=t) one-tail	8.29946E-09	
t Critical one-tail	1.677926722	
P(T<=t) two-tail	1.65989E-08	
t Critical two-tail	2.011740514	
Mean Difference	1.51	
Standard Deviation	3.50	3.88

Table 4. T-test Results on the Level of Significant Differences of All Respondents

With regard to Q2 to Q3 level of significant differences, Table 4 also shows that the obtained t-value was 2.01 @ 0.05 level of significance is higher than the computed value which is -6.79. Therefore, the difference in Q2 grades to Q3 grades was statistically significant. This means that with BLS, the pupils' performance improved significantly. The mean difference in Q2 to Q3 is 1.51 which implies that, though it is not as high as the mean difference from Q1 to Q2, still the improvement of grades during BLS was consistent.

3. Language Teachers' Perceptions in the Implementation of BLS.

Before school year 2015-2016 started, all Language teachers underwent a two-day training program on the use of Blended Language Learning System. They spent a considerable time in navigating the BLS website, in evaluating the content per grade level and in incorporating the online activities to their language syllabi. During the training program, it was noticeable teachers were ready to welcome the new system.

A. Classroom Observations.

The researcher conducted classroom observations to know the difference in pupils' learning behavior prior and after BLS and teachers' adaptability in the new teaching approach. The observance of classes also aims to find out how classes went through during BLS. All observations conducted were unannounced.

Table 5.1 and 5.2 describes observations by the researcher regarding regular and blended learning classes. It also shows how these classes differ from each other, it includes how pupils behave during regular and blended learning, the roles of teachers in each set-up, and how learning targets were achieved.

Language Teacher No.	Observations During Regular Classes	Observations During Blended Learning Classes
1	The teacher started the class by first calling the attention of all learners. Pupils' attention focused on the lesson for 15 minutes then shifted to other things such as, things inside their bags like coloring pens, drawings done at	While still in the classroom, the teacher started the class by showing the interactive activity to be done for that time as a motivational task. Pupils got excited when they entered the Computer Lab. While

	home or stickers. Some pupils also asked what time was it.	doing the online activity, no one even noticed that time was up.
2	The class began with the review of the past lesson. Pupils were enthusiastic during the review but got a little bit noisy when the teacher asked pupils to read the dialogue in the textbook.	The pupils showed excitement when the teacher told me to prepare their passwords for the online activity. Although, few still needed help in logging-in, those who are already knowledgeable, no longer waited for the teacher's instruction but navigated the website and did the online activity by themselves.
3	The teacher used the authentic text in the textbook as a springboard for their lesson. It was evident that pupils were all used to language drills. During the discussion of the lesson, almost everyone participated. Though, there were few who were not expressing their ideas, the teacher noticed them and called their attention.	Pupils at first were noisy when they entered the Computer Lab, however, when they were all signed-up and started the interactive activity, they became quiet. The teacher checked their recorded scores online and saw how their scores gone-up from practice to work out to challenge.

Table 5. Findings during Classroom Observations- Part 1

Table 6. Findings during Classroom Observations- Part 2

Language Teacher No.	Observations During Regular Classes	Observations During Blended Learning Classes
4	The class started with a drill, when the teacher said time's up, many pupils were still writing. After checking of papers, the teacher started the discussion of the lesson and emphasized grammar points which pupils were not familiar with based on the drill done. Repetitions were necessary in order for pupils to understand the concept.	When the pupils entered the Computer Lab, they logged-in right away without being instructed. After doing the online activity, the teacher asked them to line-up and went back to the classroom. Inside the classroom, the teacher introduced the topic and asked for examples. Because of the online activity, the pupils were able to give answers confidently, even without lectures.
5	The teacher used a poetry flashed on LCD screen as a motivational activity. The pupils	While inside the classroom, pupils asked what the online activity for the day was. The

	were asked to identify the adjectives in the poem. Few pupils raised their hands, but the teacher called a pupil who wasn't raising her hand. She was able to identify an adjective word correctly. The pupils then read a dialogue and answered the questions about it. The teacher introduced the lesson using a powerpoint presentation. Pupils obviously are used to this kind of material since some of them looked so familiar with it.	teacher gave instructions in the usage of the Computer Lab. In the Computer Lab, pupils already knew what to do and started the online activity. When they returned to their classroom, the teacher asked them to do their own "I Can" statements about the topic for the day. Confidently, pupils wrote and design their statements and submitted their works enthusiastically.
6	Pupils were asked to group themselves for a collaborative activity. Each was assigned with a role. The cheerleaders and runners were all active, however, wildcards and other members seemed to be not interested with the group activity.	The teacher told the pupils to do the online activity and grouped themselves into 5 when already done. When they returned to their classroom, they had done a collaborative activity based on the online activity that they did. Pupils worked synergistically and everyone participated well.

B. Survey: Perspectives on Teaching and Learning.

After every classroom observation, post-conferences were held in order to discuss highlights done by the teacher and areas which need improvement. During these conferences, Language teachers (teacher 1= T1) were given survey forms to answer regarding the implementation of BLS. Below are the results of the survey.

Table 7. Survey on Teachers' Perspectives on Teaching and Learning (1)

Perspectives	T 1	T 2	T3	T4	T5	T6	Over- all	Verbal Description
1. The source of content for students to learn should come from the teacher or books but also from internet sites.	4	3	4	4	4	4	3.83	SA

2. The objectives that I set for the class activities are based on the need of my pupils.	4	4	4	4	4	4	4	SA
3. Online activities motivate pupils faster than other instructional materials.	3	4	4	4	4	3	3.67	SA
4. Pupils show more interest during interactive activities.	3	4	4	4	4	4	3.83	SA
5. Concepts should be represented through combination of both lectures and computer-aided instruction .	4	4	4	4	4	4	4	SA
6. Teachers nowadays should be knowledgeable of different computer applications.	4	4	4	4	4	4	4	SA

4.0 – 3.3: Strongly Agree (SA), 3.2 – 2.5: Agree (A), 2.4- 1.7: Disagree (D),
1.6 – 0.9: Strongly Disagree (SD), 0.8 – 0: No Reaction (NR)

Table 8. Survey on Teachers' Perspectives on Teaching and Learning (2)

	T1	T2	T3	T4	T5	T6	Over-all	Verbal Description
7. The best way to motivate students is not just by giving praises and rewards but also by using digital apps.	4	3	4	3	4	3	3.5	SA
8. The students are the best sources of content.	4	3	3	3	4	2	3.17	SA
9. The choice of activities that teachers should ask students to do should be driven by the experiences of the students.	4	3	4	3	4	1	3.17	SA
10. Learning, for me, is about how students	4	4	4	4	4	3	3.83	SA

learn from their environment.								
11. Concepts should be represented in real world environments.	4	4	4	4	4	3	3.83	SA
12. Students are best motivated when they are faced with challenges such as online activities.	3	4	4	3	4	3	3.5	SA

Tables 6.1 and 6.2 display how the Language teachers rated the survey. All of them strongly agreed that the source of content for students should be blended and that concepts should be represented through combination of classroom lectures and computer-aided instructions. For a fact that they all scored 4 in item number 6 which says that teachers should be knowledgeable of different computer applications, educators nowadays, despite the age, believe that the influence of online activities affect learners learning. Though, educators are called digital immigrants, and the learners are digital natives.

C. Interviews on Blended Learning System.

Three Language teachers were interviewed regarding their views on BLLS.

All of them gave a positive feedback regarding the new approach in teaching Language. They answered all the questions with an optimistic attitude towards BLLS. They were also able to identify ways on how to improve such approach next school year. All of them think that BLLS would increase the number of pupils who would love and enjoy learning grammar. Some pupils think that grammar is boring, but through BLLS there will be a turn of perspective.

Table 9. Language Teachers' Perceptions about BLLS.

Question	T1	T2	T3
1. How does technology, in general, help in the teaching-learning process?	Technology makes the teaching and learning process lighter, especially to the part of the teacher.	Students with varied styles of learning find new ways to assimilate information and demonstrate learning. They also hone communication skills through varied media and engage in	It helps a lot especially to those learners who are willing to learn more. It is also an advantage to those learners who are old enough to travel.

		collaborative learning.	
2. What do you think is the purpose of blended learning?	I think, its purpose is to equipped learners or pupils with the advancement the world has now and how this technology improve them academically.	To facilitate a simultaneous independent and collaborative learning experience	I guess the purpose of blended learning is to give better chances for those learners who don't like to get involve in a classroom setting alone.
3. How do you think using online tools help you achieve your instructional goals? In what ways do these tools hinder you from achieving your instructional goals?	Online tools helped me motivate the learners to participate and explore more on the topic being discussed. Pupils tried their best to get scores during the activity in which I felt my goal for the day's lesson was achieved.	It allow students to access a variety of media which support different learning preferences — video for visual learners, podcasts for auditory learners, and hands-on activities for kinesthetic learners.	Online tools provide wider information and variety of activities. However, it makes us very dependent and lessen our interest to think new ways.
4. What are the difficulties that you have encountered in shifting to blended learning? How did you resolve them?	<p>Difficulties:</p> <ol style="list-style-type: none"> 1. Some learners cannot manipulate the computer well. 2. Since pupils enjoyed a lot, sometimes they do not want to stop doing all the computer activities. 3. The schedule of the on line activities, overlapped with the other grades. <p>Solution:</p> <ol style="list-style-type: none"> 1. I set another day for the online activities instead of Thursday, I made it Friday. 	<p>Some difficulties when it comes to technology adaptation, instructors and students should have enough time to adapt. Discussing with students the purpose of using the technologies in blended learning can help them to adapt more quickly as well.</p>	<p>Challenges:</p> <ol style="list-style-type: none"> 1. Lack of time. 2. Slow internet connection 3. No electricity <p>Solution:</p> <ol style="list-style-type: none"> 1. Extension of time 2. Make-up classes 3. We agree to have a specific lesson and not to have the broad topic.

	2. I restricted pupils to open all the activities and I gave them time limits.		
5. What do you think are the ways by which students learn more/less when teaching using blended learning system?	I think students learn more in blended activities or learning because they explore by themselves. They learn to analyze every activities that are being assigned because of their desire to get high score during the activity. They are enjoying at the same time learning.	By implementing different types of learning strategies according the need of their students such as match developmental courses, tutorials, instructional videos, and voice over text, fun games, and a variety of other features. Personalized and engaging content will greatly help kids learn even the most complicated topics. In this way, every kid gets equal opportunities to improve his/her skills and knowledge.	In my opinion, they will learn if lessons are imparted briefly in a short period of time. It will minimize boredom and tiresome. It will be an obstacle on the part of the learners if the availability of the materials needed lacks.

4. Policies that can be Formulated and Prepared with regard to BLS.

Persons Concern	Proposed Policies
For Pupils...	Completion of online activities with the alignment of learning competencies on K-12 curriculum. Pupils should be given sufficient time in completing online activities through additional minutes in learning English. Instead of 40 minutes for Language, 50- 60 minutes would be ample for learners to manage the online activities.
For Teachers ...	Maximization training program in the application of BLS. What some of the teachers have right now are just the basic skills in BLS. Educators, when well-trained, could be BLS experts. Training in the usage of BLS online activities, in the availability of other sources and resources for BLS and in acquiring recent computer skills and applications.

For Administrators...	Institutionalization of BLS. Spiraling of lessons and teaching and learning strategies from grade school to junior high to senior high, even up to college is necessary to achieve fully the learning goals of K-12.
For Parents...	Inclusion of the online access payment in the tuition fee. Unlike textbooks, which could be borrowed or handed down to lower graders, online access couldn't be. Unfortunately, some parents paid for the username and password of their children late of the second quarter. So, pupils without access rights were not able to completely experience blended learning.

Summary of Findings, Conclusions, and Recommendations

This part discusses the summary of findings, conclusions, and recommendations based on the results collated by the researcher.

The main objective of the study was to find out the effect of Blended Learning System in teaching Language among the selected grades 5 and 6 pupils of Jose Rizal University.

Summary of Findings

Based on the data presented, interpreted and analyzed in Chapter 4, the researcher came up with the following answers to specific questions raised.

1. The Level of Academic Performance of Grades 5 and 6 Pupils Prior to BLS.

The results of the pupils' QGs prior to BLS show poor level of academic performance. out of 48 pupils, 29 got below 80% QG in Q1. Language Teachers did not make use of the BLS in the 1st quarter, they used the traditional approach which includes, reading of textbooks, listening to lectures, discussing of lessons with the use of other instructional materials such as PowerPoint presentation, realia and role-plays and giving of quizzes written on whiteboards. Motivational activities done by Language teachers happened just in the four corners of the classrooms and with digital learners that we have right now, arousing their interest require interactive activities.

2. The Level of Academic Performance of Grades 5 and 6 Pupils after the BLS was introduced.

The tables presented in Chapter 4 vividly showed how pupils' 2nd QGs improved. At the start of the second quarter, Language Teachers introduced BLS to their pupils, passwords were given and each grade level were assigned a schedule in the use of Computer Labs. During BLS, pupils were eager to learn, most of them have even learned by themselves during Computer Lab time.

3. The Significant Difference between the Level of Academic Performance Prior and After the BLS.

Based on the findings acquired, there is a significant difference between the level of academic performance prior and after BLS. Respondents' QGs inflated and did not decrease anymore. The

mean difference showed that prior BLLS, pupils performed fairly, but during and after BLLS, pupils performed good, or I could even say, great. BLLS has surely created an impact in the grades of JRU Elementary School pupils.

4. Language Teachers' Perceptions in the Implementation of BLS.

Findings revealed that Language teachers in Elementary School of JRU approve BLLS. From classroom observations, interviews and QG results, educators found the usefulness of such approach. All of them believe that blended learning is a positive approach that increases pupils' performance.

Conclusions

From the analysis of the data gathered and as revealed by the findings of the study, the researcher arrived at the following conclusions:

1. Blended Language Learning System has found to be effective as reflected in the level of academic performance of the pupils. It does fit the need of the digital natives in learning language.
2. The pupils' grades prior and after BLLS had a significant difference with regard the influence of the said system in the pupils' English language learning. BLLS helped significantly in improving the pupils' performance in learning language.
3. Language Teachers regarded blended learning as advantageous to the school, pupils, teachers and parents. They strongly agree that technology integration improves pupil motivation.
4. Institutionalization of BLS has to be proposed to enhance pupils' English language skills.

Recommendations

In lieu of the findings of the study, the researcher offers the following recommendations:

1. The Language Textbook Committee in the Elementary School should recommend the continuation of BLS and must implement it on the 1st quarter immediately.
2. English teachers must work collaboratively in attaining a strong BLS foundation. Strong BLS foundation includes, coordination with IT personnel for speedier internet connection, with parents for payment completion so that all pupils could experience BLS and with the admin staffs who are managing the interactive online activities for an enhanced content.
3. Apply the proposed policies so that all pupils could experience learning English language through BLS and make use of BLS university-wide.
4. A replicate of the study be conducted in the future using a different setting and respondents.

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Appendices

Appendix A

Survey on Perspectives of Teachers in Teaching and Learning

Directions: For each statement, please check if you agree or disagree using a rating scale from “1” to “4”. A rating of “1” indicates that you strongly disagree with the statement and a rating of “4” indicates that you strongly agree.

Statements	Strongly Disagree 1	Disagree 2	Agree 3	Strongly Agree 4
13. The source of content for students to learn should come from the teacher or books but also from internet sites.				/
14. The objectives that I set for the class activities are based on the need of my pupils.				/
15. Online activities motivate pupils faster than other instructional materials.				/
16. Pupils show more interest during interactive activities.				/
17. Concepts should be represented through combination of both lectures and computer-aided instruction.				/
18. Teachers nowadays should be knowledgeable of different computer applications.				/
19. The best way to motivate students is not just by giving praises and rewards but also by using digital apps.				/
20. The students are the best sources of content.			/	
21. The choice of activities that teachers should ask students to				/

do should be driven by the experiences of the students.				
22. Learning, for me, is about how students learn from their environment.				/
23. Concepts should be represented in real world environments.				/
24. Students are best motivated when they are faced with challenges such as online activities.				/

Appendix B

Questionnaires for Teachers of BLLS

I. PROFILE

Name (Optional):

Gender _____ Male ___/___ Female

Years of Teaching Experience: _____18_____ Age: _____44_____

1. Have you undergone any training or professional development programs on teaching in blended learning environments prior to the start of the school year?

_____/____ YES _____ NO

2. Do you have previous experience teaching in a blended learning environment in a secondary school before the school year started?

_____ YES _____/___ NO

If yes, how many months of experience did you have? _____ months

3. What are your previous experiences in online teaching and learning?

Describe your experience.

4. How does technology, in general, help in the teaching-learning process?
5. What do you think is the purpose of blended learning?
6. How do you think using online tools help you achieve your instructional goals? In what ways do these tools hinder you from achieving your instructional goals?
7. What are the difficulties that you have encountered in shifting to blended learning? How did you resolve them?
8. What do you think are the ways by which students learn more/less when teaching using blended learning system?

Appendix C

Computation of the T-Test Value

t-Test: Paired Two Sample for Means		
	<i>1Q</i>	<i>2Q</i>
Mean	79.2125	82.57916667
Variance	10.93430851	12.27221631
Observations	48	48
Pearson Correlation	0.670337048	
Hypothesized Mean Difference	0	
df	47	
t Stat	-8.418746577	
P(T<=t) one-tail	3.04215E-11	
t Critical one-tail	1.677926722	
P(T<=t) two-tail	6.0843E-11	
t Critical two-tail	2.011740514	
t-Test: Paired Two Sample for Means		
	<i>2Q</i>	<i>3Q</i>
Mean	82.57916667	84.08958333
Variance	12.27221631	15.0716977
Observations	48	48

Pearson Correlation	0.918147076	
Hypothesized Mean Difference	0	
df	47	
t Stat	-6.797259871	
P(T<=t) one-tail	8.29946E-09	
t Critical one-tail	1.677926722	
P(T<=t) two-tail	1.65989E-08	
t Critical two-tail	2.011740514	

Social Networking sites and ESL Students Writing Proficiency in English

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Abstract

The good and harm effect of Social Networking Sites on Writing Proficiency had been argued for years, but a solid ultimate conclusion was never surfaced. Thus, this study aimed to find the effect of SNSs on students' Writing Proficiency in English. A total of 28 undergraduates Bachelor in Secondary Education (BSE) served as the respondents of the study. Descriptive statistics was used wherein data were collected through a two-part questionnaire aimed at describing the students' use of SNSs and identifying the perceived effects of SNSs on students' Writing Proficiency in English and an essay aimed at finding out the effect of SNSs on students' Writing Proficiency in English. Results of the study revealed that Facebook, YouTube, Google+, Slideshare, Wiki, and Yahoo were the mostly used types of SNSs and used by the BSE students daily. Data analysis showed that students used it for educational and personal purposes. This research found that, majority of the respondents have "good" writing proficiency. Overall, SNSs use offered a new platform that presented substantial opportunity for the students to learn the English language and improve Writing Proficiency at anywhere at any time. Further, it is crystal clear in this study that SNSs affected both negatively and positively the students' Writing Proficiency in English.

Keywords: Writing Proficiency, Social Networking Sites, Effect of Social Networking Sites

Introduction

English Proficiency is defined as one's ability to speak, read, and write in English effectively and efficiently. It is one of the most demanded skills from the students as it plays a vital role in enhancing their educational attainment and later helping them to cope up with the demands of the competitive workplace both in the national and international setting as it now becomes one of the essential skills to be called competent. In the same way, English as known to be the global language emphasizes the need for students to have full grasp and high understanding of the English language to participate and connect with international communication.

In order to be proficient in the English language, the skills underlying it must be developed. The four basic English language skills are divided into two categories such as receptive skills and productive skills. Reading and listening are considered receptive skills whereas speaking and writing are known as productive skills.

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Writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others at school level. The writing skill is more complicated than that of other language skills. Even sometimes a native speaker of the English language may experience complication in a tricky situation. Basically, the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu, 1998).

The shaping of an individual's language proficiency largely depends on the frequency of his use of the language. It is through the different forms of language practices that the learners can have actual exposures on the use of language. In learning English as a Second Language (ESL), aside from the effective language instruction executed by ESL teachers, many researchers agreed that ESL learners' exposure on communication outside the classroom that uses English language as medium of expression would be of great help to learn the language.

With the advent of technology and its undeniable continuous growth, the way how communication takes place had been drastically changed. People are able to communicate with one another through their gadgets connected with Internet particularly the use of Social Networking Sites (SNSs). SNSs are platform for people to share ideas, find information related to their profession or academic, connect and communicate with other people around the world. The study of Jabr (2011) found that SNSs are making tremendous effect nearly on every aspect of life. This is linked with the idea that SNSs reshaped how we do or learn things; learning ESL is no exemption.

SNSs is believed to have benefits in improving English Proficiency of its users particularly the students who have embraced these sites as part of their day to day life. This is primarily because English is the commonly used language when it comes to Internet. Thus, students can learn the language anytime, anywhere using their smartphones, tablets or computers by logging on to their SNSs accounts. On the other hand, there is a widespread belief that SNSs are to be blamed for poor English Proficiency among students. Some researchers claimed that SNSs have negative impact on students Language Proficiency especially on writing due to excessive use or might be improper use of the English Language during communication online.

Moreover, SNSs communication seems to build the foundation of the creation of new words and phrases that are not part of the Standard English. The short language created and used in instant messaging seems to drastically deteriorate the students' vocabulary. This series of new jargon is called Internet slang which is commonly used on the internet and seen in chat-rooms mainly to quicken communication or express emotions. However, since students learn language through observation and imitation, the frequent use of Internet slang can lead to imitate improper language particularly those who lack English Proficiency. Eventually, this faulty behavior might be evident in the academic writing and speaking of the students in which will definitely stultify the Standard English.

When it remains that these students will remain unchecked, they will once again be a source of problem most especially to those students who chose to become teachers will be contributory to the poor performance of their pupils and students, and worst will hamper the endeavors of parents and children in achieving their dreams because of malpractice in the use of the English language. As Henry Brooks Adams once said, a teacher affects eternity; he can never tell where his influence stops.

Education Institutions indeed have the greatest role in developing the English language proficiency of their students because the society expects much from their graduates. Being one of the delivering Higher Education Institution in the region, the Isabela State University is committed to develop highly trained globally competent professionals; to generate innovative and cutting – edge knowledge and technologies for people empowerment and sustainable development; engage in viable resource generation programs; and maintain and enhance stronger partnerships under good governance to advance the interest of national and international communities.

With the aim of achieving the university’s mission, the Isabela State University particularly the Roxas campus installed an internet fiber within the campus in order for its employees and students to be updated with the current trends and to have an access to different Social Networking Sites that could be used both in the teaching and learning process.

With the above phenomenon in the campus, the researcher came up with a study to prove whether the students’ participation in the Social Networking Sites affect their studies most particularly their writing skills in English.

Statement of the Problem

This study aimed to determine the effect of SNSs on the students’ Writing Proficiency in English. Specifically, it sought to answer the following questions:

1. Which type/s of the Social Networking Sites is/are mostly used by the BSE students?
2. What is the extent of usage of SNSs among the BSE students in terms of:
 - length of use
 - frequency of use
3. What are the purposes of the BSE students in using Social Networking Sites?
4. What are the perceived effects of SNSs on students’ Writing Proficiency in English?
5. What is the students’ writing proficiency of the BSE students?
6. What is the significant difference between the writing skills of the BSE students when grouped according to hours and years of using Social Networking Sites?

Methodology

Research Design

This study made use of the descriptive method of research in finding out the effect of SNSs on students’ writing proficiency in English.

Respondents of the Study

Total enumeration was used in choosing the respondents of the study. There were 28 2nd Year Education students of Isabela State University –Roxas Campus who served as respondents of the study.

Research Instruments

A two-part questionnaire with some items from study of Emmanuel (2010) was adopted and modified to gather the needed data. Part I included questions about the use of SNSs among the Education students and Part II was used to find out the perceived effects of SNSs on students’ writing proficiency in English.

Moreover, a writing activity in the form of essay was used to find out the effect of SNSs

on the Writing skills of the students. The essay about the environment was composed of two paragraphs with three to five sentences in each paragraph.

An interview was also conducted to further validate the respondents' answers in the questionnaire.

Data Gathering Procedure

The questionnaire was administered during the vacant time of the respondents. Then, the researcher personally retrieved the questionnaire from the respondents after it was answered. Moreover, the researcher requested from the English professor of the respondents that an essay regarding the environment will be written by respondents during their English class as a part of their activity in the subject. The researcher checked the essay using a scoring guide. Finally, an interview was conducted to the randomly chosen respondents to validate further the respondents' answers.

Analysis of Data

Frequency counts, percentage, rank, and mean were used to analyze the responses of the respondents on the use of SNSs and on the essay. The weighted mean was also used to analyze the responses of the same students about the perceived effects of SNSs on students' Writing Proficiency in English.

The following arbitrary levels of description was used in describing the purpose of using SNSs among the students and in finding out the perceived effects of SNSs on students' writing proficiency in English.

	Perceived Effects
Interval	Descriptive Equivalent
3.75 – 5.0	Strongly Agree
2.75 – 3.74	Agree
1.75 – 2.74	Disagree
1.00 – 1.74	Strongly Disagree

Moreover, the essay was checked based on criteria presented below. The criteria determined the total errors committed by the respondents in terms of a.) Subject – Verb Agreement (S Rule), b.) Simple Tense (Present, Past, and Future), c.) Preposition (in, on, and at), and d.) Spelling. The following rating scale was used to find the writing proficiency of the students in terms of their grammar skills.

Number of Errors	Description
0-5	Excellent
6-10	Good
11-15	Fair
16 above	Needs Improvement

Finally, the Analysis of Variance (ANOVA) using the SPSS Version 23 was used to find the significant difference between the writing skills and the extent of usage of SNSs. The data was tested at .05 level of significance.

Results and Discussion

Table 1 presents the types of Social Networking Sites used by the respondents.

Table 1. Types of Social Networking Sites Used by the Respondents

TYPE of SNSs	FREQUENCY (n=28)	PERCENTAGE (100%)
FACEBOOK	28	100
TWITTER	6	21.43
INSTAGRAM	6	21.43
YOUTUBE	27	96.43
YAHOO	16	57.14
GOOGLE+	24	85.71
SKYPE	9	32.14
SLIDESHARE	19	67.86
BLOG	2	7.14
WIKI	18	64.29

Table 1 shows that all the students used at least two or more types of SNSs. Results revealed that the most used types of SNSs used by the respondents are Facebook (100%), Youtube (96.43%), Google+ (85.71%), Slideshare (67.86%), Wiki (64.29%), and Yahoo (57.14%). In contrast, Skype (32.14%), Twitter (21.437%), Instagram (21.43%), and Blog (7.14%), are the least used SNSs among the students.

The result is in line with the findings of researchers about the type of Social Networking Sites used. Church and Oliveira (2013) as well as Haq and Chand (2012) back this assertion that Whatsapp and Facebook are the most popular and largest social network sites used by students. This is also supported by AmofaSerwa and Dadzie (2015), who found Facebook as mostly used among pupils in school. Hargittai (2008), studied a sample of 1,060 students and found that overall 88% of the students used social network sites and found Facebook as the most popular service among these students, with almost four in five using it, and over half of the overall sample doing so repeatedly.

Table 2.a. presents the respondents' length of using Social Networking Sites.

Table 2. a. Respondents' SNSs Length of Use

SPAN	FREQUENCY (n=28)	PERCENTAGE (100%)
1-2 years ago	0	0
3-4 years ago	10	35.71
5-6 years ago	13	46.43
7 above years ago	5	17.86

Table 2.a. reveals that majority of the respondents (46.43%) have been using the SNSs for 5-6 years ago, 35.71% have been using SNSs for 3-4 years ago, and 17.86% have been using SNSs for 7 and above years ago. None of the respondents has been using the SNSs for 1-2 years ago.

Table 2.b. reveals the respondents' frequency of using SNSs in a day.

Table 2.b. Respondents' SNSs Frequency of Use in a Day

TIME	FREQUENCY (n=28)	PERCENTAGE (100%)
Below 1 hour	7	25
1-2 hours	13	46.43
3-4 hours	6	21.43
5-6 hours	1	3.57
6-7 hours	1	3.57
Others	0	0

Table 2.b. presents that most of the respondents (46.43%) reported that they used SNSs for 1-2 hours in a day. In other sense, the students allocated time in a day in using or logging in to SNSs particularly on Facebook as the earlier data showed that it is the most used SNSs by the students. Meanwhile, 25% of the respondents indicated that they used SNSs for less than an hour in a day while 21.43% of them confirmed that they used SNSs for 3-4 hours in a day. Only one (3.57%) of the respondents responded that he used SNSs for 5-6 hours and 6-7 hours in a day respectively.

Table 3 presents the purposes of the respondents in using Social Networking Sites.

Purpose of SNSs Use	Types of Social Networking Sites									
	Faceb ook	Twit ter	Instag ram	You tube	Yahoo	Google	Skype	Slide share	Blog	Wiki
PERSONAL										
1. To learn about people I meet socially	28									
2. To find past and new friends	28									
3. To post and share photos, videos or files	26		1	1						
4. To communicate with friends and family	28									
5. To download videos, movies, and songs		1		23		3				
6. To watch videos, movies, and songs	1		1	25		1				
7. To connect to people of similar interest	28									
8. To stay updated with entertainment and current news	18	2		5		2				1
9. To play games	4					24				
10. To shop online	23					5				
EDUCATIONAL										
11. To connect with my classmates about Homework	28									
12. To improve my vocabulary and grammar						25		1		2
13. To get information and announcements from the faculty	27				1					
14. To post and submit my requirements	3				10	13				2
15. To search information about my homework						27				1
16. To find materials related to my course and major						26		1		1
17. To read educational online published books						26			1	1
18. To create group chat to discuss projects outside classroom	28									
19. To communicate with teacher about school matters outside classroom	28									

20. To post my outputs and to get comments/suggestions from friends.	28									
--	----	--	--	--	--	--	--	--	--	--

As presented in table 3, the respondents responded that they used different Social Networking Sites such as Facebook, Twitter, Instagram, You tube, Yahoo, Google, Skype, Slide share, Blog, and Wiki both for personal and educational purposes. Moreover, Facebook, You tube, and Google were the kind of Social Networking Sites mostly used by the respondents in accomplishing their purposes.

Facebook being the top most used SNSs by the respondents was used for following purposes: to learn about people they meet socially, to find past and new friends, to post and share photos, videos or files, to communicate with friends and family, to watch videos, movies, and songs, to connect to people of similar interest, to stay updated with entertainment and current news, to play games, to shop online, to connect with my classmates about homework, to get information and announcements from the faculty, to post and submit their requirements, to create group chat to discuss projects outside classroom, to communicate with teacher about school matters outside classroom, and to post their outputs and get comments/ suggestions from friends.

Similarly, according to 2017 social media management platform Hootsuite and United Kingdom-based consultancy “We Are Social Ltd.” Facebook continues to dominate the internet as the top social media platform with over 2.17 billion users, followed by YouTube with 1.5 billion users, and messaging services WhatsApp and FB messenger with 1.3 billion users each.

Table 4 shows the perceived effects of Social Networking Sites on respondents’ writing proficiency in English.

Table 4. Perceived Effects of SNSs on Respondents’ Writing Proficiency in English

STATEMENTS	WEIGHTED MEAN	DESCRIPTIVE EQUIVALENT
1. My vocabulary database is increased by reading materials online that are written in English language.	4.04	Strongly Agree
2. I learn new words from the posts of my friends online.	3.86	Strongly Agree
3. My writing ability gets developed through communicating with my friends from English-speaking countries via online.	4.07	Strongly Agree
4. I enhance my writing ability through watching videos related to learning English language.	4.14	Strongly Agree
5. I enhance my writing skill through reading online materials written in English language.	4.04	Strongly Agree
6. I find the meaning of the English words I don’t understand through using SNSs.	4.14	Strongly Agree
7. I improve my knowledge about new terminologies.	4.21	Strongly Agree

8. I learn modern writing pattern and techniques from SNSs.	3.96	Strongly Agree
9. My written ability is affected with the usage of abbreviations, short form and initialisms that are frequently used in SNSs.	3.57	Agree
10. I commit spelling errors on my written outputs due to exposure in internet slang.	3.43	Agree
11. My grammar gets distorted in actual writing and speaking practice.	3.64	Strongly Agree
12. I waste my time that leads to less language learning.	3.18	Agree
13. I used improper vocabulary in my academic writing and speaking.	3.11	Agree
14. My mode of writing is influenced by SNSs language styles.	3.25	Agree
15. I learn to use fowl languages because of the comments I read from the posts.	3.04	Agree

As noted in table 4, the respondents “strongly agree” that they improve their knowledge about new terminologies (4.21), they enhance their writing ability through watching videos related to learning English language (4.14), they can find the meaning of the English words they don’t understand through using SNSs (4.14), their writing ability gets developed through communicating with their friends from English-speaking countries via online (4.07), their vocabulary database is increased by reading materials online that are written in English language (4.04), they enhance their writing skill through reading online materials written in English language (4.04), they learn modern writing pattern and techniques from SNSs (3.96), and they learn new words from the posts of their friends online (3.86).

Moreover, table 4 presents also the negative impacts of SNSs towards students’ Writing Proficiency in English. The respondents “strongly agree” that their grammar gets distorted in actual writing and speaking practice (3.64). Meanwhile the respondents reported that they “agree” on the following statements: their written ability is affected with the usage of abbreviations, short form and initialisms that are frequently used in SNSs (3.57), they commit spelling errors on their written outputs due to exposure in internet slang (3.43), their mode of writing is influenced by SNSs language styles they waste their time that leads to less language learning (3.25), they waste time that leads to less language learning (3.18), they used improper vocabulary in their academic writing and speaking (3.11), and they learn to use fowl languages because of the comments they read from the posts.

This is probably for the reason that they usually use acronym and initialism when communicating online mainly to avoid repetition and to save space and time. Thus, they have experienced the inclusion of SNSs language or internet slang in academic writing without realization.

These findings are similar with the findings of the study “The potential value of social networking sites as an educational tool” as summed up by Hoffman (2009) in a presentation to the

Technology Colleges and Community when she states “Social networking is a tool, with both its advantages and problems for usage in teaching and learning” (p. 98). This sentiment is echoed by Hamid, Waycott, Kurnia, and Chang (2010) who studied the use of online social networking for higher education and conclude that, despite the potential benefits they have identified, harnessing social technologies offers both opportunities and challenges.

Table 5 presents the Errors committed by the respondents in the essay activity.

Table 5. Respondent’s Errors in the Essay

Criteria	Total Errors Committed	Rank
Simple Tense	86	1
S-V Agreement	58	2
Preposition	22	3
Spelling	13	4

Table 5 reveals that Simple tense ranked 1st in the errors committed by the respondents in the essay. The Subject-Verb Agreement ranked 2nd, Preposition ranked 3rd, and Spelling ranked 4th among the errors committed by the respondents in the essay.

Relative to this, a study conducted by Mingle (2015) revealed that majority of respondents used Whatsapp and Facebook for making friends and chatting. In addition, majority of respondents experienced negative effects such as poor grammar and spelling, late submission of assignment, less study time and poor academic performance due to the heavy participation on social media networks.

Table 6 shows the writing proficiency in English of the respondents.

Table 6. Respondents’ Writing Proficiency in English

Number of Errors	Frequency (n=28)	Percentage 100%	Descriptive Equivalent
0-5	10	35.71	Excellent
6-10	15	53.57	Good
11-15	1	3.57	Fair
16 above	2	7.14	Needs Improvement

Table 6 shows that majority of the respondents (53.57%) have “good” Writing Proficiency in English, 35.71% have “excellent” Writing Proficiency in English, 3.57% have “fair” Writing Proficiency in English, and 7.14% “needs improvement” in their Writing Proficiency in English.

This is in line with the findings of numerous researchers who have outlined a number of student benefits in relation to education as a result of social network participation. Yunus et al. (2012), indicates that students gained more vocabulary and improved their writing skills as a result of their participation on social networks such as Facebook and Twitter. This is also points out in the assertion made by Bulusan (2016) that “Social Networking Sites are helpful in the students’ lives because it provide them knowledge and information.

Table 7.a. presents the relationship between the respondents’ writing skills and hours of using Social Networking Sites.

Table 7.a. Difference Between Respondents’ Writing Skills and Hours of SNSs Use

		Mean Square	F	Sig.
s/v	Between Groups	1.961	2.051	.143
	Within Groups	.956		
	Total			
s/t	Between Groups	6.744	1.230	.321
	Within Groups	5.484		
	Total			
prep	Between Groups	.164	.393	.683
	Within Groups	.417		
	Total			
spell	Between Groups	.021	.057	.945
	Within Groups	.367		
	Total			

In Table 7.a., the computed value is greater than .05 level of significance, therefore the null hypothesis is accepted. This means that there is no significant difference between the respondents' writing skills and the hours of using Social Networking Sites.

Table 7.b presents the relationship between the respondents' writing skills and years of using Social Networking Sites.

Table 7.b. Difference Between Respondents' Writing Skills and Years of Using SNSs

		Mean Square	F	Sig.
s/v	Between Groups	.411	.351	.709
	Within Groups	1.172		
	Total			
s/t	Between Groups	1.913	.323	.727
	Within Groups	5.921		
	Total			
prep	Between Groups	.161	.385	.688
	Within Groups	.418		
	Total			
spell	Between Groups	.538	3.359	.119
	Within Groups	.160		
	Total			

In table 7.b., the computed value is greater than .05 level of significance, therefore the null hypothesis is accepted. This means that there is no significant difference between the respondents' writing skills and the years of using Social Networking Sites.

Interview:

Ten out of the 28 respondents were randomly selected for an interview. They were assigned according to number: from Student 1-10.

The following were the answers gathered from the interviewees. Common answers were transcribed as one.

On the question “Do you use Social Networking Sites?” All of the respondents said “yes,”. This was followed up by the question, “What type of Social Networking Sites you used? All of the respondents answered, Facebook, You tube, Yahoo, and Google. In addition, students 1, 5, 7, 8, said they were also using twitter, and skype. Students 2, 3, 9 added that they were also using slide share and Instagram. Student 4,6, 10 added that they were also using Blog and Wiki.

They were asked how long have they been using the Social Networking Sites? Students 1, 4, 5,7,8 answered 3-4 years. Students 2,3,6,9 said 5-6 years. Student 10 admitted she was using SNSs for more than 7 years.

When asked for their reasons of using Social Networking Sites, the following answers came up: All the respondents used SNSs to connect and communicate with their friends and family. Moreover, students 2,5,8 said that they used SNSs to discuss their assignments and projects with friends and to post photos. Students 1,4, admitted that they used SNSs to play on- line games. Student 3 admitted too that she used SNSs to shop online. Students 6, 9, said they were using SNSs to download and to watch videos, and movies. Student 7 mentioned that he used SNSs to improve his grammar. Student 10 said she used SNSs to read educational materials.

They were asked if Social Networking Sites have affected them. All the respondents said, “yes”. It was followed up the question, what are the effects of Social Networking Sites? Students 1, 2, 4, 6, 7, answered they learned new words because of the reading materials written in English. Student 3 admitted that she learned business terms since she was fond of shopping on line. Students 5, 9 mentioned that tend to use shortcuts and initials when writing. Students 8, 10, said their vocabulary increased because of the comments they read from posts of friends and family.

What do you think will help you better improve your writing proficiency in English? Student 1 responded that “Reading more posts from Facebook (laughs)”. On the other hand, student 2 replied that “I -allow ng teacher ang paggamit ng internet” (the teacher allowed the use of internet. Student 3 suggested on ‘more activities”. Student 4 likewise responded that “We should be allowed to use taglish. (laughs)” (to be allowed to use Tagalog and English). Moreover, student 5 answered “Practice pa ng practice kase para masanay” (to practice more to be able to be used with the language). Similarly, Student 6 also answered “Read, read, and read, then write, write and write”. Student 7 suggested “Turuan pa kami ng grammar” (teach us grammar). There was a comment from Student 8 on “Good teachers” which was validated by Student 9 response on “Mas mabait and matyagang teachers” (kind and diligent teachers). And finally, student replied that “Continuous reading of materials written in English” syempre galing sa internet (laughs). (of course from the internet).

From the interview, it can be observed that the respondents used Social Networking Sites particularly Facebook to communicate with family and friends, to post photos, and to discuss assignments and projects with friends. Moreover, they used SNSs both for personal and educational purposes. It can be noted also that the SNS have both positive and negative effects to the respondents. Finally, SNSs was believed to be of help in further improving the respondents’ writing proficiency in English.

Conclusion

A lot of benefits abound in the use of social networking sites such as sharing information and ideas, improving knowledge about new terminologies, enhancing writing ability, etc. Despite these benefits that come with the participation of students on social networking sites, its misuse could affect negatively on their writing performance. The students use of social networking sites must be for educational and personal purposes.

Recommendations

Students should balance their time in engaging themselves into Social Networking Sites. They should use it as a tool for improving their Writing proficiency and their overall academic performance than for personal purposes alone to ensure the acquisition of its pros and avoid its negative effects on them that may lead to the destruction of their effectiveness in using the English language in various communications. The teachers should emphasize the proper use of punctuation marks in written discourse. Moreover, proper use of conjunctions should also be considered. In the course syllabus, it is encouraged to use social media to improve the writing performance in English. It may be of interest for future researchers to include other writing criteria and writing activity to generate better and more independent data about the use of Social Networking Sites among the students and its impact on their Writing proficiency in English.

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Impact of Covid-19 on English Language Teaching in Yemen: Challenges and Opportunities

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Abstract

This study examined the effect of COVID-19 on English language teaching as well as the steps undertaken by the Ministry of Higher Education in Yemen to cope with the challenges imposed by the spread of the pandemic throughout the country. To this end, a mixed-method design in which quantitative and qualitative approaches were used for collecting and analyzing the data of the study; a questionnaire was developed and sent online to the participants for the purpose of data collection. The sample of the study consisted of 120 students from selected Yemeni universities. The obtained data were analyzed via SPSS software in which the frequencies and percentages of the obtained responses were calculated. The analysis of the data revealed that English language teaching underwent an abrupt change because of the unexpected circumstances that were caused by the COVID-19 pandemic, and several changes were also made to the curriculum, students' performance evaluation, and pedagogy. Besides, the findings showed that Yemeni students faced several challenges including poor Wi-Fi connection, lack of access to some learning websites, and the absence of some equipment necessary for online learning. Regardless of these challenges, most of the participants reported that they can manage to do their final evaluation online which indicates that if the online teaching methods are implemented properly, the online learning of the English Language during the pandemic period will be successful in the Yemeni universities. The present study provides recommendations which can be useful for EFL learners and teachers, decision-makers, teaching English and perhaps the entire teaching process in Yemen.

Keywords: COVID-19, Online learning, Teaching Pedagogy, Language Teaching/learning, Technology Tools

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Introduction

Technology has become part and parcel of English language teaching and learning processes worldwide. In fact, using technology in ELT classrooms has gone through so many developments. Initially, teaching English language involved the use of cassette recorders, TV and so forth. Later on, more advanced technologies have been used for teaching purposes with a variety of more improved audio-visual aids including projectors, laptops, interactive smartboards, smartphones, etc. At the end of the 20th century and the beginning of the 21st century, English Language Teaching has utilized technological tools to become a natural part of it. Any English language teacher would associate a variety of these tools to various tools to use in his/her teaching based on various factors like what level the students are, intended learning outcomes, syllabus and pacing schedule etc. Various Technology tools helped teaching evolve and extended a richer and a more sophisticated learning and teaching experience. Such technologies have been developed to deal with the teaching needs which often change from time to time based on current teaching methods, changes of teaching and learning beliefs, or certain events that take place in different parts of the world. For instance, the spread of the Covid-19 pandemic in every nook and cranny of the world and its sequences such as lockdown, quarantine, and travel ban necessities the use of technology to pursue teaching and learning.

The year 2020 brought a radical improvement in the teaching-learning process as a consequence of the Covid-19 spread which forced those working in the academia like educators, teachers, students, and others working in the field to adapt themselves to a new, yet the innovative approach of teaching and learning i.e. e-learning/online learning. Educators worldwide started looking at the teaching process from a different perspective and such a shift and adaptation was profound in English Language Teaching.

The new teaching/learning environment is quite different from the one provided by the face-to-face one. For example, the comfort of social gathering in one class is missing and the in-class communication and clarification of facts is not there anymore. This all was replaced by another more formal mode of teaching and learning, dealing with the exception of the knowledge and needs of students differently. Online teaching definitely brought a lot of educational benefits. Yet, that was not without challenges and difficulties to both teachers and learners.

The current study aims to:

- 1- Examine the effect of COVID-19 on English Language Teaching in selected Yemeni universities.
- 2- Identify the steps undertaken by the selected Yemeni universities to cope with the challenges of Covid-19 and continue the English language teaching.

Literature Review

Higher Education Transition to Remote Learning

In line with Bozkurt and Sharma (2020), online learning involves spatial distance and an obligation. This means that different strategies have to be employed to approach the case with different priorities. Similarly, Hodges et al. (2020) defined emergency remote learning as the adoption of temporary instructional delivery to substitute delivery mode as a result of pandemic circumstances. It encompasses the application of fully remote learning and teaching and learning way out for education that is supposed to be delivered face-to-face. The main reason behind these situations is to come up with a design of an educational system that could allow quick access to

education during the Covid-19 pandemic (Hodges et al., 2020). Emergency distant learning/teaching takes place outdoors. Emergency remote learning which has greater similarities with e-learning occurs online as well. Online teaching is usually enhanced through technology like learning management systems, video conferencing software, and discussion boards. Both instructors and students link up through two-way communication technology though distance and time separate both of them. The success of online learning includes making assignment guidelines clear, providing ongoing feedback, and using online resources effectively.

The attempt of institutions of higher education to adopt online teaching practices can facilitate teaching flexibility at any place and at any time, yet, the rate of occurrence of this shift is staggering and unprecedented. This sudden shift from face-to-face to emergency distant learning has caused students, faculties, and teaching staff several challenges. Hence, emergency distance learning/teaching presents adjustments that universities, colleges, and the people have to deal with (Saykili, 2019). For instance, instructors are not ready enough to deliver online teaching and thus they find it difficult to make use of digital tools online resources as well as applications to continue their online teaching (Trust, 2020).

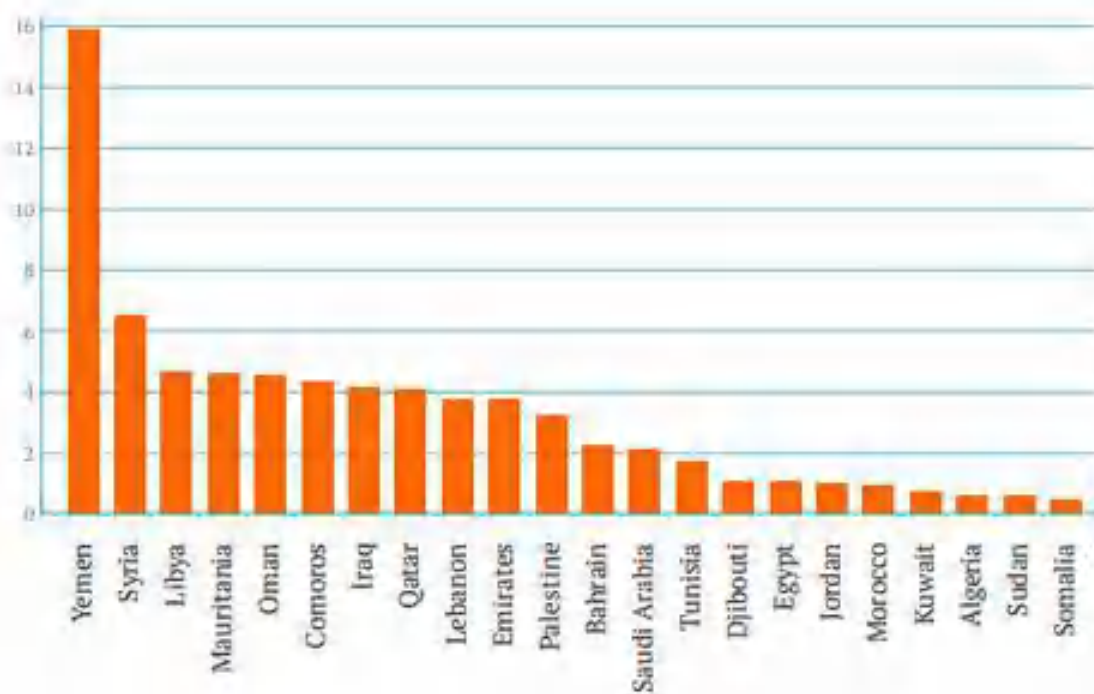
Furthermore, universities have few chances of learning the manner technology is applied in teaching involving the adaption process, evaluation, and application of technology in the improvement of learning activities. Due to this, a large number of the instructors were not prepared enough to come up with distant education understandings with technology when districts and states began the closure of schools due to Covid-19 (Trust, 2020). Similarly, the adoption of emergency distant learning brings up several issues especially in regards to students learning, student data accessibility, issues of internet connection, and the digital divide. Thereby, the movement to emergency distant learning and teaching has floodlit and worsened the digital divide (Trust, 2020; Agormedah, et al., 2020). In this connection, Taylor-Guy and Chase (2020) maintained that there is a hindrance of students' cohesiveness and interaction of learner and instructor in the real-time video in emergency remote learning, leading to student dropout and disengagement.

According to Saavedra (2020), developed countries have higher chances of gaining a lot due to the introduction of remote teaching, however, this does not apply to all countries. For instance, Adam (2020) designated that only individuals with the advantage will benefit from remote learning. Apparently, the society's most susceptible members are the ones who feel the effect of the Covid-19 pandemic (Guterres, 2020). It is clear that both developing and developed nations have already been anguished by breaks to schooling.

Internet Infrastructure in Yemen

In 1995, Yemen was connected to the outside world through three seas and four land cables (Aldowah, Ghazal, & Muniandy, 2015; Al-Bashiri, 2021). This service was provided by a single provider, TeleYemen, which has been owned by the country's International and Internet Gateways. The (Dial-Up) telephone lines in Yemen have been the sole tool for users to have access to the Internet.

Yemeni people nowadays live in a bad situation due to the ongoing war throughout the country, which has heavily affected the utilization of the internet. Besides, mobile data in Yemen is considered as one of the most expensive services in the world, and the most expensive country in the Arab world, according to the report Cable. (21) cited in Al-Bashiri, 2021,p.9).



From the above diagram, it is shown that the Internet in Yemen is very expensive and thus using this service in education is so costly. Furthermore, the speed of the Internet is very slow and bad which places Yemen at 207th in the world ranking as the slowest internet connection in the world for the third year in a row (Hananto, 2019).

Works on E-learning system challenges

In both developing and developed countries, many universities around the world are facing challenges with the implementation and adoption of e-learning systems. However, in developed countries, the problem is not that big because most of their learners have accepted and are willing to use e-learning systems and a great step has been made already towards the implementation of e-learning (Almaiah, et al. 2016). According to Eltahir (2019), the digital divide is a key barrier that hinders the adoption and implementation of e-learning in developing countries.

The study reviewed several studies concerning the challenges that hinder the adoption of e-learning techniques. It was evident from the reviews that the main challenges could be categorized into four groups: cultural, technological, individual, and course challenges. In addition, it was also clear that these challenges do vary according to the country because of differences in culture, readiness, and context. According to Aung & Khaing, (2015), poor infrastructure networks, weakness of developed content, and lack of ICT knowledge were the key factors that hindered the adoption of e-learning in developing countries.

In a study, conducted in Pakistan, by Kanwal & Rehman, (2017) , the results revealed that internet experience, computer self-efficacy, and system characteristics were among the major challenges that hindered the implementation of e-learning. Similarly, a study that was conducted by Kisanga and Ireson (cited in Mulhanga & Lima, 2017) revealed that the lack of technical support, lack of IT skills, and poor interface design are the main challenges facing the utilization

of e-learning projects. According to Mulhanga and Lima (2017), political, economic, and cultural barriers are the reasons for the failure of the adoption of e-learning techniques in many learning institutions.

Moreover, Kenan, et al., (2013) analyzed the social impact and cultural issues which influence the e-learning performance of Higher Education institutes in Libya. They found that for e-learning to be implemented in the official sector, it is necessary to do comprehensive strategic planning. Moving education into the adoption of technology needs the utilization of operative implementation strategies and plans (Danwa, & Wenbin, 2010). Employing any form of transformation and changes in how people work can cause some challenges for an association. It was found that managing employee behavior during the transition is behind up to 70% of the cost to employ a main organizational change (Kenan, et al. 2013). Chen and Tseng (2012) also identified four main categories of challenges that face the implementation of online learning; these include technical challenges, cultural challenges, management challenges, and implementation challenges. Regardless of all the above challenges, none of them talked about the challenges that are experienced by the user during using e-learning systems.

According to Al-Araibi, Naz'ri, and Yusoff (2019) who associated the issues related to technology with the success of e-learning systems, approximately 46% of e-learning projects are not successful in developing countries, about 39% are partially failed and about 16% are successful. Hence, following the above findings, together with other studies, many researchers in the information technology field have carried out studies so as to identify the challenges and come up with solutions for implementing e-learning techniques successfully (Al-Araibi et al. 2019; Esterhuyse & Scholtz 2015).

Methodology

Design of the Study

This study adopted a mixed-method design in which quantitative and qualitative approaches were used for collecting and analyzing the data. Although one data collection instrument was used, the collected data were both quantitative and qualitative in that the questionnaire included closed-ended and open-ended questions. This design is particularly adopted because it is useful for collecting data from a big number of participants and thus helps achieve the objectives of the present study.

Data collection instrument

The present study made use of survey design with the main aim to obtain answers to several questions which are arranged with care and handed out to the participants. As stated previously, a questionnaire developed by the researchers was used as the main instrument for data collection. It was made up of two sections. The first section was a closed-ended and involved answer based on a five-point Likert scale varying from "very dissatisfied" (VD), dissatisfied (D), neutral (N), and satisfied (S) to "very satisfied" (VS). This section contained four items that addressed the devices the learners used to access online learning and how affordable they are. The second section involved three open-ended questions which aimed to collect the participants' views concerning the challenges they faced in the adoption of the e-learning systems and the extent to which the technology helped them in learning the English language.

Validity and reliability of the questionnaire

It is common knowledge that validity is concerned with the extent to which the questionnaire measures what is intended to measure. To ensure that the questionnaire used in this study is valid, the questionnaire along with the title of the study as well as the objectives of this study were given to Yemeni professors to provide their own feedback on this questionnaire. The feedback offered by the validators was significant and thus was taken into account and some items were thus modified and amended accordingly.

A reliability test was also done for the questionnaire. The data collected from the questionnaire were analyzed through the SPSS package. The average indicator was 0.8 which according to Howitt and Cramer (2005) indicates that the employed questionnaire in this study is reliable. According to them, any reliability result which is above 0.7 indicates that the questionnaire is reliable. The calculated index of Cronbach's alpha reliability for the questionnaires ranged from 0.857 to 0.906 and the overall indicator was at 0.875 as shown in (Table 1) below.

Table 1: Cronbach's Alpha

Students' access to online learning devices	Cronbach's Alpha
Online learning devices to be used (5 items)	0.906
Able to use online learning devices efficiently (5 items)	0.870
Access to a constant internet connection for online learning (3 items)	0.857
Capable of purchasing internet data/ bundle for online learning (3 items)	0.879
Overall indicator of 16 items	0.875

Population and sampling

The population of the study included the EFL students in the faculties of education in two universities, namely, Sana'a University and Science and Technology University. The reason why these two universities are particularly selected is that those two universities are considered the best universities in Yemen. Another reason for the selection is that these two universities represent the universities in the two sectors in Yemen, namely, the private and public sectors; Sana'a University is a public university while Science and Technology University is a private university. It is hoped that selecting two universities from both sectors provides a clear picture of how different universities with different facilities and potentials could deal with the challenges of teaching English online during Covid-19 in Yemen.

In terms of the sample of the study, a total of 120 EFL students were selected randomly from all fourth-level students enrolled in the faculties of education in the two selected universities. The selected sample represents 30% of the whole population of the study. Fourth level students in the faculties of education in the selected universities are also particularly selected because they are supposed to be more proficient and thus they might provide in-depth explanations for the open-ended questions which in turn enrich the analysis of data of the study.

Data Analysis

The obtained data were analyzed via the SPSS package in which frequencies and percentages were used to measure the students' responses obtained from the close-ended questions. In terms of the open-ended questions, the obtained responses were coded and then explained qualitatively in a way that helps achieve the objectives of the study. The next section presents the findings of the study.

Results and Discussion

This section provides the obtained findings as well as the discussion of these results in relation to those found in the literature.

Devices/mediums used by the participants to access online learning

The study sought to determine what kind of online learning devices that learners had access to during the pandemic. The study also aimed to identify how effectively the students used the devices and their internet connection accessibility. Table one below presents the results related to the access of students to the devices of online learning.

Table 2: Access of students to devices of online learning (n=120)

Variable	Sub-scale	f	%
Online learning devices to be used	Smartphone	91	75.8
	Desktop	2	1.7
	Laptop	10	8.3
	Tablet/iPad	3	2.5
	I don't have any of them	14	11.7
Able to use online learning devices efficiently.		48	40
	Smartphone	2	1.7
	Desktop	39	33
	Laptop	3	2.5
	Tablet/iPad	28	23.3
Access to a constant internet connection for online learning	Not sure		
		17	14.2
	Yes	68	56.7
	No	35	29.2
Capable of purchasing internet data/ bundle for online learning	May be		
		11	9.2
	Yes	88	73.3
	No	21	17.5
	May be		

The findings in Table 2 revealed that the majority of participants indicated that they could access and use smartphones (n=91; 75.8%) in the COVID-19 pandemic period. The laptop was

also found to be the second option utilized by the participants. However, some of the respondents indicated that they do not have a desktop, smartphone, or laptop ($n=14$; 11.7%) and that they could not attend virtual lectures during the pandemic. In terms of their use of the devices, most of the learners reported that they could use smartphones effectively ($n=48$; 40%) in the course of online learning, and this was followed by the laptop ($n=39$; 33%), though, 23.3% of the learners were not sure about the extent to which they could use the online learning devices effectively. The level of transition of learners to remote learning during the pandemic could be hindered by their inability to access online learning devices. These findings go hand in hand with the works done by Rush University (2020) which revealed that the digital divide within students was the main barrier towards students' transition to online learning.

Furthermore, a large number of the learners ($n=68$; 56.7%) indicated that they did not have constant internet access to remote learning while 35(29.2%) and 17(14.2%) of the learners reported that they were capable of accessing constant internet access respectively. This could be attributed to the fact that a large number of respondents ($n=88$; 73.3%) believed that they were not able to afford to purchase the internet bundles for online learning whereas 11(9.2%) of them indicated that they were capable of affording to buy internet bundles for remote learning. The transition of learners and participation in online learning and teaching needs access and application of computing devices and having constant access to the internet, and this could be expensive to students. These findings are in line with those found by Houlden and Veletsianos (2020) who claimed that educators had similar concerns for learners who are incapable of having easy access to Wi-Fi or computer devices in the course of the pandemic period.

The inability of EFL learners to access online learning devices and connectivity of the internet could develop the digital divide because of economic disparity within EFL learners. These findings are in congruence with the findings obtained in some studies, to mention but a few, Isaacs (2020), Dube (2020) and Shehab, et al. (2020) in which it was pointed out that approximately half of the EFL learners globally do not have access to computers and approximately 44% of the learners do not have internet connectivity at their homes. About 92% of learners do not have household computers in sub-Saharan Africa whereas 83% of them cannot access internet connectivity. According to UNESCO 2020 report, approximately 57 million students stay in regions that have poor mobile networks.

Likewise, another study conducted in Southern Asia revealed that over 80% of some countries had instant access to the internet but Vietnam and some African countries had lower than 35% access to internet connectivity. Even though people in other regions had access to the internet and electronic devices, internet speeds were also a key challenge in those regions (David et al., 2020; Jalli, 2020). Approximately 25% of families in Italy do not have an internet connection in the course of this period of the pandemic (UNESCO, 2020).

Moreover, Thomas, Wilson, and Park (2018) contended that the “digital divide” is still a great challenge among learners because the use of the internet is not advancing. People experiencing an internet connection that is not reliable for use in online learning during the pandemic period may be left behind (Graham & Pasi, 2020). The adoption and implementation of e-learning systems by sectors of education during the COVID-19 pandemic may worsen education equality (Ziyu, 2020) and this may also influence the smooth transition of learners to remote learning during the pandemic period.

Benefits and Opportunities of e-Learning

This section summarizes the participants' responses regarding the benefits and e-learning. The analysis of the data shows that one of the greatest substantial facets of online learning during the closure of the institutes mostly was relying on independent learning by both teachers and learners. Teachers had to base their teaching on certain theories that students would attend an online course and get thorough readiness to be benefited from material provided, (AlTameemyet al., 2020; Rapanta, et al., 2020; Yeniçikan, 2020; Zitouni, et al.,2021). Afterward, these students would do and attend particular lessons or language items online. Consequently, it enhances self-education learning among them who already have gained enough knowledge to rely on themselves and also they urge others to try to develop this technique by themselves independently to find solutions for problems that they face. The participants argued that it is not learning online only encourages independent learning among the learners to take a certain assessment of learning authority in their hands, but also it established a good ground for improving learning skills,(Jacobs, et al., 2020). The students are self-motivated to learn and to do their assignments but also developed a self-evaluation towards their studies. They claimed that it is unnecessary to mention the study skills that they are a part of successful language acquisition and are qualities that were considered as the important requirements for getting any job that the students choose in the future. Plus, they look great on a curriculum vitae.

Furthermore, the participants maintained that online learning established a sense of carefulness among them as they had a sense of truthfulness related to their tasks, submissions, assignments deadlines. Online learning also provides these students with a program that enables them to identify their ability to rely on themselves and fulfill the rules of teaching-learning with a high sense of truthfulness. According to them, this was clear from their on time for online submission of the assignments that was principally adhered to by these EFL learners. Moreover, the findings of the study also showed that such a kind of learning equipped a various level of assistance to the learners who are slow in learning by giving them sufficient time to deal with the pace of the lesson. Interestingly, almost all the class conversations were recorded while the teacher delivers the lesson, which allowed them to refer back to the recording to get more clarifications for any doubt they might have during the lesson to better understand the lesson or language item taught. In this way, online learning significantly is of great help for these slow learning students to cope with the subject matter taught and gave them a sense of accomplishment which would be achieved in a regular face to face classroom due to various limitations such as the shyness to ask any questions or time limit. Besides, it is revealed that some EFL learners even had their parents sitting with them during the lessons and constantly assisting and encouraging them to comprehend the concepts being taught and be proactive and vocal in contributing to class activities and discussions.

Furthermore, the results of the study demonstrated that one more positive aspect of online learning is that it provides a platform of greater flexibility in their study schedule about other possible responsibilities they had planned. EFL learners now can easily plan their course work around their schedule because fortunately, the online lessons did not necessitate them to travel, which meant that EFL learners saved a lot of time spent on traveling and were able to complete other planned or unplanned tasks. It is also found that online learning also resulted in cost reduction as a solid amount of budget is spent on transportation whether it is public or private. According to the participants, flexibility also comprises the learning environment which an EFL learner chooses

in the most convenient place at his home, let it be their living room, or the bedroom, or their study domain. It can also be carried out on their daily routine while listening to the podcast of their teachers.

Challenges and Drawbacks

This section is concerned with the challenges and drawbacks based on the participants' perspectives. The findings of the study revealed that online learning has been considering getting its popularity in the past decades. Nevertheless, the beginning of 2020 has witnessed extensive utilization as well as an increasing reliance on it because of the extraordinary situation during the spread of Covid-19. As supplementary means employed sporadically based on the needs of the learning outcomes, online learning is found to be the main entity of learning and teaching language that not just provides many advantages but also exposed the difficulties encountered by the participants and their EFL teachers alike.

Moreover, the findings of the study revealed that one of the principal difficulties encountered by the participants is the flexibility to computer-based education in an effective classroom. It was found that it was not a simple task for them to make a shift from conventional face-to-face teaching to e-learning and it might lead to resistance from EFL students regarding the adaptability to this fresh learning experience. Nevertheless, as online learning should be adopted nowadays, EFL teachers must develop a positive impression of virtual learning on the minds of EFL learners. They claimed that they must feel comfortable with the idea that e-learning is far more stimulating and presents a totally diverse learning experience altogether. According to them, training must be offered before the actual classes. They must also be provided with sufficient time to discuss with their peers the topics they study so that they could attend e-learning with more empathy and engage themselves in effective learning in good mood.

The results of the study also showed that another problem that emerged from e-learning is computer literacy for a few participants. It is found that some participants are well qualified to utilize a computer, yet some others, using computers in an effective class or learning fresh ideas could be an actual nightmare. They claimed that the lack of essential computer skills makes it so hard for them not just in managing computers but also shows less interest in the current way of the teaching-learning process. To solve this problem, the participants confirmed that it is vitally significant that before teaching carried out on an effective level, they should be provided with courses and training so as to improve their essential computer skills, such as Microsoft Word (saving files and making folders), creating PowerPoint presentations, how to upload and access files if software such as Moodle is being used, and so forth. Once they are provided with the needed skills, they can manage to contend with e-learning and engage in learning taking place. They applauded that the more they learn effectively, the more they must get familiarise to fresh and stimulating methods of learning that effective language teaching develops.

One more aspect that the participants find it difficult is the challenge of technical hitches. According to them, this issue is a difficult problem facing the process of the online learning and teaching. The majority of EFL learners encounter the issue of poor network connection. Such a hitch becomes complicated due to the location in which some of them live is not covered or the connect is very slow. Thus, it is challenging for those learners to attend online learning. To sort out such an issue, those EFL learners students should utilize their smartphones to have access to their virtual classes, which is fiscally not viable at all. The participants pointed out that there is no

simple answer to such a problem except that they go and live in places where a good network could be found at least for learning purposes.

Moreover, some more challenges were found from the analysis of the data of the present study. One of such challenges is that enthusiasm was a matter for some participants. For several reasons ranging from private to fiscal to professional, some participants claimed that they did not have enough self-motivation though it is the essential component for successful learning to happen whether it is the online or conventional classroom. The lack of self-stimulation among some participants led to the inability to learn through such an advanced technological medium of education. Some participants stated that they could not improve a positive attitude to encourage themselves to attend online learning and teaching. Therefore, they fell behind in all aspects of language learning and can not get the positive results that online learning has to provide. Another issue was that some of the participants cannot regulate their time. Online learning involves many post-session activities if students need to understand the ideas better. It was hard to withstand some participants' interest for the period of the online classes. Accordingly, it was least anticipated that those respondents could regulate time post online classes.

Suggestions for Effective Online Teaching and Learning

Although online learning has become a significant component of the current century with its excess of the proposed benefits to both teachers and students, the selected faculties and perhaps the faculties of education must have practical resolutions to sort out these difficulties imposed by such mode of language teaching and learning. An adjustment in the attitude, as well as technology education, must be enhanced among the EFL learners to enhance online learning (Metruk, 2020). This will assist them to increase their confidence to cope with the shift from the conventional methods- face-to-face contact to –e-learning in an easy way. An extra time could be exclusively given as an office hour on a weekly basis. This office hour is aimed to explain any confusion that students have. This must not be considered as a formal communication or contact. Teachers could offer additional resources as well as activities to ensure that EFL learners know the requirements of the classes taking place on a weekly basis. The slides of lectures with audio recordings could be presented to the EFL learners so that they could access and utilize them at their suitable time. If online resources are employed, it must be made sure that such materials are congruent with the learning outcomes and suit the capabilities of the EFL learners. In addition, EFL learners must have the feeling that they belong to a certain society. Consequently, it is commanding that even though teaching is online, pair or group activities could be offered so that EFL learners feel content that they are working and acquiring knowledge. It is well-known in EFL pedagogy that EFL learners perhaps learn effectively when they rehearse with peers. Consequently, peer tutoring could be used as a method of assistance that could be offered to slow learning students. While such materials and activities could be utilized as supplements, the essential online classes must concentrate on the significant notions of language learning and the improvement of language skills together with the strategies engaged in improving such skills.

Conclusions and Recommendations

The present study investigated the influence of Covid-19 on language teaching and learning in Yemen. The results of the study showed that that English language teaching underwent some kind of shift because of the unexpected circumstances caused by the COVID-19 pandemic. Such

changes were made to the EFL curriculum, students' performance evaluation, and EFL pedagogy. Furthermore, the findings revealed that EFL Yemeni students encountered several challenges among which are poor Wi-Fi connection, lack of access to some learning websites, and the absence of some equipment necessary for online learning. The present study provided some recommendations which can be useful for EFL pedagogy and particularly online EFL teaching in Yemen.

It is shown that yet e-learning learning has come into severe demand because of Covid-19, it was in vogue as an additional part of conventional learning in the selected universities. Therefore, e-learning or some sort of blended learning should be adopted. With several technological applications such as Zoom, Google Classroom, Microsoft Teams, Moodle, etc., a fresh kind of blended learning-teaching has emerged which will associate the features of online learning with that of conventional method- face-to-face interaction. Such a kind of teaching would also provide many chances to the students to involve in the learning process effectively, and also it provides them with sufficient time to redirect their learning. Whether it is fully held online or by using the blended model of teaching and learning, both EFL teachers and students obtain superior significance and importance. They are the ones who commence the process accurately, from the early stage-, planning the curriculum, to developing activities that were based on the curriculum and learning outcomes to carrying out the classes. Alvi, et al. (2021) stated that interaction between teacher and student should be adopted to reassure the development of higher-order thinking skills, active learning, and self-directed learning in students. Online assessments should be both formative and summative. This is the theatrical stage for learners and teachers. They must do their role to its proper extent for effective EFL learning and teaching-.

This study has some limitations which should be highlighted. For example, this study adopted one data collection instrument (i.e questionnaire). Therefore, future studies should triangulate the data collection instruments using for example interviews and other means for data collection. Besides, the sample of the study is relatively small and thus future studies should include a large number of participants from more universities. Factors such as gender, level of study, major, and so forth are ignored in this study. Therefore, researchers should investigate how EFL online teaching has different impacts on EFL students concerning these factors. Finally, the current study is concerned with only EFL teaching and learning, and thus similar studies on other specializations should be carried out in different parts of the world to the significance of online teaching in the current age.

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Prospective Reading Teachers' Digital Reading Habit: A Cross-sectional Design

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Abstract

This empirical investigation intended to determine the digital reading habit of prospective reading teachers with age range of 17 to 40, and mean age equals to 20.46 (Standard Deviation [SD] = 2.95). Moreover, this cross-sectional investigation employed a descriptive-quantitative-correlational design to determine whether a gender difference exists on the digital reading habit of the respondents and whether a significant relationship could be drawn between the polychotomous variable socioeconomic status (SES) and the digital reading habit (DRH), the main construct investigated in this research. The data drawn from 328 respondents were collected through the utilization of an adapted survey-questionnaire with determined reliability of Cronbach's alpha = 0.97. Analyses of the data evidenced that the respondents are of 'satisfactory' digital reading habit. In addition, it is disclosed that there significant difference on the DRH of the respondents of the study across the dichotomous variable gender with male to be noted to have better DRH. Moreover, the investigation established that there is a positive and significant relationship between the DRH of the respondents and their SES. Implications are provided.

Keywords: Digital reading, reading habit, technology, gender, socioeconomic status

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Introduction

Technology is a game changer. It has influenced most, if not all, dimensions of man's activity. In fact, Kaman and Ertem (2018, p.1) claimed that '*the rapid spread of technology affects educational life*'. In addition, Rillo and Alieto (2018) maintained that in this present age marked by both technology and globalization, education and communication have not remained how they were. Similarly, Delos Reyes, De Vera and Medriano (2018) claimed that communication (receiving and responding) using online platforms has recently become easy due to the advancement in technology leading to the creation of wireless internet. Illustrative of this claim is reading which as a process is realized through the interpretation of symbols with the end goal of comprehending meaning from the said symbols which in most times are written texts (Buslon & Alieto, 2019). This practice previously occurred on printed texts until the emergence of digital media which led to the possibility of reading through digital device screens (Maden, 2018). This is part of the process known as the digitalization of education (Ivić, 2019) which makes technology increasingly necessary in the lives of people.

Certainly, the practice of reading on print is slowly substituted with reading through digital screens. This is validated by the growth in popularity of e-books (Foasberg, 2014 as cited in Eijansantos et al., 2020). In point of fact, present modern-time learners are noticed to do more reading using their mobile phones, laptops and other forms of technological device in comparison to reading print media such as books, magazines and the likes. Supportive of this is the claim of Kaman and Ertem (2018) who maintained that learners coming from modern societies are interacting with information and communication technologies. There are obvious reasons seen to explain this. One is that digital readers are spared from the difficulty of carrying bulky books and other printed materials. Another is that the ease of being able to view and share digital materials is a great plus. Since files are easily transferred or sent to others, sharing and exchanging of materials become a breeze which is not possible with print ones. One more reason is that since digital reading materials are electronically stored, they pose no trouble in storing and keeping them as opposed to printed ones which take up so much space as regards keeping and storage. These arguments relate to the conclusion of Maden (2018, p.1) that electronic texts provide '*essential savings in terms of time, space and energy*'.

In the years to come, digital reading would become more prevalent and perhaps completely substitute most print reading practices in school. Therefore, teachers must learn to adapt to this change in an educational practice. This is greatly true among future reading teachers. However, despite being an essential concern, a limited number of researches were conducted involving prospective reading teachers. This investigation is based on the perspective that the digital reading habit of teachers relates to students' digital reading habit (DRH). Thus, there is a need to provide empirical data relative to prospective teachers' reading habit. This investigation identifies a respondent gap. Upon survey of literature, no investigation on digital reading habit was conducted towards pre-service teachers. An exception is the study of Maden (2018) which investigated the construct among Turkish pre-service language teachers. Thus, this study intends to fill the gap through the conduct of the investigation on digital reading habit directed towards prospective reading teachers who are essential respondents in the investigation of the variable. The reason seen is that these respondents who sooner or later would be reading teachers inside the classroom would greatly determine the digital reading habit of their own learners. Thus, the study would provide baseline data that would be important for future research on the same construct. Additionally, this

study aimed to draw differences on the digital reading habit of the respondents across gender and socio-economic status. Furthermore, the study also intended to determine whether a significant relationship could be drawn between the variables DRH and SES.

Review of Related Literature

Digital reading habit

The existence of digital reading could be attributed to the emergence of technology and the internet. These two have made possible the practice of present-day learners to access, read and share information with ease and haste. Thus, students are noted to use technology to their advantage (Walsh & Simpson, 2013). This means that more and more students are finding the utilization of technology beneficial and suited to their needs. To an extent, students have been reported to prefer doing activities digitally instead of writing and reading written materials (Tolani, McCormac, & Zimmermann, 2009). This implies that the present-time learners are adept in the use of technology and have developed in them the so-called digital literacy. Further, it is speculated that the students over the years are changing their attitude and preferences over different educational practices which implies that teachers should consider modifying their approaches in different educational practices in consideration of the characteristics of the students in this digital era. Therefore, technology and education are inseparable as education, today, needs technology for it to be delivered and realized. Against this, countries are claimed to enter an era demanding the publication of electronic books (Ivić, 2019). This means that the demand for digitalizing school materials such as books among others shall continue to rise as years come because digitizing is the call of the time.

Digital reading could simply be defined as the performance of reading activities on electronic devices such as, but not limited to, cellular phones, ipads, personal computers, tablet computers and laptops; therefore, digital reading habit is reading habit with electronic technology as platform and not printed materials. Studies such as that of Kaman and Ertem (2018) found that using digital text and allowing digital reading positively impacts learners fluency and lessens reading flaws. The same investigation found that students are excited in performing reading digitally which led the authors to recommend to teachers the practice of digital reading in class.

Digital Reading Habit and Gender

Bacang, Rillo and Alieto (2019) claimed that gender, as a social construct, is determined by society. This means that what makes a male and a female is largely dependent on what the people in the community dictates. As such, they tend to appropriate their actions and reactions in congruence with society's expectation (Berowa, 2016). Therefore, society possesses the power and influence to shape thoughts and perception of people as what is masculine and feminine, what makes a male and a female. Moreover, it cannot be denied that people are distinguished by gender (Zainurrahman, 2019).

The understanding about gender has evolved over time. In early times, it was perceived limitedly; but, as time goes by it was understood beyond biological and physical characteristics. Presently, the understanding of the construct of gender according to Zainurrahman (2019, p.1) includes '*behavior, thinking style, economic and political role, and language use*'.

Through the years, the influence of gender on varied constructs has been investigated and is central to various research. As proof, Zainurrahman (2019) explained that gender and language

is an intriguing discussion among and between scholars. Moreover, the establishment of gender difference was sought across different investigations. Illustratively, scholars have realized investigations and sought to determine whether gender gaps exists in attitude towards languages (Alieto, 2018; Alieto & Rillo, 2018; Buslon, Alieto, Pahulaya, & Reyes, 2020). Another example is the study of Berowa (2018) which tried to determine the relationship between English anxiety vis-à-vis gender and year level variables that may contribute in language learning success or failure. Likewise, Robles and Torres (2020) investigated the relationship between gender and attitude towards peer-correction strategy in ESL writing classes. Another is the psycholinguistic investigation of Devanadera and Alieto (2019) which explored the difference on the types of lexical production between male and female children. An addition to the list is the discourse analysis of Bacang, Rillo and Alieto (2019) which investigated the influence of gender on the use of rhetorical appeals, hedges and boosters. Still in discourse analysis, Torres (2020) used a corpus of 20 blind audition video-clips to compare male and female celebrity coaches in their politeness strategies. Additional proof is the study of Torres and Alieto (2019a) which determined the attitude of pre-service teachers toward Philippine English grammar and lexical items between males and females. Further example is the research work of Rosales (2019) which explored the attitude of higher education institution faculty members toward the accreditation process between male and female faculty members.

Additional is the empirical study of Berowa, Ella and Lucas (2019) which investigated the difference in the perceived offensiveness of swear words across gender. Additions are the studies of Torres and Alieto (2019b) and Torres (2010) which investigated the gender difference on two psychological construct, motivation and self-efficacy. One more example is the study of Ramos, Miñoza and Alieto (2019) which investigated whether or not sex (used interchangeably with gender in this study) influences students' skill in writing composition. And yet another one is that of Eijansantos (2018) who investigated two different forms of language—verbal and non-verbal—in the respondents' use of language in their postings with a split analyzed between the two genders. Torres et al. (2020) looked at the gender difference on humor styles and perceived offensiveness among college students. Another is that of dela Rama et al. (2020) which explored the gender divide in the attitude toward online teaching, technological competence and access. These examples are far from being exhaustive; however, provide an essential implication that gender seems to be an ever-present variable in the study of language, and education related constructs.

In this study, the concept and understanding of gender is limited to the categorization of being male and female. This present study intends to supply empirical data relative to gender difference as regards the extent of digital reading habit. Analysis of the influence of gender on the main construct of the study is not the core of this research; however, the investigation of digital reading habit conducted juxtaposed with the construct of gender is understood taken to provide a clear understanding about identified independent variable of the study.

Moreover, studies on DRH and gender disclosed conflicting results. In Abidin, Pourmohammadi, Varasingam, and Lean (2014) gender was reported to have neutral effect on digital reading habit. However, the recent study of Ramos (2020) claimed that gender differences exist with females having 'better' digital reading habit than males which corroborates with the finding of Fatiloro, Adesola, Hameed, and Adewumi (2017).

Digital reading habit and socioeconomic status

Socioeconomic status (SES) could be indexed by many factors. Commonly, the financial resource of the family is noted to determine SES. However, in Destin, Hanselman, Buontempo, Tipton and Yeager (2019), parental education is a gauge to measure SES. Moreover, Bora and Ahmed (2018) maintained that there is no single basis for the measure of SES. The authors explained that there are various measures used by different researchers to size up the SES – income, occupation status, social background and educational achievement.

Analysis of different educational, language and language-related variables alongside with the respondents' SES has been carried out by different researchers. Example is the investigation of Delgado and Kassim (2019) which investigated the gender difference on mathematics anxiety. Another illustration is the study of Devanadera and Alieto (2019) which investigated the difference in lexical production of Tagalog-speaking children across SES. One more study proving the point is Dölek and Hamzadayı (2018), with a quantitative approach, which compared the writing skills of the students with different SES. Additional example is the study of Berowa, Devanadera and David (2018) which examined the influence of SES on the attitude of Vietnamese students in the Philippines toward English. Added to this list is the quantitative exploration of Miñoza and Montero (2019) which investigated the relationship between intermediate students' reading comprehension and their SES. Finally, Rosales (2020) investigated the differences of reading comprehension among respondents across socioeconomic groupings. The inclusion of SES as an essential variable in the investigation of various factors proves its importance as a research construct.

Digital reading is realized through the use of either a mobile phone and other digital devices, for instance, in the analysis carried out by Baguio and Eijansantos (2021) of the broadsheets—expectedly more commonly read in print—which were solely read digitally and later on analyzed digitally, too. Without these gadgets and devices, digital reading could not be performed. Therefore, one must bear possession of the mentioned instrument prior to being able to read digitally. It is then supposed that digital reading is associated with the capacity to purchase electronic devices and internet connection; thus, against this contention, it is interesting to determine difference on DRH across socioeconomic status.

Research Questions

The current research study on the digital reading habit of prospective ESL reading teachers purposed to answer the following questions:

1. What is the digital reading habit of the respondents?
2. Is there a significant difference on the digital reading habit between the male and female respondents?
3. Is there a significant relationship between the respondents' digital reading habit and their socioeconomic status?

Methodology

Research Design

The current investigation utilizes a descriptive-quantitative research design to determine the digital reading habit of prospective reading teachers and to determine differences across the variables

gender and socioeconomic status. This study is claimed to be quantitative as it aimed to quantify the digital reading habit of respondents through the gathering and collection of quantitative data. Moreover, in order to determine whether or not there exists a difference on DRH across gender and SES, statistical techniques were performed. Johnson (2000 in Somblino & Alieto, 2019) explained that a descriptive research is a type of investigation that intends to describe a phenomenon such as in this study which intends to characterize the digital reading habit of the prospective reading teachers. In addition, if the investigation would involve analysis of data which would require simple statistical treatment, the study is classified as descriptive (Abdon et al., 2019; Pattern & Newhart, 2017 cited in Tanpoco, Rillo & Alieto, 2019).

Moreover, a research with regard to the time data collection was performed could be determined either as longitudinal or cross-sectional. For this study, as data collection was conducted within a relatively short period of time, it is determined to be cross-sectional (Setia, 2016 in Perez & Alieto, 2018).

Furthermore, the collection of data was realized through the utilization of a survey questionnaire which took inspiration from the claim of Dillman, Smith and Christian (2009 cited in Alieto, 2018) that using questionnaires to gather data from a large sample size is a practical and efficient approach.

Participants of the study

The respondents of this study are prospective reading teachers from the southern part of the Philippines. The Philippines is essentially influenced by its colonial past with the Americans. According to Antonio, Bacang, Rillo, Alieto and Caspillo (2019), the greatest influence of Americans is the educational system of the country having English as medium of instruction; thus, it is noted that the Filipinos consider English as a second language, making Filipino learners as English as second language (ESL) learners.

Moreover, in this study, the sample size includes 328 respondents – 27.7% (91) of which are males. This data implies the large majority of the sample size are females suggesting that the teacher-education course attracts more females than males. In addition, as regards age, the range is 17 to 40 with mean age equals to 20.46 (Standard Deviation [SD] = 2.95).

In relation to the respondents socioeconomic status (SES), the majority reported to belong to middle SES (166 or 50.6% of the total sample size). On the other hand, the least number of participants claimed to be of high SES (53 or 16.2%). Furthermore, 109 or 33.2% identified themselves to be of middle SES. From this data, it could be inferred that the teacher-education course appeals more to students coming from the low and middle class as compared to those coming from high SES.

The research instrument

The use of likert questionnaire is noted to be a classic technique in data gathering as determined by Ubalde and Rosales (2018 cited in Ricohermoso, Abequibel & Alieto, 2019); hence, in this study a four-point likert scale (1 for never; 2 for seldom; 3 for mostly; and 4 for always).

The study adapted the digital reading habit questionnaire of Maden (2018) which originally was of 26 items divided into two sections, the reading psychological dimension (with eight items) and daily use dimension (with eighteen items).

Essential modifications were made in the original research tool. One of the modifications is that out of the 26 items, only 16 were included in the final form of the questionnaire. Ten items were not included as some were noted to be inappropriate as regards the context of the present study. Another modification is the equal distribution of items across the two mentioned dimensions; thus, each dimension of the DRH contains eight items.

The alteration in the original questionnaire was deemed major; therefore, the instrument was subjected for pilot testing. Alieto (2019) explained that pilot testing is beneficial at multiple levels. It is a means of determining the comprehensibility of the instructions provided. Pilot testing also addresses semantic issues of the questionnaire and increases validity. Moreover, through pilot testing, reliability of the instrument could be determined.

The instrument was administered to 50 prospective language teachers who did not form part of the sample size of the current study. The respondents of the pilot testing were also asked to provide feedback as regards the form and structuring of the questionnaire. Comments were minimal and limited to font styles and size of the prints on the questionnaire.

Cronbach's alpha test was used to determine the reliability of the questionnaire. The tool yielded a reliability of 0.97. George and Maller (2003) claimed that as a rule of thumb if the value of Cronbach's alpha is greater than 0.9 it is considered as '*excellent*', if the value of the Cronbach's alpha is greater than 0.8 it is considered '*good*', if it is greater than 0.7 it is regarded as '*acceptable*', if greater than 0.6 it is remarked as '*questionable*', if greater than 0.5 it is noted as '*poor*', and if less than 0.5 it is claimed to be '*unacceptable*' (p.231); thus, the tool is noted to be of '*excellent*' reliability. Therefore, all the 16 items of the instrument were included in the final form of the questionnaire.

Procedure

Securing permission for access to the target population is an essential component of data gathering – such practice relates to ethics in research. Towards this end, letters were composed and sent to seek approval of the administration of the research instrument to determined respondents. Upon the grant of permission, the researchers calendared as scheduled for the administration of the instruments. A venue was determined to convene the respondents for their voluntary participation in the study.

The respondents were provided with the research tool; however, prior to responding to the instrument, the respondents were first acquainted with the directions on how to answer. Very limited discussion was provided about the study being conducted so as not to influence the prospective language teachers.

On the average, the respondents are able to complete the form within fifteen-minute time. Moreover, respondents were encouraged to individually submit the questionnaire to the researchers on site. This was to allow the researchers double check the entries and lessen the number of questionnaires disqualified for analysis due to double entry and no response.

Method of Analysis

The data drawn from the collected questionnaires were first coded for analysis using SPSS. For the nominal variable gender, the code 1 for female and 2 for male was used. For the ordinal variable socioeconomic status, the code 1 for low, 2 for middle and 3 for high was employed.

For the determination of the digital reading habit of the respondents, the responses were coded as follows: 1 for never, 2 for seldom, 3 for mostly, and 4 for always.

To give interpretation to the mean score of the tabulated responses, table 1 was used for the said purpose.

Table 1

Digital Reading Habit Scale

Range	Descriptor	Interpretation
3.25 4.0	Always	Very Satisfactory Digital Reading Habit
2.5 3.24	Mostly	Satisfactory Digital Reading Habit
1.75 2.49	Seldom	Fair Digital Reading Habit
1.0 1.74	Never	Poor Digital Reading Habit

Statistical Treatment

Considering the objectives of the study, both descriptive and inferential statistics were used. Descriptive statistics such as the arithmetic mean or simply mean (M) and standard deviation (SD) were used to determine the DRH of the respondents.

On the other hand, the inferential statistics known as t-test for independent sample would be used to analyze significant difference on the DRH of the respondents across the dichotomous variable gender. Further, one-way Analysis of Variance (one-way ANOVA) was used to analyze the data and draw possible significant difference on the digital reading habit of the respondents across the polychotomous variable socioeconomic status.

In addition, to determine whether or not a significant relationship could be drawn between the respondents digital reading habit and socioeconomic status, the parametric inferential statistical tool known as Pearson Product Moment Coefficient (also known as Pearson r) was employed.

Results and Discussion

Digital Reading Habit of the respondents

The responses from the survey questionnaire were coded for analysis. Descriptive statistics (mean [M], standard deviation [SD]) were utilized to determine the DRH of the respondents. Table 2 provides the result of the analysis.

Table 2

Respondents' digital reading habit

Variable	M	SD	Description	Interpretation
Digital Reading Habit	2.66	0.39	Mostly	Satisfactory Digital Reading Habit

Scale: 3.25 to 4.0 – Always (Very Satisfactory Digital Reading Habit); 2.5 to 3.24 – Mostly (Satisfactory Digital Reading Habit); 1.75 to 2.49 – Seldom (Fair Digital Reading Habit); 1.0 to 1.74 – Never (Poor Digital Reading Habit)

Table 2 discloses that the respondents of this study are, on the average, of 'satisfactory' digital reading habit which means that they are engaged in digital reading. Detailed analysis of the data show that none of the respondents was noted to be of 'poor' digital habit. On the other hand, 33.3% of the respondents reported to have a 'fair' digital reading habit. Moreover, 56.6% claimed

to have a ‘satisfactory’ digital reading habit. The remaining 10.1% of the respondents reported to have a ‘very satisfactory’ digital reading habit. It can be inferred from the data that the influence of technology and the internet has greatly influenced the practice of reading performed by the present-day learners. However, a good number of respondents remain to perform digital reading to a limited extent although the majority are to a good extent doing digital reading. This also implies that although reading can be performed in a new platform – digital and online – the traditional text reading is still appreciated and done. As previously enumerated, digital reading is opted because such practice saves learners from the hassle of carrying reading materials which pose concerns in handling and keeping; however, reading digital materials is not without an issue. One great concern, since gadgets depend on power, is the battery life of the cellphones, laptops, ipads and others. If the gadgets run out of charge, digital reading cannot be performed which is not an issue in doing print reading. Another advantage of doing print reading is it could be performed almost anywhere (along the hallway, in parks etc.). However, the same does not hold true with digital reading as such practice be ideally done in places where a power outlet is readily available because the devices are power-dependent; therefore, places such as the cafes, computer shops among others become a common place for doing digital reading. These are some main reasons why print reading remains to be appreciated by the respondents which is alluded to explain this finding of the study.

Digital Reading Habit across gender

To answer the question whether or not males significantly differ on their digital reading habit, the data gathered and collected were analyzed. The inferential statistics one-way analysis of variance was used to determine the significant difference in the construct investigated across the dichotomous variable gender. Table 3 presents the analysis.

Table 3

Gender difference in the digital reading habit

Variables			M	SD	Sig.
Digital Reading Habit	Gender	Male	2.79	0.43	0.000*
		Female	2.61	0.35	

* significant at alpha = 0.01

Table 3 gives that difference on the DRH of the respondents when data are grouped according to gender (male and female). The p-value (0.000) is less than alpha=0.05 which means that there is a significant difference. This suggests that the male respondents in this study differ significantly with their female counterparts in regard to their DRH with males having ‘better’ DRH as evidenced by the mean score (M). This implies that gender is a factor influencing DRH – an empirical support this study provides. In this study, gender role plays a significant part in determining the DRH of the prospective reading teachers. It is supposed that the male participants of this study engaged in greater extent of digital reading compared to the female respondents of the study due to multiple reasons.

This result counters the claim of Abidin et al. (2014) that gender was reported to have neutral effect on digital reading habit which means that females and males do not significantly differ in the DRH. On another hand, the result mirrors the findings of Ramos (2020) and Fatiloro et al. (2017) that gender is an influencing variable. However, in these previous studies females were found to be of ‘better’ DRH while the study found the opposite.

One speculation is the attitude towards the new technological platform. Okazaki and Santos (2012) conducted a study regarding adoption of an e-learning tool. The study found that gender difference exists. It was disclosed that the male respondents were likely to adopt new technological platforms as they perceive these innovations user-friendly and useful; however, the female counterparts were not as positive and as accepting. Hence, it is argued that the adaptive attitude of males noted in previously reported literature is the same reason explaining the significant difference on the DRH.

Another supposition seen is that males are technologically adept as compared to females (Goswami & Dutta, 2016). This means that the males are more technological proficient than females which results to male being more explorative and confident in the use of the online platform. The females, on the other hand, are reserved and restrained which limits their exploration and engagement. Supportive of this, researchers Li and Kirkup (2007) claimed that males across contexts are more confident of their skills in the use of technology while women are prone to nervousness in the use of technology (Jackson, Ervinn, Gardner & Schmitt, 2001).

Correlation : Digital reading habit and socioeconomic status

To determine whether or not a significant relationship can be drawn between the respondents’ DRH and SES, the data were analyzed, after determining the normality of distribution, using the inferential statistics known as Pearson Product Moment Coefficient (Pearson r). Table 4 gives the analysis.

Table 4

Significant relationship between the respondents digital reading habit and SES

Variables		r- value	Sig.	Inter.
Digital Reading Habit	Socioeconomic status	0.118	0.033	Significant

* significant at $\alpha = 0.05$

Table 4 presents the analysis on the significant relationship between the prospective teachers’ DRH and SES. The data (p -value = 0.033 < α = 0.05) revealed that there is a significant relationship between the investigated variables. This means that the SES of the respondents influences their DRH. Moreover the relationship is noted to be positive (r -value = 0.118). This finding supports the report of Ramos (2020) which found a positive significant relationship between DRH and SES. This means that the respondents with extensive DRH are the ones with high SES. Conversely, the respondents with poor DRH are the ones with low SES. This is an expected result. For digital reading to be done, one must own not the kind of phone that can simply perform basic functions like call and text; instead, the kind that has memory for the storage of files; the kind that is touch screen and can be used for mobile internet. These kinds of phone cost a large sum of money; thus, the basic requirement of owning a phone for doing digital reading is claimed to be expensive. As such, it becomes a practice reserved for those who can afford; thus,

because access to technology is far from being universal, digital divide exists across economic statuses of people (Harris, Straker & Pollock, 2017). This gap explains the result of the study showing that those who have better financial capacity are the ones with extensive digital reading habit.

Conclusion

In consideration of the results of the study, the following conclusions are made: One is that the majority of the respondents are extensively engaged in digital reading. As supported by the data, the respondents of the study are of 'satisfactory' digital reading habit which means that they are most of the time reading materials digitally. Second is that gender, in the context of this study, plays an essential role influencing respondents DRH with males to prefer and do more digital readings as compared to females. In other words, this result supports trends and claims that there is gender divide in the use and acceptance of technology and innovative platforms in which males are more accepting and positive compared to females. Third is that SES significantly associates with the DRH of the respondents with those of financial capacity doing more digital readings than those otherwise. Digital reading entails expenses on the part of the learners as regards owning a device and having internet access; therefore, there is a greater financial implication in the practice of digital reading as compared to print reading.

Implications

The study provided essential understanding about the respondents' DRH. Moreover, from these findings, implications can be drawn. First, there is a preference for digital reading in this present time. This preference should not be neglected instead capitalized by teachers in the giving of requirements, homework, readings and including submission of outputs. The digital platform must be explored and utilized by teachers as an additional avenue in which supplemental instructions could take place.

Second, the gender divide must be further explored to clearly understand the different reasons placing females behind males in the practice of digital reading. The study simply provided speculations in the absence of supporting data.

However, it is definite that quest for equality remains a battle to be won. If reading teachers remain apprehensive in the adoption of technology and latest technological-drive modes in the delivery of education, it is feared that such apprehension shall be transferred by the teachers themselves to their own students.

Last, efforts must be exhausted to make access to internet and technology free. The result of the study relating the relationship between the SES and DRH of the respondents points to the idea known as digital divide caused by financial resources available to learners.

Therefore, teachers must be mindful not to provide digital reading tasks that would place those of low SES at a disadvantage. Although there is a pressing need to develop the digital reading habit of present day learners, moreso with the future reading teachers, a balance should be struck in consideration of those who are facing financial difficulties. In addition, educators must find means and ways to provide access and use of technology to students with minimal or at no cost to the students at all.

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Qatari Public Schools' EFL Educators' Knowledge About Pa and Phonics

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Abstract

This study aimed to explore the knowledge of Qatari primary government schools and kindergartens' EFL female teachers regarding phonological awareness and phonics. Following the mixed methods research design. A survey has been conducted using a structured questionnaire and an interview containing various items Qatari Public Schools' EFL Educators' Knowledge About Pa and Phonics. The sample consists of a 20-item survey was completed by 142 EFL female teachers, and ten teachers were interviewed for the data collection. Descriptive and inferential statistics were utilized to analyze the quantitative data, while thematic analysis was used for interview analysis. Findings revealed that the majority of participants lack basic knowledge of phonological awareness and phonics. Based on these findings, this study provided implications for reading outcomes improvement in Qatar and similar contexts, and recommendations for further research are offered. This is the first study that measures the "Qatari Public Schools' EFL Educators' Knowledge About Pa and Phonics" to the best of the authors' knowledge.

Keywords: Public schools in Qatar, Teachers' knowledge, Phonological awareness, EFL Educators'

Introduction

The role assumed by teachers in the development of literacy skills among students is indelible. Teachers who are conscientious work assiduously for early graders to help crack and handle basic academic skills. At an early age, teachers endeavor to develop basic skills of reading and writing an alphabetical language. In this regard, delivering English as a foreign language (EFL) by teachers to non-English speaking students has become a daunting task. Achievement of grade-level literacy and experience with different children from distinct language or ethnic backgrounds becomes more challenging.

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It is generally acknowledged that those teachers who have relatively good EFL teaching skills tend to equip students with essential skills and knowledge in phonological awareness possess greater opportunities for becoming a better reader than those who are not. Further, it is assessed in the study of Vaisman & Kahn-Horwitz (2020) that teachers are always held accountable for what they deliver within classroom settings. Such accountability increases teachers' responsibility concerning facilitating the emergence of early grades into phonics awareness. On the other hand, English-speaking teachers often face difficulty in delivering Education in a new non-English speaking environment, especially when enhancing early language skills among children. In retrospect, teachers appeared to confront difficulties while answering questions on basics in reading or writing. Over time, more attention towards EFL teaching developed adequacy in ensuring effective instruction, exposure, and interaction with early graders. Young EFL teachers view that phonological awareness at an early academic period is cumbersome in those primary schools outside English-speaking nations (Joshi, Washburn & Kahn-Horwitz, 2016). Learner autonomy, which makes the learners more effective, has been given attention in the language learning process over the last three decades (Alzebaree, Yavuz, 2016).

This has led them to believe that teaching knowledge of English phonics among such students would render them with a better understanding of the English Language and, there, would allow them to showcase their skills and knowledge confidently. Keeping in view the increasing awareness and significance of EFL teaching vis-à-vis phonemic awareness, this study attempted to analyze the knowledge of EFL teachers about the development of reading skills for early school grades. For this, Qatari public primary schools were considered a case study with the help of existing literature and primary research method. Therefore, the results emanated from this study are the sole investigation of the researcher, which would further help in knowing the knowledge and efficiency of EFL female teachers in primary schools in general and those in Qatar's territory in particular.

Therefore, the study forms an essential part of developing reading skills in which phonics, phonemic awareness, fluency, vocabulary, and understanding are considered essential components of literacy and are central to developing literacy within the National Reading Panel report (2000).

Background of the Study

Qatar is a small but wealthy Gulf state, where some extraordinary transformations in terms of social and economic uplift have been witnessed. As far as the primary education sector is concerned, it has undergone radical changes to ensure its primary schools stand equivalent to international schools. From a highly bureaucratic system to modernized, it is believed that enhancing educational standards is necessary to draw out efficient human capital sources to achieve economic development. In this regard, almost free Education is provided in Qatar's government schools, where the six-year primary cycle is followed by a subsequent three-year secondary school cycle (Mustafawi & Shaaban, 2019). Targeting quality of education has also successfully brought as many young and talented teachers to create better skills and knowledge among students, especially when extra efforts and time are needed to teach EFL knowledge in primary children.

In 2021, the Government of Qatar commissioned RAND International Corporation to assess the K-12 educational system. As a result, an independent school model was adopted for implementing significant changes to the primary school phase. As a result, English as Medium of

Instructions (EMI) was introduced, where teachers and principals were regarded as primary stakeholders in enforcing the proposed reforms. NOW, teachers are independent of developing course outlines, creating an optimum learning environment, and delivering English language instruction to maximize student retention and development (Weber, 2014). They are now held responsible for ensuring foundational literacy skills to the learners and preparing them for life-long learning skills, especially in this informational and interconnected age.

Research Aims and Objectives

Several objectives of the study were also aimed at assessing and meeting the general needs of phonics, which are as under:

- To identify the growing knowledge of female EFL teachers regarding delivering phonological awareness and phonics among primary students in Qatari government schools
- To explore the extent to which female EFL teachers help in developing early graders in literacy skills and those of language in particular
- To assess concerns and issues confronted by EFL teachers regarding creating a phonological study in children at an early learning stage.

Research Question

With the above articulation of the study, an important question was set out by the researchers to address the knowledge of EFL teachers towards phonological awareness, which is under-mentioned:

- 1:** To what extent female EFL teachers are knowledgeable about phonological awareness and phonics in the Qatari government schools?

Literature Review

There is a substantial Relation between instruction of phonological awareness (PA) and early literary development. Therefore, it is crucial to develop specific preliminary language skills that PA is considered a credible indicator for predicting students' reading proficiency. However, by taking the study of Alshaboul (2020) into account, there are few variations and differences among EFL teachers in classroom instruction which is manifested at different levels of reading proficiency. This study further theorized that EFL teachers' instructional practices are influenced by an understanding of knowledge and beliefs about the indispensability of phonics as a building block of enhancing literacy skills among children (Oakley, 2018). In addition, teachers' deep understanding regarding proficiency levels eventually mirrors the knowledge through students' knowledge. Therefore, such instructional practices are regarded as the outcomes of knowledge and practices from the teachers' side.

The concept of reading wars relates to a relationship between sounds and letters, collectively ascribed to 'skeleton-shape and personified apparitions that children look so profoundly in such characteristics. It is considered standard practice for EFL teaching, where the linkage between letters and sounds is explicitly instructed. However, this system is mainly applied where there is no appropriate teaching system to deliver instructions on languages. Over the last few decades, discussions have focused on two major approaches to teaching reading: phonics and

whole-language approaches (Chall, 1967). There were several debates on the right approach to reading instruction. Each faction and group of experts defended their approach to reading instruction as the best and most successful. These reading wars became the focus of many debates, surveys, and research articles (Castles, Rastle, & Nation, 2018).

In this scenario, teachers tend to use a mixture of approaches, that is, by decoding English to phonemes and subsequently identifying syllables by looking at rimes and onsets (clear sound before and after a syllable nucleus), as well as assessing morphemes (Adam, M.A & Abake, 2017). As far as EFL teaching is concerned, children are initially taught how to form letters separately and then evaluate digraphs composed of two letters. This is a common practice, especially in a non-English speaking educational environment, just like English-speaking students learn Chinese or other foreign languages.

The Phonics Approach

When it comes to the role of phonics in reading instruction, it is concerned with the value of teaching phonics on how to read or write. Children at an early stage are helped in hearing, identifying, and using different sounds that differentiate one from another in a language-teaching program. It involves connecting sounds with an individual or group of letters. Within EFL teaching, phonics instruction appears to be a pivotal part of literacy instruction where, though it does not guarantee any kind of reading success for students. It benefits much in terms of the effectiveness of the literacy curriculum developed by EFL teachers (Al Tamimi, 2016). The primary aim is not to teach students how to sound out words but instead teach them to understand what is being read in the classroom, for instance, comprehension. Development of fluency in reading coupled with enhancing English vocabulary is the main objective in phonics awareness.

The Whole Language Approach

Concerning the whole language approach, it pertains to the reading outcomes of learners, which are drawn out by how they are taught to read. The whole language approach is in sharp contrast to non-sensical texts and direct instruction. On the contrary, it is an educational philosophy where children are taught to read using specific strategies that exhibit language to collaborate to create a particular meaning. Therefore, phonics awareness in EFL learning is one of the fundamental elements of the language approach. It helps students recognize core words by considering them single rather than sound phonetic (Alsubaie, 2014). Teachers use literature as a key to integrating literacy with the help of all curriculum components like language or any other subject. Teachers also tend to motivate students to read for day-to-day purposes like leaving a note or making a list instead of just decoding words.

The Balanced Approach

The balanced approach covers evidenced-based practices, including preventing reading failure in children and developing a framework to provide literacy programs. As a result, children develop the requisite skills to become effective learners throughout their academic and professional lives. A balanced literacy approach helps blend and segment recognition of letters and sounds, which helps readers recognize the whole words in context (Johnston, Partridge & Hughes, 2014). Reading aloud compasses several components like reading aloud, where EFL teachers model good reading for the whole class by posing comprehension or asking for feedback, guided reading where students

of relatively similar reading levels converge to read the text altogether through which teachers recognize weaknesses and address them, and independent reading where students can choose texts that stimulate their interest and apply their knowledge in group literacy sessions.

If phonic awareness appears to be too structured, the balanced approach involves creative literacy by finding meanings and enjoying taught texts. Another major role of teachers in this regard is to use their knowledge to decide how or when to intervene in children's attention and explain strategies to help students connect specific texts (Abdon, Maghanoy & Bacang, 2018). It is commonly believed that a balance of both phonics and whole language is the way to teach literacy skills in students by mapping out a language classroom.

Knowledge of an EFL Teacher

When it comes to English language teaching, how language is supposed to be learned and taught are essential factors that involve different materials, evaluation, and strategies. According to the study of Vaisman & Kahn-Horwitz (2020), what kind of class is to be conducted by teachers is mainly influenced by how they believe, which serves as a means through which decisions regarding instructional judgments are made. On the other hand, Althewini (2016) stated that EFL teachers make instructional decisions by choosing material and opting for a particular criterion, influenced by their beliefs. Moreover, teachers' beliefs in language learning affect students' motivation, language proficiency, and attitude. Besides, it is also argued that knowledge about teaching is formed at an early stage of life through children's experience as basic learners, which impacts teachers through their professional lives.

Knowledge is a personal belief about a foreign or second language, including the question of teaching a foreign language. The relationship between belief and its application on a certain strategy investigates the appropriate selection of guidance to the newly admitted students for their improvement and retention in schools. Such beliefs are also constructed through a wide variety of learning activities involving teachers' formal pre- and in-service training/education, which serves as a framework for presenting a new direction of teaching through observable effects (Fuchs, Katzir & Kahn-Horwitz, 2021; Alkhalidi, 2021).

Knowledge of content possessed by EFL teachers is a crucial element to students' learning when taking proficient reading into account. Teachers' ability to understand basic phonological awareness concepts coupled with alphabetical principles is assessed through greater insights into their knowledge. It has been examined in the study that perceived teaching ability on typical readers, reading comprehension, and struggling readers are primarily influenced by their basic content knowledge of the English language. Besides, Lin & Jiar's (2018) study illustrated a few essential components that make the compendium of efficient content knowledge, including the ability to manipulate phonemes, the accuracy of reading with proper expression at a reasonable rate, and correspondence letters with sounds.

Teachers' Preparation to Teach Reading

Teaching reading is a complicated thing delivered by proficient learners through which a well-prepared and abled child can make the most of it. As per the study conducted by Jafari & Rad (2016), there are several methods whereby teachers prepare themselves to teach reading, which entails 'Phonics method,' 'whole-approach method' and word search programs. On the other hand, specialized knowledge of cognition and linguistics and the capability of transmitting any

information into daily instruction practically impact the delivery of reading education. Further, adequate knowledge of the subject-specific content of beginning reading and translating theories into classroom practice ensures greater teaching reading preparation. If put, EFL teachers are supposed to develop pre-disposed oral sessions of phonological study and identify students' cognitive abilities, resulting in which the required preparation to teach reading can be evinced.

Developmental Stages of Learning Reading

Before children develop the ability to learn reading, they must go through several stages that modify their patterns, behavior, and instincts towards learning reading instructions. According to the study of Ibrahim (2018), children initially learn decoding in which necessary relationships between spoken and written words are interpreted. It is followed by understanding familiar texts with the help of basic decoding, context clues, and sight vocabulary. It eventually ensures practical reading skills in a wide array of learning curriculum from different viewpoints. The phonological awareness in EFL teachers and the extent to which teachers possess the ability to teach reading also impact each development stage of children's reading ability (Althewini, 2016). Overall, delivery second or foreign language, especially in a non-English speaking country, stretches developmental stages to some extent.

Phonological and Phonemic Awareness

As articulated above, a broad skill of identifying and manipulating components of oral language like syllables or words among teachers helps develop reading skills in children. Similarly, phonemic awareness refers to a particular skill of pondering over and modifying individual sounds, or phonemes, in spoken words. Teachers who have comparatively high-level knowledge about second language instruction methods can create a greater level of phonological awareness. This awareness is ensured by arranging multiple classroom events like one-on-one skill-building or intervention programs for small groups (Zhao, Joshi & Chen, 2017). Such understanding is also affected by explicit instruction, where sound interpretation and visual representation help students crack complex linguistic tasks. This part of a structured literacy approach relates to synthetic phonics, which gradually builds phonological ability among children. But some students need more reinforcement by language teachers to address reading deficiency at an early academic stage.

Emerging Literacy and Letter Knowledge

In phonological awareness, emergent literacy is defined as a student's knowledge of reading before they know how to read correctly. It denotes a belief in a literate society that some children acquire reading skills before they are academically learned within the educational environment. Basic components of emergent literacy include narrative skills, phonological awareness, and letter knowledge. On the other hand, letter knowledge refers to understanding a linkage between letter patterns and sounds. Since any letter represents any speech sound, they help children decode words with strong phonological skills (Luo, Main & Zhong, 2020).

Research Method

All K-2 female English teachers in Qatari government schools were the target population in this study. According to the Teachers Affairs Office of the MOEHE, there are for hundred and two K-2 female EFL teachers in the government schools during the academic year 2020-2021. In phase

1, one hundred and forty-two female teachers who teach early graders were randomly selected to complete an online questionnaire about language structure. Meanwhile, ten female teachers were interviewed to deeply investigate how they rate their knowledge about phonological awareness and phonics and its reasons. In this phase, the researchers purposefully targeted EFL expert teachers who have been teaching early graders for more than five years in Qatar.

Research Design

This study followed the explanatory sequential mixed method design. The data was collected in two phases: the quantitative phase using an online questionnaire, and the qualitative phase using one-to-one online interviews.

Instrumentation

The Teacher Knowledge Assessment: Structure of Language tool used in this study was initially utilized by Bos et al. (2001), which consists of 20 multiple-choice questions including eight items examine phonics skills (items 4, 6, 7, 8, 9, 15, 19, 20) and twelve statements asking about phonological awareness (items 1, 2, 3, 5, 10, 11, 12, 13, 14, 16, 17, 18). The researchers constructed the semi-structured interview questions to deeply understand participants' level of knowledge they possess regarding phonological awareness and phonics.

Validity and reliability

To ensure content validity, three experts in English language teaching and university professors were consulted. They all agreed and accepted the tool without any changes. In addition, the discriminative validity of the assessment was calculated using an independent sample t-test. The result indicated that it successfully distinguishes individual differences and can determine teachers with high or low levels of knowledge ($t=22.695$, $P=0.000$). Finally, the researchers double-checked and calculated the internal test reliability using Cronbach's alpha, with a value of 0.64, similar to Bos et al.'s (2001) original research.

Data analysis

For the questionnaire, the researchers computed the raw score (0 or 1) for the item responses as either right or wrong; each correct answer was worth one point. The researchers used frequency analysis using SPSS software to analyze the quantitative data gathered from the questionnaire. The researchers analyzed overall assessment scores and individual item scores by grouping them into two descriptive categories: phonological and phonemic awareness and phonics. This was to determine the level of knowledge that participants had in terms of both types. However, the researchers used thematic analysis to analyze the qualitative data collected from the interviews.

Results

Research question: To what extent female EFL teachers are knowledgeable about phonological awareness and phonics in the Qatari government schools?

Results indicated that, out of 20 questions, participants correctly answered almost an average of ten items, with a standard deviation of 3.37. The highest score participants earned was 19, and the lowest was 3. Table 1 below shows that although none of the participants had received zero on the assessment, none got the full mark on the test.

Table 1. Teachers' Performance on Teacher Knowledge Assessment: Structure of Language

	N	Mean	Std. Deviation	Minimum	Maximum
Knowledge Assessment	142	9.9718	3.37059	3.00	19.00

Table 2 shows that half of the participants (n=71, 50%) were placed in the moderate level of knowledge. Besides that, only 15.5% of respondents showed high performance on the overall assessment (n=22), and 34.5% of them had weak knowledge about basic language structure (n=49) (See Table 2). Based on the chi-square value (25.451), which has a significant value (0.000), researchers concluded that most of the respondents were at the intermediate level in the knowledge assessment and had the highest significant percentage compared to the other two levels. This result can be generalized to the entire population. That is to say, 50% of EFL female early-grade teachers have an intermediate level of knowledge about phonological awareness and phonics. This result mirrors Bos et al. (2001) findings, where the preservice teachers' mean score was 10.6. However, the participants' overall performance in the current study is lower than the level of the in-service teachers, which was previously reported in the original study (M=12) (Bos et al., 2001).

Table 2. Participants' results in Teacher Knowledge Assessment: Structure of Language

	Observed N	Column N %	Chi-Square	Asymp. Sig.
Weak	49	34.5%	25.451 ^a	0.000
Intermediate	71	50.0%		
Advance	22	15.5%		
Total	142	100%		

The analysis of the percentages of correct and incorrect answers for each statement (see Table 3) shows that, regarding phonological awareness, more than 54% of participants incorrectly answered seven statements on average. Among the items in this category where respondents answered incorrectly, six statements showed statistically significant results ($P \leq .05$), and one statement about the deletion task of /c/ sound (#3) had a highly significant value based on the chi-square value (59.2%, chi-square=1.380a, $P=0.24$). The question with the lowest score for most respondents was about the number of sounds in the word "box" (85.2%, chi-square=64.901a, $P=0.000$). The remaining six items are arranged in order of percentage from low to high: reverse the pronunciation order of the word "enough" (71.8%, chi-square=17.606a, $P=0.000$), and reverse the pronunciation order of the word "ice" (65.5% , chi-square=13.634a, $P=0.000$), mark the wrong statement about phonological awareness (61.3%, chi-square=10.169a, $P=0.001$), the number of speech sounds in the word 'grass' (60.6%, chi- square=23.690a, $P= 0.000$), what is the second speech sound in 'queen' (54.9%, chi-square=6.338a, $P=0.012$).

Table 3. Percentage of Teachers' Correct and Incorrect Answers on Phonological Awareness by Question

SN	Questions	Correct Answer (1)		Wrong Answer (0)		Chi	Sig
		Count	Row N %	Count	Row N %		
2	A pronounceable group of letters containing a vowel sound is a:	97	68.3%	45	31.7%	7.211 ^a	0.007
10	How many speech sounds are in the word "eight"?	90	63.4%	52	36.6%	3.408 ^a	0.065
16	Identify the pair of words that begins with the same sound:	90	63.4%	52	36.6%	23.690 ^a	0.000
13	What type of task would this be? "I am going to say some sounds that will make one word when you put them together. What does/sh//oe/say?"	75	52.8%	67	47.2%	1.014 ^a	0.314
14	What is the second sound in the word "queen"?	64	45.1%	78	54.9%	6.338 ^a	0.012
3	What type of task would this be? First, say the word "cat." Now say cat without the/c/sound.	58	40.8%	84	59.2%	1.380 ^a	0.240
12	How many speech sounds are in the word "grass"?	56	39.4%	86	60.6%	23.690 ^a	0.000
5	Mark the statement that is false:	55	38.7%	87	61.3%	10.169 ^a	0.001
17	If you say the word and then reverse the order of the sounds, "ice" would be:	49	34.5%	93	65.5%	13.634 ^a	0.000
18	If you say the word and then reverse the order of the sounds, "enough" would be:	40	28.2%	102	71.8%	17.606 ^a	0.000
11	How many speech sounds are in the word "box"?	21	14.8%	121	85.2%	64.901 ^a	0.000

Contrastingly, more than 52% of respondents correctly answered two questions only, based on the significance level of the chi-square value ($P < .05$). These questions are about syllable recognition (68.3%, Chi-square=7.211a, $P = 0.007$) and recognition of word pairs beginning with a corresponding sound (63.4%, Chi-square=23.690a, $P = 0.000$). The remaining three questions in this category were answered correctly by more than half of the participants, including the phoneme definition (69%), the word "eight" speech sounds counting (63.4%) and blending the digraph sounds of the word 'shoe' (52.8%). However, the statistical analysis revealed that the P-value of these items is large ($P > .05$), and the chi-square value is not significant. Thus, we cannot prove whether the participants have accurate knowledge or not. Nevertheless, they showed a modest level of understanding in these areas.

Table 4 below shows the percentages of participants' correct and wrong answers to the questions about phonics. More than 52% of participants incorrectly answered five questions related to phonics on average. Question 19 received the highest percentage of incorrect answers, which required participants to identify words without silent letters (67.6%, chi-square = 27.070a, $P = 0.000$). The rest four questions required participants to identify the phonics reading method (57.7%), what are the voiced and unvoiced letters (54.2%, chi-square=70.423a, $P = 0.000$), consonant blending definition (54.2%, chi-square=10.169 a, $P = 0.001$), and digraph definition (52.1%). A more detailed analysis, based on the chi-square value data, shows that only two items (#6 and #9) are highly significant among these items. This demonstrates that teachers' understanding of digraph and phonics terms is at an intermediate level.

Table 4. Percentage of Teachers' Correct and Incorrect Answers on Phonics by Question

SN	Questions	Correct Answer (1)		Wrong Answer (0)		Chi	Sig
		Count	Row N %	Count	Row N %		
20	Which word contains a short vowel sound?	119	83.8%	23	16.2%	20.535 ^a	0.000
7	If tife were a word, the letter i would probably sound like the i in:	100	70.4%	42	29.6%	19.042 ^a	0.000
15	A soft c is in the word:	100	70.4%	42	29.6%	4.761 ^a	0.029
9	Two combined letters that represent one single speech sound are a:	68	47.9%	74	52.1%	.254a	0.615
4	A combination of two or three consonants pronounced so that each letter keeps its own identity is called a:	65	45.8%	77	54.2%	10.169a	0.001
8	An example of a voiced and unvoiced consonant pair would be:	65	45.8%	77	54.2%	70.423a	0.000
6	A reading method that focuses on teaching the application of speech sounds to letters is called:	60	42.3%	82	57.7%	.451a	0.502
19	All of the following nonsense words have silent letters, except:	46	32.4%	96	67.6%	27.070a	0.000

However, what is interesting about the data in Table 4 is that most respondents correctly answered and scored the highest in the question asking to identify the word with short vowels? (83.8%, Chi-square=20.535a, $P=0.000$). Also, two other phonics-related questions (identify I sound in the word tife (70.4%, chi-square = 19.042a, $P=0.000$) and identify the soft c (70.4%, chi-square =4.761a, $P=0.029$) were correctly answered by a majority of the participants with a significant value ($P<.05$).

Qualitative Phase

The researchers interviewed ten teachers for a deep understanding of teachers' knowledge about phonological awareness and phonics. The researchers conducted thematic analysis for the interviews, and the themes that appeared throughout the analysis are as follows:

- Teachers self-evaluate their knowledge about phonological awareness and phonics
- Teachers' responsibilities in the reading instruction for children in the early years.

Teachers self-evaluate their knowledge about phonological awareness and phonics

Teachers are responsible for providing their students with first-rate reading instruction. However, if teachers do not understand the primary language constructs, this will not happen (Moats, 2009). Interviewees' ratings of their knowledge about phonological awareness and phonics ranged from simple to advanced. Only one participant thought her knowledge was simple. She said that the questionnaire was complicated for her and that she could not identify the terms. Nevertheless, she stated that she likes to teach reading and that she can teach it very well. Six interviewees thought they had a good background but were not excellent, and three said they had sufficient knowledge in these areas.

However, when the interviewees were asked about the difference between phonemic awareness and phonics, they expressed a common misunderstanding and did not answer correctly. Although the teachers were uncertain about the phonemic awareness component, the one and only English native speaker participant from the UK stated clearly the actual answer: "Phonemic awareness is the process of manipulating sounds, but Phonics is the way of teaching letters and their sounds." The failure of EFL teachers to acknowledge the difference between phonemic awareness and phonetics reveals that they do not have a basic understanding of how children learn reading skills. Therefore, teachers cannot provide adequate and appropriate reading instruction. This affirms similar interviewees' insights in the Anthony and Francis (2005) study: the interviewees discussed the issues about teachers being confused about the basic knowledge of phonemic awareness and phonics. However, they were unable to connect it with the learner's reading development. Therefore, we can conclude that EFL teachers contributed to students' failures rather than providing appropriate instruction. It is logical to expect that teachers' current phonological awareness and phonics concepts will be distorted, leading to great confusion among students (Anthony & Francis, 2005).

Teachers' responsibilities in the reading instruction for children in the early years

All participants pointed out that teachers' knowledge and experience in phonological awareness and phonics are crucial when teaching reading for lower-grade students. One interviewee stated that Western countries hire the oldest teachers to teach the early-year students because they are more experienced; lower-grade teachers should have more teaching experience than any other

teacher. This is emphasized by Alexander et al. (2008), who believe that if the teacher does not teach phonics properly, children will not succeed in reading. As a consequence of lacking basic reading skills, learning will only get more challenging when students get older. One interviewee noted that if teachers apply professional reading strategies, they will be surprised that even a four-year-old child will try to read. In a short time, children will be able to read texts and stories above their grade level, which will lead to building their fluency and self-confidence. The interviewees mentioned several reasons for the importance of being a knowledgeable teacher stating that children are not receiving support from their families, lack motivation and prior knowledge, and class time limitations. Therefore, teachers have the responsibility to learn and understand the language structure to provide high-quality teaching.

Discussion

This study has found that the participants have a deficient level of phonological awareness and phonics knowledge. This is not a very encouraging result. According to Alshaboul et al. (2018), the inability of teachers to differentiate between phonemic awareness and phonics, the fundamental language aspects, highlights a concern that teachers in charge of teaching early grades do not provide a rich environment with sufficient opportunities for children to learn reading. As an outcome, this leads to unsuccessful reading instruction at this critical stage of learning.

The instrument was initially used by Boss et al. (2001) for preservice and in-service teachers. Preservice teachers scored more than 10 ($M=10.6$, $SD=2.8$), while in-service teachers' mean score was 12 ($M=12$, $SD=2.8$). However, the focus of the current study is on in-service teachers. Therefore, the knowledge-level observed in this investigation ($M=9.97$, $SD=3.37$) are below those observed by Bos et al. (2001). Unfortunately, these findings are consistent with recent research that teachers lack basic knowledge about English language structure (Washburn, Joshi, & Cantrell, 2011a, 2011b; Kennedy, 2013; Moats, 1994, 2009, 2014; Washburn, Mulcahy, & Musante, 2017; Pittman et al., 2019; Alshaboul et al., 2018; Wong & Russak, 2020).

The qualitative phase of this study explained this result. Among the ten participants, three said they were advanced in phonological awareness and phonics, while six believed their knowledge was moderate. However, all participants were confused by the fundamental principles (phonemic awareness and phonics, except for one). She said that phonemic awareness is recognizing and manipulating sounds, while phonics is letter-sound correspondence. It is expected to receive this positive response because the only participant who provided the correct answer was a native English speaker from the UK. Nevertheless, this interviewee was not confident about how much knowledge she possessed. Therefore, she gave herself a moderate evaluation.

There are two likely causes for this critical finding. First, most participants declared that they did not study phonological awareness and phonics in university, and if they did, they had forgotten as it was long since they had graduated. Second, the participants clarified that this shortage of knowledge is due to the lack of in-service training on the basic language structure. Additionally, seven interviewees affirmed that the MOEHE did not offer them training courses focusing on phonological awareness and phonics. Finally, as long as most interviewees did not study the English language structure in university and had not received training concentrated on the basic constructs thus, it is not surprising that we reach these results in the knowledge assessment. Similarly, the participants' responses support the results of the research mentioned in the literature review (Bos et al., 2001; Washburn, Joshi, & Binks-Cantrell, 2011a, 2011b;

Washburn, Binks-Cantrell, Joshi, Martin-Chang, & Arrow, 2016), which demonstrated that educators might not receive adequate training and preparation to provide effective reading instruction.

Conclusion, Implementations, and Recommendations

Researchers and educators worldwide pursued attentively to produce literate children and prevent reading failures (Ponitz & Rimm-Kaufman, 2011). However, the quality of reading instruction in the early-year grades is primarily dependent on teachers' knowledge about the language structure. The current study has explored the extent to which teachers understand phonological awareness and phonics concepts, and it's the first to document and reveal deficits in early-year EFL teachers' knowledge about phonological awareness and phonics in the Qatari government schools. This investigation highlights EFL teachers' significant role in developing children's reading skills as they are behind students' low reading levels. Furthermore, it confirms and extends Moats (1994) findings and supplements the subsequent research (Carroll, 2016; Seastrunk, 2018; Alshaboul, 2018; Wong, Wong, & Russak, 2020).

The study finding has important implications for designing teacher preparation programs. First, the researchers recommend that stakeholders comprehensively review the teachers' preparation and professional development programs. A significant policy priority should be to design a long-term teachers' assessment to set a starting point and follow up the development of reading instruction through the years. Additionally, EFL teachers are recommended to plan for self-improvement to extend their knowledge about language structure which would serve as a foundation for them to understand how children learn reading. The researchers also recommend further investigations on the factors and reasons behind reading failure and struggling among children in becoming competent English language readers.

Pedagogical Implications

While content knowledge about language structure does not necessarily mean proficiency and success, it is evident that teachers with this knowledge can provide students with appropriate learning experiences and effective classroom practices. Therefore, this research has important implications for designing teacher preparation programs; it suggests offering preservice and in-service teachers intensive training programs and workshops to develop in-depth knowledge of the basic language structure.

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Political Alienation in the Jordanian Short Story: Selected Models

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Abstract

This study concludes with the state of political alienation in Jordanian short stories through selected models from the stories of Jordanian male and female narrators who wanted to highlight images of this alienation and its manifestations, condemn those who carried it out, and monitor their different attitudes and society's attitudes towards them, as they cited models and images of this alienation, as well as people's reactions to it. The study began with a definition of the term alienation, which led to the concept of political alienation that a person may experience when confronted with a repressive, non-democratic political system.

Keywords: alienation, political alienation, short story, Jordan

An Introduction to Political Alienation in the Jordanian Short Story

The Jordanian short story made its own imprint on the adventure of the short story by assisting the reader in realizing the truth in this world, (Butor, 1971) and it did so by forming its own narrative structures in the midst of expressing freedom and awareness (Gharaibeh, 2002). Perhaps one of the matters that insisted on the Jordanian novelists' imagination is the issue of political alienation, which records their experience and position on freedoms in a political problem that pressed them on many standards, leading to exposing the types of alienation practiced on them and their forms in narrative frameworks that accept forms of modernity and development as long as the reader himself is willing to accept new forms (Mahbek, 2001).

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It may be argued that the Jordanian short story writer attempted to represent political alienation in his short tales in overlapping forms by presenting bits of life rather than the entire existence. It's no surprise that the short story, in general, is concerned with showing portions of life rather than the entire life at once in order to explore the depths and reveal the hidden (Mahbek, 2001). And alienation (الاستلاب) in the Arabic language, as Ibn Manzoor mentions in his book (Lisan al-Arab) under the letter (س) chapter: stole something (سلبه), robbed it, plundered it. (سَلَبْتُ،) (رجل سَلَبْتُ): in Arabic are derived from the word (الاستلاب). Al-Lihyani said: A robber man (رجل سَلَبْتُ) and a robber woman (امرأة سَلَبْتُ) using the masculine form for both. Also, alienation (الاستلاب): embezzlement. dispossessed (السلب): what is robbed. According to at Tahtheeb: (السلب) is the tool used to dispossess something, the plural form is (أسلاب). (Ibn Manzoor, 1993)

The categories of alienation in contemporary human discourse revolve around the concepts of alienation discussed by great philosophers and theorists, and they move with them from economic to social, cultural, and political alienation, so that the term continues to fluctuate in spaces of exploitation and deprivation of human feelings, movements, decisions, actions, production, or rejection in favor of parties or individuals stronger than they are or overpowered for economic gain. This causes a failure to communicate between him and others, or between him and himself, and he then escapes from reality to illusion, submitting to the humiliation he feels, or believing in the necessity of revolution and change". (Abdel-Jabbar, 2018; (Alkhalidi, 2021)

The Jordanian story shows estrangement since it "presents the image, or presents its direct opposite: It can represent societal reality or focus on specific situations, and it can challenge or protect religious and political traditions and beliefs, reject or justify the balance of social and economic forces, and oppose or support educational concepts and family relationships. (Zitouni, 2002) This alienation is often intensified in man's depths to portray ugly visions of self-or deliberate estrangement that man exercises against himself under pressures that brutally crush him with dread inherent in his existence, life, and cognition.

As a result, the anxiety that ambiguities in moral attitude and ambiguities in moral choices generally evoke does not go away, but rather the reverse is true. Fear is generally overstated because it hinders people from confronting each other directly. (Zygmunt, 2017)

This is the same dread that robs man of his freedom in social human conduct to the point that he may resort to isolationism on the grounds that "the thinker feels that sacred isolation is the finest method to demonstrate a level of solidarity towards the miserable and the unfortunate". (Zygmunt, 2017)

This is a defeatist behavior characterized by introversion and isolation rather than confrontation. As Zygmunt Baumann puts it, "The only step toward the treatment of increasing incapacitating fear is to reveal its roots, because the only promising way to continue requires the ability to eradicate those roots." (Zygmunt, 2017)

We observe the spirit of fight and struggle that eventually prevails over alienation and strives to demolish its pillars in Jordanian short stories out of great belief and trust in "the inevitability of change and the necessity of struggle that pushes the forces that feel alienated to revolution." (Zitouni, 2002)

To summarize, the term "alienation" has seen variation and diversity in awareness, politics, economics, sociology, psychology, history, philosophy, and religion. The individual's crushing of society, the individual's crushing of things, or the self-condemnation of objectivity, or the liberation of human activity's results from human control, or the alienation of man's essence... " (Abdel-Jabbar, 2018)

At the same time, we can define political alienation as the alienation, oppression, persecution, and injustice perpetrated by authorities with the intent of robbing the individual's will, suppressing his freedoms, diminishing his rights and gains, and forcing him to do what is contrary to the public interest. (Abdel-Jabbar, 2018) This leads, first and foremost, to the individual's alienation from his community, and sometimes even from himself and his sentiments, as well as estrangement from the political system that rules him, and may even lead to violence. (Abdel Mukhtar, 1998)

Political alienation in the Jordanian short story

In Jamal Abu Hamdan's narrative "Firas Al-Sabi" (15), we encounter a hero who is unsure how to devote his love and adoration until the rain guides him to the earth. Because the soil was warm, he laid his cheek on it, and grew tired of her kindness, as well as of his eyelids. (Abu Hamdan, 1995)

Firas adored the ground because it made him feel comfortable and secure. He was overcome with warmth and affection, and he saw his mother's eyes, and he felt as if he might simply slip through them, so he closed his eyes. (Abu Hamdan, 1995) But political alienation awaited him; he was carried to a small cell and "found himself strangled on a sophisticated wooden contraption, and fastened to the ends of it", (Abu Hamdan, 1995) before being tortured for a long period to confess his guilt.

When he inquired about his transgression, he was informed, "Admit that you attacked the Sultan's country." (Abu Hamdan, 1995) "I did not assault it" Firas said, surprised. "I just enjoy it." "This is how you vagrants..." the other remarked. An attack on the show... and so an attack on myself. "The offer... to the Sultan's harem... "The land is from the Sultan's harem, O invader." (Abu Hamdan, 1995) Firas refused to regard his genuine love for his land as a rape and an attack, declaring, "I am not transgressing; it is mine; I am the one who cherishes it." (Abu Hamdan, 1995) Torturing him for committing a heinous act, the other ushered in a new era of torture!!

Because he loves his land, and perhaps this love becomes a heinous crime when the scales are turned and man becomes a stranger to his land, he becomes one of the slaves of the land who is controlled by a compulsive authority armed with force and advanced machines, and it is only the political authority that robs them. It is not surprising that a thousand horses and mules are prosecuted and imprisoned on charges of attacking the land since they adore it. Because it is the Sultan's land, with the logic of political alienation, the weak are never entitled to love. This is the strange logic of power, which goes above and beyond what is permissible in order to express itself with rudeness and contempt for the weak other. Jamal Abu Hamdan is eager to oppose this heinous reasoning, using his tale to expose the arrogance, authoritarianism, and tyranny that deny the most fundamental human rights. It is his right to love and be devoted to his homeland.

The hand of political alienation may reach out to convince a person to accept their situation rather than confront it. Rather, occasionally resisting people who want to get rid of it, as if they loved and had become accustomed to it, and this is a true manifestation of his shame, defeat, and capitulation. In "The Patients" by Ahmed Al-Zoubi (Al-Zoubi, 1980) That takes place in one of the hospital halls. A large number of patients congregate in one of the hospital corridors amid the helpless, the paralyzed, and the comatose, all of whom are waiting for treatment, unable to move and unable to speak.

From somewhere in the hospital comes a muscular young man with a strong build, and he opens the window, and the cold air rushes inside. The patients are offended by this behavior, but they see no reason to blame him. Suddenly, something strange happens: the spirit of anger and

rejection infiltrates the sick, generating a strange power in them; The sick recovered suddenly, the paralyzed stood upright on their feet, suffering from helplessness, and those immersed in a coma woke up, and the owners of magical healing gathered, surrounded the strong young man, and beat him until he lost consciousness, but things returned in an instant to their previous era when the doctors came, and saved the patient from death. The paralyzed returned to their chairs, diseases jumped again into the bodies they left, and the other patients returned to the realm of unconsciousness and coma, as if a magical power had not been in their bodies minutes ago.

Thus, Ahmed Al-Zoubi documented his most heinous examples of mocking and protest against servile people who only rose against the young guy who attempted to liberate them from humiliation and paralysis and drive them to revolution and triumph over their ailments, infirmities, and capitulation. There is a true paradox in their humiliating submission, (Lulu'a, 2013) their insistence on humility and weakness, and their denial of any revolution or victory over their dread and sicknesses that put them on the ground with considerable effort. (Lulu'a, 2013) Inside a combination of humor, irony, absurdity, and strangeness, (Ibrahim, 1987) down to the paradox's fundamental component, which is the "contrast between reality and appearance." (Lulu'a, 2013)

In this narrative, Ahmed Al-Zoubi created his paradox by "highlighting the instability, contradiction, or even irrationality associated in the familiar." (Apter, 1982) Regardless of how often skeptics deny it and rejectionists reject it. He also makes a mockery of this reality, which exists in strange paradoxes, in order to paint a picture of the moral fall that is primarily linked to ridicule and laughter, and which has "to do with the collapsed values in society on the one hand, and with the sacred values that the community surrounds with reverence and respect on the other." (Ibrahim Z. , 2012), from the standpoint of humor, which "plays the role of a satirical philosopher who casts great matters in a spirit of humor and belittling or in a spirit of contempt and indifference" (Ibrahim Z. , 2012), and humor and irony "combine between divergent elements in reality or mix between facts of different nature" (Ibrahim Z. , 2012) in order to create a sharp impression of what is happening, and this is exactly what Ahmed Al-Zoubi wanted in his story; That is, it aims to create a sharp impression on the recipient of his story towards what is actually taking place in terms of compelling political alienation, and human surrender to him to the point of self-alienation, that is, for man to expropriate himself by himself in order to satisfy the forces of political pressure, and this is the most severe form of alienation to the extent that patients refuse to recover, They revolt against those who incite them to do so, and beat him severely, to prevent any revolutionary force from changing their situation, and to bring them out of humiliation to dignity, and from disease to recovery.

Once again, the paradox plays the role of exposing political alienation when its first threads begin to appear in the story (Nimrod) by Munis al-Razzaz. The political force that was stealing the freedom of Nimrod, the hero of the story, decides to release her after a long, humiliating prison. He says: "It is the wall." (Al-Razzaz, 1981) Nimrod refuses to leave the prison wall on which he wrote his memories, poems, and insults for many years, and refuses to confiscate these memories, the only remaining part of his life that was wasted in the wind.

The prison officer can only promise to give him a copy of what is written on it if he agrees to leave the prison, but Nimrod refuses and is determined to steal the original (the prison wall), so the officer has no choice but to swindle Nimrod's father. And Nimrod himself, and they vow to get the wall to them as quickly as possible, so Nimrod unwillingly accepts his release from prison. (Al-Razzaz, 1981)

When Nimrod returns to his house, everyone who lives there expects him to be a mighty, strong, solid, indomitable person who does not cry, and the weak do not know how to approach him as the mighty (Nimrod), as they walk in this misleading mindset, and he maintains his solidity and strength. He is alone in the restroom and collapses in prostration, striking his head on the wall and falling to protracted crying. (Al-Razzaz, 1981)

Here, Nimrod exercises political alienation against himself as well. In addition to the fact that power is his summit and has robbed his life, youth, happiness, and age, he also refused to leave prison, which also represents self-deprivation for him. He made his wall a tool to seize him and confirm his surrender to the forces pressing on him, and he made it a record of his memories, and refused to leave him, and demanded that he remain imprisoned to stay close to this wall, thus forming another form of political alienation that he fell upon, which is his own alienation of himself. What was invented to punish the offender-in the opinion of the law-has not succeeded in uprooting the past of the same prisoner, as he emerges from it more insistently than before arrest". (Khalil, 2003) So, it can be said that this political self-extortion that Nimrod practices on himself is a hidden form of resistance, rejection, and denial of the ugliness of what he was deprived of: his freedom and the right to a normal and free life.

The Jordanian novelists may resort to presenting political appropriation in the form of a symbolic construction that criticizes the situation with an ambivalent voice for fear of losing confrontation with the forces of power in most cases; In the story "Naked" in the collection of stories (Sound-Absorbing Walls) (Atout, 1986) by Samia Atout, she presents "a symbolic construction that serves the central issue, which is the human being as he is surrounded by his opposites". (Al-Nawaisah, 2002)

The hero of the story tries to keep pace with the political authorities and to go along with it in any way, no matter how much it costs him in terms of concessions that reach the point of losing his self-identity. So the hero decided to sell his donkey (Saada) and spend the money on a cloak in order to reclaim the sovereignty and respect he had lost all his life in a world that only respects cloaks, regardless of who wears them.

The hero's instinct is correct; he hardly ever wears the cloak until he becomes a master and sits at the front of the assembly. Isn't he wearing a lovely cloak that allows him to attain this magnificent height? The hero believes that by doing so, he has fulfilled his life aim and has adjusted his rhythm to that of the flock, but the priorities have shifted again; in the next town, he is banned to access the council, as are all other gentlemen, since he wears a cloak. Their statutes forbid only nude persons from entering the councils!

Once again, the hero is alienated and crushed by a political authority that is unyielding in insisting on the smallest trivial details in order to humiliate and rob a man, and forces him to bow to its requirements while he is humble and servile; the first time, he sold his beloved donkey to buy a cloak, and this time he is forced to expose his body naked in order to enter the Majlis and return to the ranks of the masters.

The hero of the story hesitates a little in the face of the decision that he must take in order to remain in a friendly relationship with the political authorities that is determined to humiliate and insult him in various ways, but he quickly understands the terms of the game and says to his two friends, Juha and Bahloul, "Take off your clothes and follow me." (Atout, 1986) Then they are allowed to enter the Majlis, where only the naked are at the fore, who throw their clothes away, and perhaps they are throwing many of their principles in a reality that has become subject to strange and undeclared controls.

If reality is a complete and comprehensive given, then the process of our awareness of it is not like that, but rather integrates and expands with every creative act and after every practice. (Eid, 1998)

This creativity and this practice have another impact when they are mixed with strangeness, sarcasm, surprise and shock, as presented by Samia Atout in the story "Naked" in order to depict for us the oppression of the political authority and its determination to crush the human/citizen and rob him of even the smallest details of his daily life.

In the face of this oppressive political authority, the Jordanian novelist may deceive with the manner in which he rejects it; he presents a strange rejection of it in the guise of creating the smallest details that appear strange and confusing, but are actually loaded with symbols, references, ideas, and projections, a strange event (Todorov, 1994) as it is in the story (The Cursed) by the Jordanian narrator Badr Abdel Haq, (Abdel Haq, 1990) is in fact a projection of a strange act on a living reality that the human/citizen suffers from without daring to criticize it explicitly, but he is satisfied with referrals and projections, and for the recipient/reader can analyze the essence of the message and its symbols as he pleases and as his awareness allows him to do.

When the protagonist of the story "The Cursed" enters the city's only restaurant to eat, he asks for delicious food, and when he accepts his food, he collides with a law that the owner of the shop has enacted, which is: "Do not eat a divided loaf, and do not divide a whole loaf." (Abdel Haq, 1990)

The hero rejects this unjust law and is determined to eat in this strange restaurant whose laws violate the laws of all restaurants in the world, despite knowing that the penalty for refusal will be taking off his clothes and throwing him naked in the street. However, he eats, and the restaurant's servants stare at him in astonishment at his daring defiance and eat as he pleases despite the punishment awaiting him. Signs of hunger were visible on their pale faces, no one dares to eat and go beyond the orders of the restaurant owner, who thinks about them and cancels their presence even if that means that they remain hungry and delicious food is lined up in front of him and they cannot reach him. Although the hero promises to pay for the food, the owner of the restaurant severely reprimands him, threatening him with great punishment because he ate food and did not stay hungry like other servants and customers, justifying his anger by saying: "They are all hungry, but they did not violate the instructions." (Abdel Haq, 1990)

The hero, rebellious against hunger and against the owner of the restaurant, meets a fate no less strange than that of the restaurant and the owner of the restaurant and its laws, and is thrown into the street naked. Where he is met with contempt and disgust by all. Thus, nudity becomes a symbol of the abuse and injustice of the owner of the restaurant, and the strange and ironic narration succeeds in building a set of symbolic relationships that exploit the breaking of expectations in order to paint a symbolic picture of the behavior of political alienation represented by the authority that controls fates and people.

It is a transparent symbolism that gives itself easily to anyone who wants to decipher its symbol, quickly and without effort or explanation, to the fact that the owner of the restaurant is a symbol of the unjust ruler or the unjust political force that robs the human/citizen in various ways, and that the restaurant is the homeland, and the customer is the ordinary, simple person who faces the cruelty of the owner of the restaurant, and the servants are followers of the tyrannical regime that the simple customer rejects and continues to confront even after he is expelled from the restaurant. The hero continues to go around the restaurant, and starts throwing stones at him in the hope that the head of the great master (the restaurant owner) will be fatally wounded (Khalil I. ,

1994) and thus represents a symbolic rejection of the political authority that is seizing him. Rejecting it, confronting it, and attempting to undermine it, even with an angry stone strike, refusing to surrender.

In another story by the narrator Badr Abdel-Haq, entitled "A Man Without Nakedness" in his cursed story collection, another form of rejection of political alienation is represented, this time a rejection of the Zionist occupation policy that expelled him from his homeland Palestine, and threw him weak and broken in a tent of asylum; so (Abu Hatab), the hero of this story, lost his beautiful, calm, and serene home, and lost his dignity and the meaning of his existence when he was smashed by robes and beards. He also lost happiness with the death of his merciful wife, and then lost his masculinity when he kicked him with a huge strap between his thighs. (Abd al-Haq, 1990) His protest against that was his nudity and his showing of his nakedness in an attempt to denounce the political alienation of him, his homeland, and his body.

It's as if he exposed the nudity of politics, its oppression, and alienation through his personal nudity; he'd raise his clothes, urinate, and defecate in front of everyone with no shame or hesitation. Camp men threatened him with punishment if he did not stop this disgraceful behavior; one of them said to him, in an unsuccessful attempt: "Here are the tents about to arrive, and your family, like every family, will have a beautiful tent, and everything will be high." (Abd al-Haq, 1990)

The position of (Abu Hatab) was that the rejection of this miserable future hope, which is reduced to a tent instead of a homeland. In his opinion, this is more shame, nudity, powerlessness, and scandal, and he responded to all of that with more nudity and scandal by exaggerating his nakedness and urinating in front of people with wasted dignity in this desert camp, declaring his rejection of the occupation and his rejection of losing dignity and the homeland in his own way, represented in nudity.

The scene of horrific concessions in the face of the clash with the political authorities is repeated, to the point of paying parts of the body in exchange for abolishing this clash and avoiding its evil, this is not surprising; giving up parts of the body is no less horrific than the state of total dis that a person experiences in the face of a tyrannical political authority that strengthens the human/weak citizen and gives him the least of his rights, such as food, in exchange for exorbitant prices that reach the point of giving up parts of the body.

Rather, it is about parts that reflect his masculinity and virility, as well as guaranteeing that his descendants continue to live in a pattern that represents a shift in value priorities "in a preposterous fashion." (Apter, 1982) It is sarcasm coupled with black humor that cries as much as it laughs; (Shalan, 2007) It is a complicated blend of acceptance and rejection of this reality (Goleman, 2000), inside a language framework that "eliminates irony and bitterness at the same time." (Ibrahim Z. , 2012) Rather, this irony may make us fearful since "fear is the opposite face of laughter" (Abdel Hamid, 2003). Because it does not reflect a level of peace, satisfaction, and harmony, as it appears in the scenario and position, but rather reflects the reality that whoever feels afraid and laughs sarcastically at him just confirms his fear. (Abdel Hamid, 2003)

As a result, when we laugh at the hero of Salim al-narrative Maani's (The Castle), we shiver with terror and feel the bitterness experienced by that man standing at the entrance of the castle, in which many people live peacefully and lavishly, and pleading to enter it, but entering it has a high price, everyone who enters must offer their masculinity as payment, so the hero is hesitant to pay this terrible price, but the castle guard persuades him to do so, saying, "What does your manhood do to you... and why do you need it, and are you better than all those who entered the

castle after they were castrated?" (Al-Maani, 1992) The hero begins to retreat from his famous chivalry and self-esteem, and his concern becomes not to suffer in this process of castration after he has transcended the humiliation and robbery of his smallest human rights in sex and in making offspring.

"We execute the castration operation using laser beams," the guard assured him. It takes no time and causes no pain " (Al-Maani, 1992), so the ailing hero accepts being castrated out of necessity and poverty, and returns to his home loaded with fruits. He's paid his obligations and lost his manhood as a result. The wife, on the other hand, condemned him because he accepted the castration, which rendered him a subject of the castle, that is, a usurper of political authority.

The man accepted this painful show that depicts a strange reality that cries out against mutilation, distortion, and domestication, as well as the usurpation of human will and individual freedom, and exposes the manifestations of cruelty and violence to which the individual is subjected in modern society. (Thamer, 1993). The distinction between fantasy and reality in this strange reality is linked to one's inability to rely on one's awareness of reality (Apter, 1982), even if it seeks to reveal the decadence, depression, and horror that characterize our human world. (Apter, 1982) Is there anything more degenerate than when a man sells and becomes a political usurpation represented by the brute power that deprives him of even food until he kneels to her and agrees to her continuous humiliation over and over again, then he has nothing but sadness and everyone curses him, especially his wife? He is the one who, in fact, deserves to lament his sad state, but he lost the justice of his cause and struggle when he surrendered to robbery, submitted to it, and rejected the idea of resisting him. Even if he meant to pay with his life for that, that is more honorable than paying his masculinity a price for the morsel of food that quickly perishes, and his need for food is renewed again. Who will then pay the price for a new summit? He paid the most expensive price for the last summit.

However, this surrender does not mean that it is the only solution proposed in the face of the battle of political alienation of the individual and groups, but there are other solutions represented in confronting this alienation at all costs. This is a solution proposed by my story (there are only two options) for the storyteller Munira Shuraih and (The Ants) for the storyteller Maryam Jabr, in the first story (there are only two options) for the storyteller, Munira Shureh, we enter a world in which consciousness mixes with unconsciousness, reason with madness, and logic with irrationality; The hero of the story is accused of killing the big head, and the hero admits that, but he asserts that the big head is the reason he committed this crime; the big head has embarrassed the little head (the hero). As he turned it into a testing ground, he insults him, then monitors his reactions with electromagnetic waves and measures the vibrations of his dignity and pride.

By force and by menace, the hero forgave the big head time and time again, because he has deadly weapons with which he constantly threatens, but things reached the point of unbearable humiliation when the big head asked the little one to give him his head. Because it suits him more, as he put it, then a warning sign flashed in the hero's head, "They are only two options, and there is no third for them; either the big head dies or I die" (Shureh, 1981), and the hero decided to die the big head who trampled on his dignity time and time again, and the bravado of it reached the point of robbery over the heads of others who are weak, and thus the will and dignity of the man triumphed over the forces of political alienation represented by the personality of the big head, which is exactly what it symbolizes.

As for the story "The Ants" by Maryam Jabr, the refusal to surrender to political appropriation takes another form. As the protagonist of the story receives a warning from one of

his friends not to go out into the streets, on the pretext that "ants fill the streets, and they miraculously bite the feet of passers-by", but the hero who is doing the narration makes fun of this friend's words, and he goes out to the street without caring about his friend's warning to him, so he does not see any trace of ants. He goes to his work, and there the surprise occurs when he sees "swarms of ants rushing towards me... they are large and strangely sized, leaking from different corners, covering the floor of the room". (Jaber, 2000)

The strange thing is that no one sees this strange phenomenon among these swarms of ants except the hero. Then, he goes out of work "In search of that friend, for he is the only one who can believe what I tell him now". (Jaber, 2000)

Did this friend constitute awareness of the crisis? However, he was negative towards her when he advised him to behave negatively. Is it staying at home and not facing swarms of ants? Or is it in fact one of the arms of political alienation that spreads terror, fear, and defeat in the souls of the people/citizens so that none of them think of the revolution as being about enslavement, injustice, and the distress of life and livelihood?

The imagination of the Jordanian storyteller or his pen does not stop at this point in depicting the battle with alienation in his general life or human reality. Rather, he goes beyond that to the limits of terrifying fantasy; in the story (a barbecue party) by the narrator, Youssef Ghishan, the hero's family demands a barbecue party because he received the thirteenth month's sum.

What is worse than that is that the hero of the story has gone to the human meat market with a desire to devour the baby's meat, and in the meat store are piles of boxes containing naked people of different ages who have been domesticated from birth for this terrible moment, and the prices are according to age.

People are languishing in their boxes, working to make handicrafts that are sold in the markets, while others are languishing in internal rooms to carry out the reproductive process sufficient to supply the market with the required products.

The most horrific thing is that this horrific trade does not violate any law, according to what one of the shop's employees says: "We get what we want in the easiest and easiest way, and collectively, it is completely legal, and there is no prohibition against eating human flesh in any religion". (Ghishan, 2015) "We slaughter legally." (Ghishan, 2015)

Therefore, slaughtering a human being and throwing him into Hell bears a legal character in this horrific story if the strong man did it, and it was permissible to do it. And this alleged legitimate trade benefits the purpose of benefiting from the slaughtered human being; she sells his flesh, his genitals, and his blood in the markets that pay the price for that.

This strange, despicable, hideous behavior, used with a symbolic structure, does not extend much of the living existence, in which a person is abused, killed, humiliated, stripped of his humanity, and subjected to the most horrific forms of torture, exploitation, and humiliation without anyone to defend him, or even without finding in himself some courage to defend himself. He surrenders to his bitter reality and is preoccupied with work and procreation for one purpose, which is to rob him and exploit him.

It seems then that man is nothing but a sacrifice that is sold and bought under oppressive tyrannical regimes. The slaughter of their own citizens and the citizens of other weak countries becomes permissible, so that killing people, insulting their dignity, and trading their future becomes a form of this legitimate and brutal slaughter.

And if we want to describe this brutal reality, then we can say that it is a speeding bus that is moving towards the abyss without a conscious, skilled driver who is able to drive it until he and

its passengers reach their goal without causing them to perish; We are facing an experience that is almost realistic in its appearance, especially in light of the narrator's use of the first person's conscience, which speaks of a subjective experience, which gives the narration reliability and persuasion.

However, the true essence of the story is shaped by a hazy vision that is not grounded in reality; In a dream, the hero sees himself driving a strange bus. The driving seat is far from the front windshield, and on the way to driving, the hero crushes many people under the wheels of the bus. When he fails to drive, he throws himself out of the bus, leaving the passengers busy with gossip to meet their black fate. After he discovers that driving is a condition that is without vision,

This nightmare-the nightmare of driving without vision-pursues the narrator, who sees himself passing through a long, dark tunnel in a small car without lights or lights.

This dream act dislodges the realistic narration, pushes it into the strange dreamy narration area, and opens the text to subsequent interpretive spaces. Moving away from reality in terms of a reliable reference to the text and approaching exoticism transforms the writer's works from stories that say what they want to stories that express and inspire, leaving the reader with spaces for contemplation. (Khalil I. , *The anecdotal works of Mahmoud Al-Rimawi between experimentation and exotic narration* , 2002)

In the light of this strange narrative that presents alienation in a contemplative way, the communicator understands that the nightmare of leadership without vision, lamps, or lighting is a symbolic for the people led by a despot political force that clearly lacks experience and vision, and it leads all the people to the abyss while they are busy gossiping and do not realize where the bus that goes alone without a safe driver takes them.

This disturbing reality makes political authority an obsession that worries people, terrifies the creator, and throws him into endless day and night nightmares. In the story "Cold Blood" by the storyteller Jamila Amayra, the heroine of the story suffers from a nightmarish dream that has the power that leads to death, and we can see in this nightmare an echo of the political forces that rob man and turn his life into a connected hell, but the writer decides to face the fear that has engulfed her. The action of death in the other direction reflects the man who is carried on the efficacy of the dream (Abdel-Khaleq, 2000). The heroine of the story, which is told to us in the present feminine conscience, suffers under the weight of a nightmare that recurs every night, just as the political authorities besieged her in every place and time and crushed her without mercy. she says: "A man is chasing me with two feet of fire and long, sharp hands, carrying something that I could not discern well" (Amayreh, 1993), the heroine searches for the man who violates her dreams every night during the day for an unknown reason. On her tour of the market, she notices, fact or fiction, that some man is following her for no reason; she lures him to one of the isolated corners, and performs a strange settling of accounts with him, and decides to discipline one man with her nightmares in another, so she draws her revolver, and shoots him three bullets, "after which it turns blessed in the lake of his blood on the ground" (Amayreh, 1993), then she leaves the place reassured and satisfied, without knowing that the real terror will begin now, and that it has not ended as she thought, but that she has just created a new curse that haunts her; She unknowingly transmitted her nightmares to reality. Her attempt to kill the power will not succeed through this arbitrary killing of another person, she quickly discovers that the nightmare of the political authority's control is still haunting her, especially since she confronted it in an absurd manner. She killed another person, while the feared man who was chasing her, and who represents the usurpation of political power, is still alive and strong and able to chase her everywhere.

Therefore, it is not surprising that we find that this fear of the specter of political forces chasing the citizen may often triumph over him and kill him, and this is what we see in the story (Chaos of Things) by the same writer, Jamila Amayra, who wrote the story (Cold Blood);

In this story, luck avoids the heroine; the man with the black glasses that she sees in her dreams suddenly appears from the unknown and, for no reason, aims his bullet at the heroine's chest, and she falls dead. Thus, the exotic narration that is based on the idea of alienation becomes dominant in a clear escalation of fear of it and the unknown associated with it, which parallels in dreams the line of life in waking life, overlaps with it, and becomes a prophecy that will soon be fulfilled in reality to confirm the heroine's fears of an alienating reality capable of defeating her at any moment, no matter how hard you try to resist. Thus, the issue of resistance and struggle for freedom becomes a form of futility that is useless. In such a condemned reality, it is expected that it will produce negative individuals who cannot be certain whether they are alive or dead, and their strangeness is directly related to the psychological reality of a person who cannot rely on their awareness of reality (Todorov, 1994). In the story "The Death of the Dead Man" by the narrator Jamal Abu Hamdan, the hero of the story does not know whether he is alive or dead, but he tends to believe the news of his death when his wife tells him: "You are a dead person." (Abu Hamdan, 1995) The hero recognizes the fact of his death, and decides to search for a grave for him to be buried in. He spends two days searching for it, and the wife encourages him to move to the cemetery because this suits him better, and she asks him to keep cheering and cheering, even when friends come to console him.

Finally, the hero finds the appropriate grave for him, and it is dug and ready and waiting for him. He descended into it, stretched and closed his eyes, and one of them threw dirt on him, and there he felt freedom for the first time; "I felt the ecstasy of a shot, because at last I had died a real and complete death." (Abu Hamdan, 1995; Alzebaree & Yavuz, 2016) On occasions, the wife would come to the grave with the children and assure the orphaned children that their father was still alive even though he was dead, even though she had previously seen him dead even though he was alive. Is it reasonable to wonder what is going on in the world? The answer is that this is happening with all its ugliness in an authoritarian reality whereby the political authority robs the person/citizen in various ways.

Summary and conclusion

Monitoring Jordanian stories that stop at the issue of political alienation of the human being/citizen requires a large space to include them due to their abundance and diversity, but the study touched on this through a quick and random wandering in the world of the Jordanian story, referring to this feature, stopping from the literary observation itself to some of its details in order to portray his battle with political alienation.

Further exploration of the Jordanian short story universe will lead to many comparable instances of Jordanian female and male storytellers. The concept of political alienation in the Jordanian short story, which is: The story (The Cow) by Ahmad Al-Zoubi, (The Scandal), (The Feathered Arrow) and (Without Features) by Yahya Ababneh, (The Undertaker) and (The Clay Residence) by Sahar Malas, and (The story of Shahryar) by Ghassan Abdel-Khaleq, (The Fly) by Mufleh Al-Adwan, (The Dead Who Buried Me Alive) and (My Almost Died Friend) by Ibrahim Zaarour, (A Strange Hobby) by Samia Atout, (Furnished Tomb for Rent) by Jamal Abu Hamdan, and (The Ritual of Visiting) Ahmad Al-Nuaimi, (An Unfamiliar Day) by Khalil Qandil, (Awra) by Saoud Qabila, (Red Indian) to facilitate the paths, (The Tree of Knowledge of Good and Evil)

by Fakhri Kavar, (Wakefulness) by Khalil Al-Sawahri, and (The Machine) Al-Sandooq and Al-Rajm by Abdullah Al-Shaham, Al-Madina by Muhammad Tamliah, Investigation by Fakhri Kavar, Al-Mandhour by Jamal Naji, and Al-Mahroos Lijm. Aa Shanab, (Al-Quran) by Nayef Nawaisa, (The Bark) by Ibrahim Jaber Ibrahim, (The Little Dinosaur) by Munis Al-Razzaz, (The Enemy) by Subhi Fahmawi, (The Return of the Spirit) by Aqla Haddad, and (The Wolf) by Youssef Damra, and many other examples indicating the content of this study.

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Legendizing of The Hero in “The Epic of Gilgamesh”

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Abstract

This study looks at the hero character in (The Epic of Gilgamesh), which converts this ancient historical epic into a mythological structure that aligns the characters to establish its architecture. The study began with an overview of "The Epic of Gilgamesh," as well as the gap between the history of this hero's character and its mythology, and then moved on to the following topics that formed the legend of the hero in "The Epic of Gilgamesh," which are: the legend of the character (Gilgamesh) in "The Epic of Gilgamesh," and the legend of the characters next to the character (Gilgamesh), the mythical beings in the "Epic of Gilgamesh".

Keywords: myth, hero, epic, Gilgamesh

A Look at the Epic of Gilgamesh

The Epic of Gilgamesh is the longest and most comprehensive epic known to ancient civilizations; it is also the first in time for all of its great epics. It was written about 4,000 years ago. As a result, it has earned the title "The Odyssey of Iraq." It's a legendary epic with a legendary build. Because there is a fundamental distinction between a myth and an epic, the story's characters are generally gods, and the myth's events center largely around creation, the world, the conflict of good and evil forces, and religious beliefs.

"But we must make it obvious that this distinction between myth and epic is a question of form, and that the borders may not be respected in many circumstances, so that the myth becomes the epic and the epic is a myth," argues Fadel Abdel Wahed Ali. This is mostly owing to the fact that many myths contain heroes who, as previously said, are the heroes of the gods, who conduct heroic actions and adventures that lead the researcher to surpass the acceptable bounds, and so such stories are considered epics (Ali, 1999).

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This work is rated as epic based on the above. We receive the idea of human free will, which may determine his destiny and sometimes defy heavenly aspirations, because it displays heroic exploits conducted by a person alongside deities who occasionally intervene in the events of the narrative, frequently directing the affairs of humans. (Ali, 1999)

This great epic was inscribed on twelve tablets, and it was customary for the Babylonians and Akkadians to address it with the first phrase or portion of poetry in it in such literary collections. Something, and this is the opening sentence of the (Epic of Gilgamesh)'s tablet. (Baqir, 1976) Written in Akkadian cuneiform, this long work tells the tale of a heroic quest for fame and immortality. The first publisher of the manuscripts of the epic that were found at the beginning was Paul Haupt, and this was published in the third issue of The Assyrian Library magazine in 1884 AD under the title "The Babylonian Epic of Nimrud," and then some other miscellaneous parts were published. Paul Haupt and Alfred Yermis.

After the scattered manuscripts were published and compared to each other, the researcher (B. Yinch) managed to publish the epic in full (Baqir, 1976).

There is additional evidence that the Epic of Gilgamesh was performed on stage or recited as part of a particular celebration or rite. The question of establishing the aim of its organization is a tough one to resolve, but the reason for its existence is the presence of the stories that comprise it in the oral narrative legacy. It may be merely for fun at monarchs' palaces or private dwellings, or around desert caravan campfires, or on lengthy trips amid the Hindus and the heads of the Arabian Gulf. (Ibrahim, 1970)

Mesopotamian sources identify the author of the seventh-century book unearthed in Nineveh as Sin-let-Unini, a famous writer and exorcist monk of the Kassite era" (Daly, 1991), and this conclusion is fair to accept without reservation. Justified, but we'll never know how heavily this author relied on a pre-recorded spoken text.

Nothing is certain whether the epic arrived complete or incomplete, except that in this regard, we refer to the feature of (pre-empting events) or (pre-empting outcomes), as Taha Baqir refers to it, i.e., anticipating what the narration or story will result from and hinting at the solution and the end (Baqir, 1976); The Epic of Gilgamesh opens with a prelude that introduces the novel's hero and praises his achievements, as well as hints to the novel's end. The explanation for this is most likely to move the listener and excite his interest in the novel's events.

This type of ancient literature or poetry can be comparable to current cinematic presentation methods; for example, some films begin with a snapshot of the novel's finale or one of its most important moments, then the novel's episodes begin in order, and conclude with the scene from which they began.

Based on this phenomena, the fact that the Epic of Gilgamesh's opening or prologue is equivalent to its finish indicates that the writings that have reached us from it almost entirely depict the epic.

However, it is unknown how much this writer relied on a pre-written oral narrative text that he split into eleven panels. After the introduction, an addendum recounting Enkidu's voyage to the underworld was appended to the Twelfth Tablet.

It is a poetic epic written in Babylonian Akkadian that tells the narrative of King Gilgamesh of Uruk's life and works in a way that combines fact and folklore. Because it is the epic's last literary form after over a thousand years of evolution and change.

This primary text differs from the others in that its clay tablets were found quite undamaged and in a condition that allowed for sequential reading, despite fractures in some of them and distortions in many of their lines.

This epic has gotten a lot of attention because of its humanity, and humanity implies that the human person is at the center of everything. We find a complete examination of its fundamental themes, its relationships with gods, creatures, and nature in general, its attitudes toward life and death, good and evil, and its beliefs about its own existence, as well as other topics that may be grouped together as "human philosophy." (Ahmad, 1988)

Perhaps the humanity of this epic is one of the most important reasons for its spread, along with the glorification of this epic for the heroic man rather than the hero, the god or a group of gods, and this epic was uniquely able to formulate the different and even contradictory feelings in a literary, short, and poetic form, which gave it its own attractiveness and strong influence. As a result, some academics regard it as the pinnacle of Mesopotamian literary brilliance.

Legendizing Gilgamesh character in "The Epic of Gilgamesh"

From a historical standpoint, Gilgamesh is a legitimate historical figure; he is one of the rulers of Mesopotamia during the Sumerian era (Ibrahim, 1970) and not a fictional character created by the legendary imagination of the Mesopotamian people. Recent excavations have proven the existence of a king of Uruk named Gilgamesh who lived around the middle of the third millennium BC and occupied this king's place in the King List of Sumer; the list of kings mentions Gilgamesh as one of the prominent kings, and he was preceded in ruling by the kings of Sumer, who are: Miskiyaj Jasher, his son Anmarkar, Dromusi.

Thus, Gilgamesh is the fifth Sumerian monarch on the list, yet he surpassed everyone in terms of reputation and became the undisputed hero of Sumerian legend. Many poetries were collected in it, and epics were composed on him, extolling his valor. Based on this scant knowledge on Gilgamesh, some historians estimate the historical Gilgamesh's existence to about the year 2600 BC AD, and his deification to approximately the year 2500 BC.

Gilgamesh is the first important character in the epic whose name is a realistic figure with a proven historical reality, and he is represented in the epic as follows: "the total lord of the city, commanding its population, his power is unrivaled, descended from a heavenly origin." As a result, Gilgamesh appears to be a mythological figure rather than a genuine person. (Al-Miqdad, 1984) However, this character has been largely written about and carried with many legendary predicates that transferred him from the realm of documented history to the realm of legend and its predicates, and there is no doubt that the epic of Gilgamesh played the largest role in this legend, and made him play the heroic role that usually represents that if there is a glorification of him and his legendary characteristics, it is because the group presented them to him, no matter what. (Khorshid, 1980)

The epic mentions Gilgamesh as a mix of God and Human; two-thirds of him is a god, and only a third is human, and he is the feared son of the cow (Nenson), a representation of the sacred bull in ancient civilizations, and he possesses a giant and strong body befitting his divinity, even if it is imperfect because a third of him is human, and the epic tablets say:

"The son of Uruk, the gored bull

Who goes ahead as befits a leader

Descendant of Lugalpanda, the all-powerful Gilgamesh

The feared son of the cow "Nansun" (Al-Sawah, 1996)

***Two-thirds of him is god, one-third of him is human, his body is made as a model,
Conqueror of the mountain passes,
digging wells in the flanks of the mountains"* (Al-Sawah, 1996)**

According to the epic, Gilgamesh is a mix of humans and gods; his father is Logal Panda, the third king of Uruk in the first dynasty of Uruk that ruled after the flood, and his mother is Neenson, a minor goddess in the deity complex. It was given the name "cow," and the title "cow" was one of the highest titles in the ancient East. In those civilizations, the cow represents giving and life.

Gilgamesh's mother, Ninson, is the god's wife (Logalbanda), (Daly, 1991) and he is not Gilgamesh's father, but only his stepfather; as for his father, he is unknown, though the Sumerian King List refers to him as the high priest of Kulab, and Fadel Ali says: "His father was lillu, and the term (lillu) refers to a type of demon or apostate. (Ali, 1999) That is why some academics believe Gilgamesh's father was a jinn and married Ninson, therefore his son (Gilgamesh) inherited two-thirds of his father's supernatural divine traits, and we also use the term (lillu) as an adjective, meaning "mad" or "crazy." "a fool" (Ali, 1999)

The people of Uruk clearly want to elevate their ruler (Gilgamesh) from the rank of human kings to the position of deity, as did many Sumerians, Babylonians, and pagan peoples who elevated their lords and kings to the ranks of gods and demigods.

The exploits of Gilgamesh are evident from the first tablet of the epic, which befits his myth of being two-thirds god; he is the one who saw the world, discovered it, knew the hidden secrets in it, and went on a long journey; he is the one who raised the impenetrable walls of his city (Uruk) that he rules, and of which the epic tablets say:

"It is he who has seen everything to the edges of the world."

He is the one who knew everything, and mastered everything.

He saw hidden secrets, revealed hidden things.

He went on a long journey, and he was beset by fatigue and exhaustion.

And he engraved on a tablet of clay all his travels

Raise the walls for your impregnable Uruk,

***and the sacred temple of Ianna, the blessed camper"* (Al-Sawah, 1996)**

This text is the beginning of the epic, and it talks about Gilgamesh, who is described by the text as having complete vision and complete knowledge (Al-Sawah, 1996), and thus he is omniscient, or nearly omniscient, and thus a god in the eyes of those who wrote these tablets, because omniscience is one of the attributes of gods, not humans, who are characterized by the limitations and limitations of knowledge.

Gilgamesh constructed a magnificent temple at Uruk for Aanna, and Uruk is one of the Mesopotamian region's historical and civilizational centers. It is one of the region's early civilization cities, and the city still remains today, bearing the name (Dassam Al-Warka), and its remnants are presently situated near (Khader Al-Daraji) in the Governorate of Al-Muthanna, represented by its ruins in the hills of Waror, Al-Waswas, and Hamad Al-Warki.

The city of Uruk is now Warqa, which is on the lower course of the Euphrates, distant from its shore, to the west, leaving the town a paper away from him. (Al-Sawah, 1996) (Ali, 1999)

According to Firas al-Sawah, "current archaeological evidence suggests that Uruk was the greatest Sumerian city at the start of the dynasty era, and that it had attained the status of a genuine metropolis before other urban centers in southern Mesopotamia." (Al-Sawah, 1996) This city has undergone a lot of growth and urban civilisation; in 2600 BC, Gilgamesh erected the Great Wall.

Uruk (or Erk) is the same as Warka, and it is located 220 kilometers south of Baghdad. Its Sumerian name is Unng, which means "settler."

The Babylonians named it Uruk, and Warka was made up of two major bodies: the first was called "Eanna," and it encompassed the region (the ziggurat) and the goddess's temple (Anana), i.e., Ishtar, whose principal focus of devotion was the ziggurat (Warka), (Kramer, 1971)

The second portion is known as "Kullab," and Gilgamesh is sometimes referred to as the master (Kullab), and in this section is the temple devoted to the deity Anu, known as "Anu-Antu)." (Daly, 1991)

Anana, for whom Gilgamesh erected a temple in Uruk, is the same famous goddess (Ishtar), who is in Sumerian Enin, Enina, and Anana, the goddess of love and war, and the lady of Uruk and Arbel, and her father is the god Anu in Uruk traditions, and in others it is the god Sin, the god of the moon, and she is his brother (Arishkekal), and one of her derivatives is Its emblems include the morning and evening stars, as well as the form of a rose. (Daly, 1991) Ishtar was considered a goddess of Uruk in ancient Babylonian mythology. Because it was she who brought the skills of civilization from (Eridu) to (Uruk), making the latter a hub of Sumerian civilization, and so bearing the name (Anana). (Kramer, 1971)

As the giver of science and culture to Uruk, as well as the giver of protection to this city, she has the right to be called by her name, except that she - despite being her protector and the transmitter of knowledge to her - does not hesitate to get angry at her with great rage and cunning when she is angry with her king (Gilgamesh), who refuses her request to marry him, and she sends on (Uruk) a bull that exhausts them with death and In a land of corruption, ruin, and intimidation of the people.

The Bull of the heaven has descended

In his first bellow, he killed a hundred men

two hundred too

In his second bellow, he killed a hundred men

Moreover...

***In his third bellow....he pounced on Enkidu."* (Al-Sawah, 1996)**

We recollect a fascinating exchange between the deity (Anu), the father of Ishtar, the god of the sky, and his outraged daughter (Ishtar), who demands that her father procure a bull in order to inflict revenge on Gilgamesh, who broke her pride by refusing to marry her. The same rejected father threatens him with releasing the dead of the earth, destroying havoc, and causing global famine, so her father complies to her request and presents her with the mythical bull she seeks to fulfill her dream. It is the destruction of Gilgamesh's ruled city (Uruk) in retaliation for him, and the tablets specifically mention this threat from (Ishtar) to her father (Anu):

"If you do not make me the bull of heaven,

I smash the gates of the underworld; I take out its huge gates

Leave the doors wide open

***And I will make the dead rise and eat like the living..."* (Al-Sawah, 1996)**

Ishtar, the goddess of love, had a relationship with the realm of death and the dead through her sister Arishkigal, also pronounced Arishingal, who is the great queen of the lands, the lady of the earth, and the wife of (Nergal), the mother of (Ninazu), the goddess of death. (Daly, 1991)

Many myth and legend specialists believe she is the sole powerful figure in the realm of the dead, although it is apparent that Ishtar had jurisdiction over that world as well, else she would not have threatened to unleash the dead.

However, her authority has waned in the higher world, that is, in the world of the living, but the effect of that first power lives on in (the Uruki's) imagination and memory, and in what Firas al-Sawah says about (Ishtar) in his speech: "She was helping her sister Arishkegal to fill Hell with people" (Al-Sawah, 1996) In other passages, she appears to have the same jurisdiction over the underworld as her sister (Arishkegal), which validates our prior views regarding the two goddesses' oneness and their ancestry from a single beginning that the legend had not forgotten in those days." (Al-Sawah, 1996)

According to the myth of the bull in ancient East thought, Ishtar chose the bull to carry out her vengeance mission against the city of Uruk and its king (Gilgamesh). For the ancient Egyptians, it was associated with the sky, as the four-horned bull of the god Ra guarded the roads of the sky, and both the sun and the moon bore the title (the bull of the sky), and the provinces of Lower Egypt adopted the concept of the holy bull. Thus, kings of the modern state descended from ancient Egyptian families bore the title (the great bull), or the title of the strong (Horus the bull), and the ruler was depicted in the image of a bull throwing his enemies to the ground with his horns. (Luker, 2000)

The Sumerians believed the bull of the sky to be the one which burns with his breath in battle. (Lloyd, 1988) And (El) was the main god of the Phoenicians, ruling over all of Canaan and known as the bull. The bull was a symbol of strength and power for the Canaanites. (Khoury, 1990) It is in charge of the fertility of the land and agricultural growth, just as it is in charge of the fertility of women. In light of this, the first person's optimism about the moon after he worshiped him, and the bull was a symbol of the moon revered by the ancient Egyptians (Khoury, 1990), and the Arabs worshiped the moon in the pre-Islamic age, and he was the deity of the Arabs of the south, and they worshiped him as well. Donkeys and a dog were symbols of the moon in Dumat al-Jandal, Banu Abd, and Du Banu Amer, while the bull and snake were also symbols of the moon. Both have the connotation of regeneration and fecundity. "

However, the worship of the sun soon surpassed the worship of the moon and all other planets, and the cycle of the sun became the sacred cycle, a symbol of life (Luker, 2000), and Ra (for the ancient Egyptians) became a deity of the sun, and the sacred bull became a symbol of the sun, in addition to being a symbol of the moon (Luker, 2000), as the sun took a special shape for each hour of its daily journey. It was a youngster in the first and second hours, a monkey shooting an arrow, that is, emitting a beam of light in the seventh and twelfth hours, and an old man's head in the eleventh and twelfth hours. A ram is using a crutch. (Luker, 2000)

Returning to Gilgamesh, his mythology was also portrayed by the fact that he played the roles of rescuer and rebel, with these two roles being mythological emblems; On the one hand, the Savior desired to free himself and mankind from the ravages of death, which he observed afflicting people around him, beginning with his buddy (Enkidu), who was plagued by his death, and from the side of the rebel. He is the one who rebelled against death and sought to destroy it, just as he had rebelled against the goddess (Ishtar), who refused to marry him and fell victim to her wrath and horrible vengeance against him and everyone (Uruk).

The Savior is often a symbol that insists on the imagination of ancient tales, as well as on various heavenly and non-heavenly faiths, as well as on certain cults. (Bseisu, 1983) Despite the diversity and variance of the Savior's image in all of the narratives, it performs one fundamental task: to fill the planet with justice after it has been filled with oppression, to establish God's rule and state on the earth, and to abolish injustice, exploitation, and tyranny (tyranny of the body). (Bseisu, 1983) With eventual redemption, (Encyclopedia, 2000) this image arises frequently

among those who are oppressed and under the yoke of tyranny, whether from their rulers or foreign invaders. (Bseisu, 1983)

The rebellious symbol, which gives Gilgamesh other mythological shades, emerges primarily from the idea of the rebellion of the conscious and educated human will, the product of insightful thought, which makes him intellectually inherited by humanity as an expression of its rejection of tyranny and alienation.

The ancient mythologies were rife with revolt, particularly against the gods. (Bazanlaki, 1996) Perhaps the most famous example is (Prometheus') revolt against the leader of the Greek gods (Zeus). According to Greek myth, he created man from dirt and water, then took up men's cause against the gods, stealing fire from the sky with a reed and returning it to the people on Earth. To be able to face the hazards of nature, Zeus, the king of the Greek gods, grew enraged and instructed Hephaestus to create (Pandora) a punishment for man; he (Zeus) (Prometheus) was bound to a rock at the summit of a mountain peak in the Caucasus, and an eagle devoured his liver till death. If it came to an end, it was renewed, and the eagle went back to its prey. (Shapiro, 1999) If (Prometheus) had rebelled against Zeus, the chief of the gods, Gilgamesh would have turned down her marriage proposal, because he sought with all his might to rebel against death and obtain the herb of life and immortality, and he actually obtained it, almost ate it, and obtained immortality after he gave him to him (Utanpishtim). The flood survivor is the herb of immortality after a lengthy voyage through mythical areas and surviving impossible tests and lethal obstacles, but a wicked snake took it and obtained immortality for itself when it ate it, therefore it became a symbol of immortality and life that never ends. The moon was then identified with it since they are both partners in the cycle of continuity and survival through transition and survival through another. (Alzebaree & Yavuz, 2016; Luker, 2000)

When Gilgamesh returned to his country, he learned that immortality might be found not only in perpetual life, but also in rebuilding, creativity, and achievement. As a result, he was able to resolve the conundrum of immortality and man. Although the epic concluded with a sad and disappointing ending for Gilgamesh and all humanity, it did present an alternative to this sadness, albeit without the alternative (Gilgamesh's objectives), but it is an alternative that appears rational nonetheless. If immortality is impossible for a human person, it is because the gods have kept him from the beginning of time, so Gilgamesh and any other human being might immortalize their acts and achievements, so their memory lasts forever.

Gilgamesh is depicted in myth as the deity of the underworld who justly governs over it, and he was also known as the judge of death. The epic also witnessed four stages that it went through, which Firas al-Sawwah characterized as follows: (Al-Sawah, 1996)

1. The first phase: (individuality and absolute freedom): (Gilgamesh) was the only free individual in his society. He was a king with absolute power, the strongest of men in body and mind, the most navigable and intelligent, full of vitality and perpetual activity. His movements did not calm day and night.
2. The second phase (Commitment): That is when the friendship between Gilgamesh and Enkidu deepened, and a deep love developed between the two parties that changed the course of their lives.

3. The third phase: (the disintegration of reality and the search for the impossible): When Gilgamesh leaves the city of Uruk alone and sad, in search of the wise (Utnapishtim) in his search for life and death.
4. Fourth Phase: (Reconstructing Reality): In this phase Gilgamesh's search for immortality ends, only to return disappointed after the plant of immortality was stolen from him, and he began directing every effort to serve his people and develop their conditions.

Legendizing characters next to the character of Gilgamesh

The myth of Gilgamesh's personality is evident in its proximity to other mythical characters, and the irony is that all of these legendary characters mentioned in the epic are all illusory and imaginary characters with no historical basis, with the exception of the character Gilgamesh, who was mentioned above when discussing this delusion. The inclusion of these legendary figures in the epic, on the other hand, supports a mythical entity (Gilgamesh), and the most notable of these legendary characters present in this epic are:

A-The legendary figure of the sages of Uruk:

The epic says in some of its talk about the impregnable walls of Uruk, which Gilgamesh is credited with building:

*Raise the wall of Urk, walk on it,
Touch what is his tool, examine the workmanship of his bricks
Are not its stones of roasted wages?
And the Seven Sages who laid the foundation for him?
One buyer for the city, one for the orchards, and another
For the meadows, and the rest is land without planting or building for the temple of Ishtar
Three badges and uncultivated land, is the city of Uruk.
Tell the graves, the copper
Broke its bronze gate,
Take the graves lazuli and kill him.
Aloud...*

About Gilgamesh who went through all odds.” (Al-Sawah, 1996)

This text refers to the great walls that surround Uruk and indicates that the Seven Sages of this city were the ones who laid the foundations of the walls, and they are not real personalities at all, as they do not exist in the city's real history, but the cuneiform tradition states that "seven holy divine sages, sent by God Aya, to teach mankind the arts of civilization." Adapa, Oandoka, Enmedoka, Enmikalma, Enmipka, An, Enlilda, and Otoapsu are among these sages. Likewise, each of them is recognized by several additional names and titles.” (Daly, 1991)

This sage is known as "Montalco," which means "adviser," and is attributed with the construction of walled towns. Perhaps the mythology implies that they are the ones who taught humanity how to erect walls around cities. It is appropriate, then, that the tale credits them with laying the foundations of the city's walls (Uruk), understanding that this building involves the connotation of exalting the walls' buildings and praising their craftsmanship and the height of their nurseries. The sages are not engineers, architects, or even artisans, as some accounts claim, but rather legendary beings who bear the task of teaching mankind how to build city walls, and the

gods are the ones who erected this city and its temple, where the gods descend. And, if the sages are fictional and do not exist, a questioner may inquire, "What is the story of the copper chest?" What is his connection to Gilgamesh? What does it have to do with the Gilgamesh Epic?

To address this question, we must look to the ancient Sumerians and Babylonians, who used to bury their records and texts inscribed on tablets in boxes in the foundations of massive structures, for reasons unknown. Perhaps they chose it since it is the most distant and inaccessible location. Perhaps they trusted in the mystical capacity of these locations to keep their documents safe. Whatever the motive for this conduct, we may deduce that they recorded this epic on tablets and buried it with its chests within the walls of Uruk and other Sumerian cities. (Al-Sawah, 1996)

B-The legendary figure of the sacred prostitute:

The sacred prostitute appears multiple times in the (Epic of Gilgamesh), assuming its legendary and ancient role in the ancient myths that looked upon the sacred prostitute with reverence and reverence, and assigned them the most important and dangerous roles in maintaining and completing the life cycle.

The sacred prostitute is understood according to the myth's view of sex, seeing it as one of the cycles of existence and life, and without it, there would be no life. He saw it as a divine receptacle that connects it to the supreme luminous level", (Al-Sawah, 1996) and saw the sexual act as a transgression of temporal and spatial conditions, as well as a fusion of the life cycle and its cosmic powers that pervade living existence. (Al-Sawah, 1996)

In the beginning, the negative and the positive moved in the womb of the Great (Euroborus), and they married, and they had children, and in the beginning, the mountain of heaven and earth was also born from the womb of the first waters, and desire traveled between their poles, so they united, separated, and the universe arose from them, and in the beginning, the wind fell in love with her, and she was the beginning of the end of the mass of the first substance, and in the beginning, the spirit of the masculine deity hovered over the feminine waters, and in the early times she created (Ishtar) from herself a husband, and united with him.

In light of the belief that sex is an activity emanating from a universal force that organizes the entire universe, the sacred prostitution that was common in the civilizations of the ancient East appeared. Dedicated to the source of cosmic energy, yielding to it, energized by it;

Therefore, sacred prostitution on the level of myth was an expression of a cosmic activity that does not calm down, but in its stillness is the stagnation of the world of life. That is why Ishtar was called the holy prostitute, (Al-Sawah, 1996) "and her preoccupation with the sex that the male legend takes on her was the eye of her virtue", (Al-Sawah, 1996, p. 183) and women often practiced sacred prostitution in the great mother's temples, and allocated its proceeds to the temple and to God. (Al-Sawah, 1996)

The prostitute appeared in several roles in (The Epic of Gilgamesh); at the beginning of the epic, the prostitute appeared who tempted Enkidu, then pushed him on Gilgamesh's path to become his friend after that, after a fisherman used her to trap Enkidu, who was spoiling his nets and smashing his traps that he monitored for prey, as mentioned in Epic tablet:

"Go, turn your face toward Uruk."

Report to Gilgamesh the news of this mighty man

And to give you a priestess of love, to take her with you

Let her break his punch, with more strength than his

When the water is returned, the animal is watered.

*Let her dry her clothes and reveal her charms,
He is close to her if he sees her.
Disguised as being close to her when he sees her” (Daly, 1991)*

The dialogue between the prostitute and Enkidu is mentioned on another site with the following text:

*“Man of the Beginning from the depths of the prairie”
Glamor girl frees her breasts, bares her breasts
Just pick it up
She was not ashamed, I took her warmth
She put down her dress, fell on her,
And now he is in love with her” (Al-Sawah, 1996)*

The holy temple prostitutes emerge elsewhere in the epic, serving the temple and sharing their grief with everybody. When (Gilgamesh) and (Enkidu) slaughtered the legendary and sacred bull of Heaven sent by (Ishtar) to (Uruk) to exact vengeance on its people and king; And, in order to wreak devastation on it, (Ishtar) met with the temple prostitutes, with whom they shared sorrow over the dead bull:

*So Ishtar gathered the vowed daughters
The women of the temple and its purposes
On the thigh of the celestial bull she mourned.” (Al-Sawah, 1996)*

We are then faced with another interaction with sex that we hardly know in our current societies, not by its behavior, but by its purpose, meaning and philosophy; The sacred sex was associated with the woman (the female) when her worship was superior to the worship of the man; Because it is she who gives birth and maintains the continuity of the human race; And because her role in the economic process was not inferior to the man’s, but rather exceeded him most of the time.

Since the beginning of civilizations, the ancient man saw in the sexual impulse an activator of the movement of life, and pushing it forward, and he saw that it is part of a sexual power represented in the gods (Ishtar) who deposit this energy and strength in the bodies and then stimulate it and release it, and he did not see in the sexual act as a response to a worldly purpose. In order to achieve individual pleasure, it is a response to a universal call; Therefore, sex was associated with ritual and worship, and religious celebration in some of its sexual manifestations was a ritual and worship. (Al-Sawah, 1996)

In the light of this, we can understand the meaning of the sacred prostitution that was common in the ancient East; “Sacred prostitution is sexual intercourse between parties who do not have a personal bond, nor are they motivated by specific motives related to individual longing for a particular person, or related to procreation and family formation. “the ocean, and to the ocean you shall return.” (Al-Sawah, 1996, p. 177)

“Ishtar was the sacred prostitute, because it is the center of the comprehensive sexual energy that is not linked to a specific subject, and its immersion in the permanent sexual act is only an expression, on the level of legend, of the activity of that energy that does not calm down, because in its stillness the world of life is stagnant.” (Al-Sawah, 1996, pp. 177-181)

According to Dr. Ali Al Shawk, “The name Ishtar is derived from the Sumerian word *tarrush*, which indicates the meaning of (womb), because the Sumerian *tur-shay* means (womb, caterpillar), with the same meaning as the Akkadian word *shatru*, also: Ashtartu (Akkadian), which means a holy prostitute”. (Al-Shawk, 1994, p. 12)

Sex, then, is part of the perpetual cosmic movement, and it is the core of what you praise (Ishtar), and sexual behavior is an area for pride, and there is no room for shame or regression. Many depict the feminine and masculine parts of the body, which gives the impression that sex was an object of sanctification and worship, not from the concept of eroticism, but from the fact that it is a symbol of fertility and reproduction. (Al-Shawk, 1994)

In this regard, we must clarify something that may be ambiguous, which is the mechanism of regulating sexual relations in the past in the ancient East. The gender patterns were:

A- Single sexual practice: It is what falls within the institution of marriage, or within individual behaviors.

B- B-Group sex rituals: These are rituals that are based on collective sex on holidays.

C- Sacred prostitution: It is the form that we referred to above, and this sacred prostitution takes place in two forms, namely:

The first form: Holy temporary prostitution: It is the prostitution that all women engage in for one time, or for a period that may be long or short, and after that the woman marries. and redeemed her husband, after she had committed adultery with the first stranger who asked her for it, and took what she had taken from him as a gift to the temple (Ishtar); A woman undertakes this prostitution in return for giving all her beauty and charm to one man afterwards, who is the future husband. As for the second form: it is the eternal sacred prostitution (the holy priestess): "In the temples of Ishtar there were permanent priestesses who were dedicated to keeping the flame of sex blazing, just like the flame of fire that was always burning in their temples, and they were respected and appreciated by society." (Al-Sawah, 1996, p. 19)

From here, we can understand the meaning of the sacred prostitute in (the Epic of Gilgamesh), and we can realize the meaning of the link, which may be a link between two contradictory ones between prostitution and sanctity, to be saved to another equation that says: Prostitution + religious desire = sanctity. Sex in the Far East is a force in the body of the continuous universe, and doing it is a link in the body of this force. Sex in those peoples is a bodily religious behavior that is not different from any other religious behavior; It is a behavior that elevates the body and soul to the refinements of the gods sometimes. The priestess of love in the (Epic of Gilgamesh), believes that Enkidu's practice of sex has made him like a god, according to what is mentioned in one of the epic tablets:

And she said to Enkidu:

"Look at you, Enkidu. I see you are like a god."

So why with the animal,

Wanking your face in the prairie?

Come on, I'll take your hand.

to the markets of Uruk." (Al-Sawah, 1996, p. 163)

This belief is not a special creation of that priestess, but rather a creation of the group and a representation of its spirit and belief that raises the value of sex and elevates it above many forms of sacred worship.

C-The legendary character of Enkidu, a friend of Gilgamesh):

The legendary structure of the character (Enkidu) in the Epic of Gilgamesh is a complex, complex structure, and is the most legendary of the characters in the epic. If Gilgamesh had combined

human and divine qualities in his personality, then (Enkidu) a third characteristic was added to his personality, which is the animalistic characteristic, so he became in his person combining animalistic and humanity, in addition to the epic describing him in some places as a god. Thus, his character becomes more connected to the legendary models than others in the saga.

Among the most important features of the legend in his personality are:

1. The gods created him in response to humans, and they created him from the essence of the god (Anu), and the god of war granted him the attributes of nobility, virtue, and war.
2. 2-The process of humanization (Enkidu): The epic gives us an accurate description of the animal (Enkidu), who eats grass and scrambles with wild beasts for water resources, and how Enkidu was transformed into a social being through women, or sex.
3. 3-The divine (Enkidu) relationships: Although (Enkidu) was created to triumph good over evil, not all of the gods had a good relationship with him; She (Ishtar) took a position hostile to him, which later resulted in his death sentence.

In his book (*The Geometry of Meaning in the Legendary Narration*), Qasim Al-Miqdad has a funny opinion on this matter. He sees an analogy between the process of (Enkidu's) birth and the birth of a human being, saying: "Blowing in a handful of clay by the gods, Tenorta, is an act similar to a sexual act, or the entry of a man's sperm into a woman's egg, and the placement of (Enkidu) in nature." The easy one) corresponds to the position of the child before entering into social life. (Al-Miqdad, 1984)

D-The legendary character of (Utunpishtim):

He is the only human who obtained immortality after the flood, as the epic claims, and the conditions that enabled him to obtain immortality are also mythical, and the path that Gilgamesh intended for him is a legendary path filled with mythical worlds; Utunpishtim, or Shuruppak, as it is sometimes called, was commanded by God to build a ship in which he would take from each pair. That is when the gods became angry with men because of their tumult and decided to destroy them. Therefore, Gilgamesh came to him to guide him to the herb of immortality that he wanted, and he helped him in that after an impossible legendary journey. It is easy to realize how close this character is to the character of the Prophet Noah, peace be upon him, and this confirms that this part of the epic was influenced by this story.

Mythical beings in the Epic of Gilgamesh

Mythical beings are not represented in those drawn by the human imagination or in those in conflict with supernatural worlds outside of nature, but may be represented in beings from our real world that have been given supernatural, exceptional, or sacred qualities, justified or unexplained, and these qualities may bounce to mythical concepts or to what represents a manifestation of the completion of the mythical world's tools, vocabulary, and creatures.

The (Epic of Gilgamesh) included various mythical creatures, beings from the animal world or the jinn, with whom Gilgamesh and Enkidu entered into a bitter fight. The epic has given these creatures mythical descriptions, whether in describing their savage form or in discussing their immense strength and the horror they inspire in the soul.

Among these mythical creatures mentioned in the saga are:

- 1- Humbaba the Genie: Humbaba is the genie or goblin appointed by the gods (Enlil) to guard the Cedar Forest, and is described in the epic as a belligerent warrior. He even hears the animal if it moves in the forest, even if it is sixty leagues away from him.
- 2- The Heavenly Bull: This bull was created by the god (Anu), and sent down to heaven in response to the request of the gods (Ishtar) to take revenge on Gilgamesh, who refused her affection and refused her offer to marry him. This large, huge bull raises terror in the souls of everyone who sees it.
- 3- Scorpion men: Scorpion men are mythical creatures composed of humans and scorpions, or they combine the human form with a scorpion, and their job is to guard the legendary Mount (Macho) with what they send out in terror and panic.

Legendary places in the Epic of Gilgamesh

The legendary place plays an important role in embracing the event and the characters, and in it, time is represented by its dimensions, and it runs according to its timing. "The original place, in the mythical view of the divine formation, is a sacred place, but it loses its original sanctity to the extent of its temporality through long paths of desecration and lawlessness. (Khalil, 1973)

The mythical place differs from the sensual place by the intervention of the individual's or group's perception and emotions in the drawing of the place; the collective experience of the peoples endows the place with special meanings that refer to the place's heterogeneity, even though each place has a value in itself that derives from its connection with the sacred or the unholy, and even has a special significance and a legendary life. (Ajina, 1994)

Therefore, the place is "divided into areas of symbolic value, such as holiness, happiness, misery, bliss, and other connotations related to a network of relationships and symbolic associations between different beings." Similarly, the sacred place is nothing more than having a sacred name, and its sanctity does not enter into the realm of the sensible or the realm of the historically connected reality and with clear features, (Alkhalidi, 2021; Khalil, 1973) even though the myth frequently ignores the place and transcends it through a hero who is able to transcend time and place with his abilities., he subordinates them to his desire, although he was initially confined to them according to the special logic of the myth. It seems that some legends have been associated with the place, and their narrative fabric has depended on the place itself, on its sanctification, and then on its legend. (Khorshid, 1980)

Epic of Gilgamesh began in the city of Uruk, as it ended there, but it passed through many mythical places that have no place except in the imagination of the epic author. Among these places:

- 1- **Cedar Forest:** It is sometimes called the land of the living, and perhaps this is a sign that it is the land in which the immortals live, and the place where a mortal man can attain immortality. This forest is a land without clear geographical borders and without real features that indicate it, and it is not attributed to a specific time or era, and it is the place where no human foot has set foot, and no one left a trace in it until the time of Gilgamesh's visit to it. As it is a land that is the forest of the god (Enlil), the mythical beast (Humbaba)

was appointed as its guardian to create terror among the people so that no one would think of hacking it.

- 2- **Mount Mashu:** One of the legendary places in the epic, that mountain is called (Mashu), or the mountain of the sun, and this mountain is the wall of heaven and the gateway to hell. Gilgamesh has reached this mountain after deciding to search for Utnapishtim, the only person who has attained immortality. This mountain was one of the obstacles that Gilgamesh had to overcome in order to realize Utunpishtim, and there were a set of elements that made Mount Mashu a legendary mountain in its specifications; it is a mountain fraught with dangers, and no human has been able to reach it, and the guardians of this mountain are scorpion-men of terrifying forms.
- 3- **God's Garden:** Gilgamesh's arduous effort to cross the mountain of darkness results in the appearance of the so-called "garden of the goddess." In fact, this garden, with its various names, is like a new mythical image, and one of the epic's legendary images. atmosphere of radiance and joy.
- 4- **The Sea of Death:** Gilgamesh moves from the garden of the gods to another mythical location, and this is the surrounding sea, on whose shore the garden of the gods is located. In the epic, he gives a mythical name that provokes fear and terror, as it is sometimes called the sea of death, and sometimes the waters of death. The Sumerians believed that this ocean was located somewhere beyond the Arabian Gulf, and Gilgamesh reached this sea after he succeeded in crossing Mount Mashu.) where it reaches the garden of the gods, and this sea is located at the end of the garden. This sea was called the sea of death because whoever touches its water dies, hence the other name, the water of death. In this legendary place, Gilgamesh met the legendary innkeeper and Urshanabi, the navigator.
- 5- **Estuary of rivers:** This place did not appear with a special name, but it is the place that lies at the mouth of rivers, and it is an unknown place, so it does not have a specific geographical significance.
- 6- **The lake:** It is the lake in which Gilgamesh dived for the plant of immortality.
- 7- **The Land of Dilmun:** It is located near the location of the ocean, that is, from a place beyond the Arabian Gulf, and it was mentioned in other sources from the country of the two rivers, especially in a tablet that was found in Nippur, as a land where no crowing is heard, and animals live in it safely, and there is no widow. No disease spreads there, aging is unknown, and no crying or wailing occurs.
- 8- **The Realm of the Gods:** The epic gives a deep perception of the world of the gods that were known in the Mesopotamia region. The overlap of these functions of conflict between the gods, conflict and tension, also appears in the relationships of the gods on many occasions. The truth is that the world of the gods is linked in reality to the religious life in Mesopotamia and to the rituals and rituals that developed there.

- 9- The World of the Dead:** This world is mentioned a lot in ancient myths, and it is a world ruled by the gods. This world was mentioned in the twelfth tablet of the epic, which is concerned with the descent of Enkidu to the lower world, and this world is a terrible and frightening world, in which man lives a difficult life. The underworld is described as the world of darkness, the house of dust, the house that does not return from its entrance, the path that does not return to the one who travels, and the house whose inhabitants are deprived of light.

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