



THE ASIAN ESP JOURNAL

The Asian ESP Journal

November 2018
Volume 14, Issue 6



Chief Editor - Roger Nunn



Published by ELE Publishing
(Division of the TESOL Asia Group)

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Publisher: ELE Publishing

Managing Editor of ELE Publishing: Dr. John Adamson

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ISSN. 2206-0979



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Foreword

Technology Integration in ESP

Ramon Medriano, Jr.

TESOL Asia

The use of technology in the ESP classroom has revolutionized the learning and teaching process. We cannot deny the benefits of integrating educational technology in the provision of specialized English lessons. In this issue of AESP (Volume 14, Issue 6), we will talk about different educational technology tools and materials being introduced in classroom instruction in the area of ESP.

In the digital era nowadays, the web has been supplying large number of language teaching materials and has been helping teachers facilitate better classroom instruction. *Supardi* in his study, *Web-Based Resources for Legal English Vocabulary Enhancement of Law Students* presented the effectiveness of using web-based resources to enhance Legal English (LE) vocabulary for law students. Also, it presented an overview of Web in ELT, web resources providing materials for enhancing LE vocabulary and a sample of LE vocabulary.

In *Text Comprehension Strategy of Grade 11 Students*, *Melchora Bolambao* and *Presley De Vera* developed a design dealt on the formulation of prototype learning activities aimed to improve Grade 11 students' performance in text comprehension, particularly focused on "interpretative and applied levels of comprehension".

In the study, *Perceptions of Faculty and Students on the K-12 Program and Multilingual Education Implementation*, *Mariam Zamora Julkarnain*, explored the drastic change in the implementation of the K-12 program in selected Philippine public schools and found that teachers were favorable in the implementation of the program.

Syamsul Una in his study, *Needs Analysis of English for Specific Purposes (Development of Economic English Material Based on Shariah Economy System)* explored the use of needs analysis in an ESP class. The result of the research showed that most of respondents agree with the development of Economic English materials based on shariah economy system in Indonesia.

Tryanti Abdulrahman in her research, *TED Talks as Listening Teaching Strategy in EAP Classroom* investigated how TED (Technology, Entertainment and Design) Talks impact university students' listening comprehension, enhancing students' new acquired academic vocabulary as well as their learning motivation. Based on findings, she concluded that TED Talks is recommended to be applied in teaching listening to EFL students particularly for college level.

Etty Marjati Hoesein in *Innovative Web 2.0 Tools in English as a Foreign Language (EFL) Instructions: A Case Study of a Professional Development Program* produced a training program to help develop teachers' capacity in the use of effective technology to improve the learning environment of the students and create local content interactive materials and assessments.

In *The Effects of Multimedia Technology on Electrical Engineering Students' Reading Achievement*, Naely Muchtar assessed the effects of using e-reader devices on reading comprehension.

Dang Thi Thanh Huong in her research, *Teachers' Written Feedback and Writing Performance of Teacher Education Students* investigated teachers' written feedback in the written outputs of their students and their students' writing performance. It was revealed that teacher's written feedback that is vague and too general confused students, making it difficult for them to respond and incorporate the comments in their revision process, while too much criticism on errors demotivated students to revise.

In the last paper, Mary Ann G. Lim explored the influence of Computer-assisted Language Learning on the language of selected college students. It was found that students' performance in CALL influenced their language proficiency.



Web-Based Resources for Legal English Vocabulary Enhancement of Law Students

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Abstract

In the digital era like nowadays the emergence of World Wide Web (WWW), which is dominating the Internet use, cannot be separated from the activities of English Language Teaching (ELT) since it has provided a large number of ELT materials. For this fact, the teachers of English as a Foreign Language (EFL) should not ignore it in their classroom activities. Concerning the web in ELT, this paper will address its discussion on using the web-based resources to enhance Legal English (LE) vocabulary for law students. Regarding this discussion, the paper firstly presents an overview of understanding LE. In addition, it discusses why it is important for EFL law students to master LE vocabulary. In the framework of LE vocabulary enhancement for EFL law students, it then explores which LE vocabulary that the EFL teachers can use for their teaching in the classroom using the Web. Finally, it presents overview of Web in ELT, web resources providing the materials for enhancing LE vocabulary, and a sample of LE vocabulary using web.

Key words: world wide web, Legal English, Legal English vocabulary

Introduction

The World Wide Web (WWW) or the Web was invented by Tim Berners-Lee in 1989. In the digital era like nowadays, apart from the electronic mail (email), the Web has become an Internet service, which has become dominant in people's daily lives when they use the Internet. In this sense, Eastment (1999) argues that as well as the email, the Web is also the main activity

dominating the Internet use. As a consequence, the people around the world cannot ignore it because it can allow them to access what they need concerning their daily activities. For example, with this Internet service they can perform such activities as conducting research, reading blogs, sharing information, pictures or videos, and many others. In addition, using the World Wide Web, people can also perform many activities dealing with English Language teaching (ELT).

Concerning the World Wide Web in ELT, Murray and McPherson (2004) state that many ESL websites offer teaching materials, lesson plans, games and other instructional resources that are freely available to students and teachers. In the words of Son (2007) and Warschauer (2001), the Web can support language teachers to integrate Web resources into the language classroom. On the basis of these scholars' opinion of the importance of the Web in ELT, it is therefore essential for the EFL teachers not to ignore the advent of the Web in their teaching to enhance their students' English ability and to perform studies on the Web in ELT.

Furthermore, this importance of Web in ELT has become an interesting topic for scholars to perform their studies on the perspective of the Web and ELT. As a consequence, there have been many scholars who have devoted their attention to this topic. Apart from Murray and McPherson above, Son (2008), for example, in his article "*Using Web-Based Language Learning Activities in the ESL Classroom*", looks at ways of using Web-based language learning (WBLL) activities and reports the results of a WBLL project that developed a Web site as a supplementary resource for teaching English as a second language (ESL) and tested the Web site with a group of students in an ESL context. In addition, Dudeney and Hockly (2007) discuss about language and second language teaching using the devices provided by the latest computer and the Internet technology in his book "*How to teach English with Technology*". In terms of research, Kir and Kayak (2013) focus their study on the evaluation of websites designed for teaching English.

Although there have been many studies on the web used in ELT, it certainly remains interesting to perform a study with the same topic but with different focus. This study focuses its discussion on the topic of using the Web for enhancing Legal English vocabulary of law students. In general it is the same as the previous studies above that the former and the latter are focused on the use of the Web in ELT. However, in particular both the former and the latter can be different because of their focuses of study. The former addresses their discussion more on the use of the Web in ELT in general, whereas the latter is more particularly concerned with

the focus on the Web-based resources for Legal English (LE) vocabulary enhancement of law students.

To be concerned with this focus, this paper firstly presents an overview of LE. In addition, it discusses why it is important for the law students to master LE vocabulary. In the framework of this LE vocabulary mastery, it then explores LE vocabulary that the EFL teachers can use for their teaching with the Web in the classrooms. Finally, this paper presents an overview of the Web in ELT and addresses which web resources provide the teaching materials for LE vocabulary enhancement. Moreover, these focuses are presented in the following sections.

An Overview of Legal English

The term “Legal English” (LE) can have two different meanings. On the one hand, it refers to English that is used as a legal language (legalese). In this sense, according to Veretina-Chirlac (2012), LE is one of legal languages. It is the language of the law of England, America, and some other countries whose official language is English. In a different way, Northcott (2013) explained that the term Legal English (LE) has a variable meaning, understood by some to refer to legalese and by others as a shortcut for Anglo - American law. As a consequence, for this context, LE cannot only refer to English that is used for law and such other legal documents as opening statements, verdicts, and wills, but also to English that is used by such people who work in law as attorneys, barristers, judges, lawyers, prosecutors, and solicitors.

On the other hand, LE refers to the English language training program. It constitutes a form of English for Specific Purposes (ESP). In this context, Northcott (2009) cited in Northcott (2013), defines it as English language education to enable L2 law professionals to operate in academic and professional contexts requiring the use of English. In addition, to meet this need for LE skills, there have been many English training programs using such *English for* phrases as English for Legal Purpose (ELP), English for Academic Legal Purposes (ELP), English for Occupational Legal Purposes (EOLP), English for General Legal Purposes (EGLP), and many others.

The Importance to Master LE Vocabulary for EFL Law Students

Before discussing why it is important for EFL law students to master LE vocabulary, it seems firstly necessary to talk about why it is essential for them to develop vocabulary in general. To answer this second question, many scholars have devoted their attention to

vocabulary study. For example, Wilkins (1972) cited in Supardi (2013) argues that without vocabulary, nothing can be conveyed. Similarly, it is noted by Milton (2009) that words are the building blocks of language and without them there is no language. In addition, in term of reading skills, vocabulary is an important aspect of reading comprehension (Cunningham & Stanovich, 1997; Stahl, 1999; Scarborough, 2001; Stahl & Nagy, 2006). According to Marzano (2004), the importance of vocabulary development is for building background knowledge, and thereby increasing students' opportunities to learn new concepts.

In particular it is important for law students to master LE vocabulary because there are many English words which can have more than one meaning due to their uses in both GE (General English) and LE. For example, in the word *sentence* Supardi (2010) explains that this word lexically has three possible meanings, as noun it means (1) "a group of words that expresses a statement, question, command, or wish", (2) "the punishment given by a court of law", and as verb it means (3) "to officially state the punishment given to (someone) by a court of law". In this example, with the meaning of "a group of words that expresses a statement, question, command, or wish", this word is found or used in GE, whereas with the meanings of "the punishment given by a court of law" and "to officially state the punishment given to (someone) by a court of law", the word is found or used in LE.

In a different way, Haigh (2012) also gives another example with the word "*construction*". In this example, he explains that in LE this word means interpretation. For example, 'A strict construction was placed upon the exemption clause in the contract, and in GE it means (1) the action of constructing [e.g. a building], (2) a building or other structure, (3) the industry of erecting buildings. As a consequence, the English words with more than one possible meaning (both in GE and LE) can make the EFL law students feel confused of which one of the meanings they have to translate properly.

As well as the English words with more than one meaning, LE, like such other ESP as Business English, Medical English, Nursing English, and many others, has a large number of its own specific words (vocabularies). In term of civil law, for example, Supardi (2015) cited in Supardi (2016) presents such words as *complaint*, *contract*, *damage*, *defendant*, *liability*, *litigation*, *negligence*, *plaintiff*, and many others. In term of criminal law he adds such words as *accused*, *assassin*, *burglar*, *criminalize*, *fraud*, *hijacker*, *murder*, *prosecutor*, *suspect*. In addition he argues that those LE vocabularies are not only found in both civil law and criminal law, but also in such other legal documents as *opening statements*, *verdicts*, *legal proceedings* and *legal*

opinions, and these names of legal documents certainly constitute the legal terms or vocabularies that the EFL law students have to master.

Exploring LE Vocabulary for EFL Law Students

Since it is important for the EFL law students to master LE vocabulary, it is certainly necessary for the EFL teachers to explore LE vocabulary that they can use for their teaching in the classroom. For this exploration, they can devote their attention to those specific words used in areas of law. In term of civil law and criminal law, for example, the specific words are highlighted in the previous section. As well as the specific words of the two areas of law, the EFL teachers can also explore them from the topics dealing with such other areas of law as business law, contract law, family law, international law, and others. Concerning teaching with the topics, Richards (2006) suggests that in a business communication course a teacher may prepare a unit of work on the theme of sales and marketing. With this theme the teacher first identifies key topics and issues in the area of sales and marketing to provide the framework for the course.

Based on this teaching tip suggested by Richards, in LE the EFL teachers can use such topics as contract, divorce, and personal injury that are frequently found in civil law, whereas crimes, criminals, and punishments in criminal law. Due to the advance of technology, using the Internet they can explore which World Wide Webs provide such LE vocabulary in areas of law.

World Wide Web (WWW) in ELT

Due to the advance of technology, the emergence of the Internet cannot be ignored in ELT. The Internet, defined as an extensive resource and communication network linking other computer networks across the world (Lin, 1997), has contributed to the activities of ELT in the classroom because of its practical uses. Concerning the Internet use in language learning, Leloup & Ponterio (1996) cited in Chong (2000) point out that the three reasons of using the Internet in the classroom can constitute: (a) it provides the World Wide Web which is a veritable treasure trove of authentic materials for the EFL teacher; (b) the information on the Internet will be up-to-date, so that teachers are no longer forced to use old-fashioned and outdated material; and (c) the Internet makes the students of this day and age become more and more visually oriented, whether we like it or not. In addition, according to Warschauer et al (2000)

cited in Supardi (2010) there are five reasons to use the Internet for teaching, namely: (a) it provides authentic language materials; (b) it enhances the student's level of literacy in conducting on-line communication; (c) it enables the student to interact with native and nonnative speakers for 24 hours on; (d) it makes the learning process lively, dynamic, and interesting; (e) it gives both the student and the teacher the power to work efficiently.

The reasons of the Internet use above certainly prove that the Internet has given advantages to ELT because of its providing of a large number of ELT websites which offer teaching materials, lessons plans, games and other instructional resources that are freely available to students and teachers. Now in the digital era, through the Internet according to Murray and McPherson (2004), teachers can find prepared lessons and materials addressing English language development in diverse content areas, curriculum and academic disciplines on the one hand and students of all ages, interests and learning goals can independently choose online instructional materials and activities that meet their specific language learning needs, and access them in their own time and at their own pace on the other hand. With the large number of available ELT Webs in the Internet, it is therefore necessary for the EFL teachers to explore which Webs are appropriate for their teaching in the classrooms such as for either General English (GE) or English for Specific Purposes (ESP). To be concerned with teaching ESP, this paper tries to explore the webs which provide LE vocabulary as presented in the following section.

Webs Providing LE Vocabulary

Due to the development of technology, at this time the emergence of Web cannot be ignored in English Language Teaching (ELT). It has contributed to ELT for long time because of the teaching and learning materials that the teacher can use for their teaching in the classroom and the students can use for their learning. Concerning the Webs providing LE vocabulary enhancement, below are the topics with webs the EFL teachers can use in their classrooms and the law students use for their LE vocabulary enhancement.

Topics	Areas	Webs
	of Law	
contract	Civil	http://www.propofcs.com/quiz-school/quizshow.php?title=legal-
	law	english-vocabulary-used-in-contacts-1&q=4&next=n
	(contract	http://www.njretest.com/quick_quiz/quick_sale_contract2.htm
	law)	

People in courtroom	General legal term	http://www.courtprep.ca/en/ http://www.stickyball.net/?id=477
Law and court	General legal term	http://www.englishmedialab.com/Quizzes/business/law%20courts.htm
Crime and punishment	Criminal law	https://www.englishclub.com/english-for-work/police-crime.htm
Criminals	Criminal law	https://www.englishclub.com/vocabulary/criminals.htm
Legal Profession	General legal terms	http://www.learnenglishfeelgood.com/vocabulary/esl-occupations-lawyer.html http://www.englishlab.net/hp/quiz3_legalese_lawyers_types_1.htm

A Sample of LE Vocabulary Enhancement Using Web

With one of the topics and its web mentioned in the preceded section, the EFL can use it to enhance LE vocabulary of their students. For an example of it, Supardi (2013) presents a topic on People in Courtroom as mentioned in the following.



From this display, click the door of the courthouse in the middle (light brown color) or the word COURTROOM at the bottom on the right, and the display will become in the following.



In this display, click the arrow sign(▶▶) on the **Proceed to Courtroom** at the bottom on the right corner, the display will appear as in the following.



In this display, click the door and the display will be in the following.



Then click CLOSE on the right corner at the bottom of the box in order to have the complete information about the people in the courtroom in Canada. The next display will be in the following.



In this display, it is the time for the teacher to start teaching. At this time he/she can begin his/her teaching with brainstorming activity (pre-teaching) by having the students think of the people on the display to answer the questions mentioned below.

- Are the people in the picture in the classroom?
- Where are they?
- How do you know that they are in that place?

Conclusion

Due to the advance of technology, the emergence of Web provided by the Internet cannot be denied in language teaching and learning. In term of English Language Teaching (ELT), many have provided a large number of resources for the teachers of English to use teaching materials in the classroom. in the framework of LE vocabulary enhancement, for example, there are many Webs that the teachers can use in the classroom. It is then hopefully able to give contribution and consideration to those EFL teachers of English, who are interested in using Webs for teaching.

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Text Comprehension Strategy of Grade 11 Students

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Abstract

This study which adopted the descriptive and developmental design dealt on the formulation of prototype learning activities aimed to improve Grade 11 students' performance in text comprehension, particularly focused on "interpretative and applied levels of comprehension", which were found to be more challenging to the students. The design of the learning activities is based on guidelines inferred from the merits of research findings.

Generally, the students access both home-based "print and electronic reading materials in English". Print materials include "books, magazines, encyclopedia, newspapers, pamphlets, and dictionaries", while electronic materials include "e-books, and readings that are downloadable via internet or through other electronic media channels". The students' access to

“print materials” (ave. freq.) is slightly higher than their access to “electronic materials” (ave. freq.). Most of the students access “books” and “magazines” found in their homes. Among the least accessed materials at home are “newspapers, pamphlets, and dictionaries .”

The students access a broad range of media types, which include: “internet, television, radio / electronic audio gadgets (for music and for news programs), and newspapers / magazines”. Mostly accessed are the “internet” and “television. However, there are more students who access internet than the so-called “traditional media”, such as “television”, “radio and other electronic gadgets for listening to music, “newspapers and magazines” and radio for listening to news.

The students’ level of performance in text comprehension range from “Outstanding” (maximum) to “Fairly Satisfactory” (minimum), majority of whom registered as “Outstanding”, while the remainder range from having “Very Satisfactory” “Satisfactory”, and “Fairly Satisfactory” levels of performance. Moreover, majority of the students obtained a perfect score in “literal, interpretative, and critical” levels of comprehension in contrast to their inferior scores under “applied comprehension”. A synopsis of the scores revealed that the students were generally more challenged in terms of interpretative and applied levels of comprehension. Statistically, none of the variables were found to be significantly related or associated to their performance in text comprehension.

The study’s findings were discussed in comparison and contrast with previous researches in the same field. Several recommendations are offered based on the merits of the findings which taps the agency of teachers, school, administrators, parents, and instructional material designers as to their complementary roles in improving instructional conditions and strategies in the constant pursuit to develop students’ performance in text comprehension.

Keywords: *text comprehension strategies, supplemental learning materials*

Introduction

Reading is, inarguably, an indispensable skill in many varied contexts of academic and social life in general. To be competitive in a world of complex literacy, one needs to escalate through the increasing demands in reading skills. Surviving through the requirements of formal education, it is notable that school and academic activities start with knowledge of the written word — whether in Math, Science or even Home Economics. As students ascend the educational ladder, reading assignments gradually increase in density and challenge (Philippine

Star, 2010). Reading is in the baseline of all formal learning, as it is fundamental in the acquisition of various knowledge and skills in the Arts, Sciences, Mathematics, and language learning. About this truism, a student's difficulty in reading parallels learning difficulties in content-subjects as well (Ronan, 2015).

The ascending scales of reading skills presuppose the abilities for text comprehension, and various levels of comprehension for that matter. From an academic context, "reading" and "reading comprehension" or "text comprehension" are two different things, presupposing different component competencies. Reading, per se, involves abilities in recognizing, translating and decoding text into sounds and spoken words. On the other hand, text comprehension involves taking what was just read and deriving meaning from those words. Thus text comprehension presupposes the fluency and ability to read, and beyond such an extent --- to understand, process, and recall what was read (Cromley, 2005).

In dealing with text comprehension, readers do not only bring their knowledge of the language but also knowledge of the world or more specifically their schema or background knowledge (Sahagun, 2011). Reading can be futile without comprehension. Thus, comprehension is the essence of reading through the active process of constructing meaning from the text. However, unlike the rudimentary skills presupposed in mere surface reading skills, comprehension skills involve more complex interaction among automatic and strategic cognitive processes that enable the reader to create a mental representation of the text (van den Broek&Espin, 2012).

In addition to the above, comprehension also depends on characteristics and attributes found in the reader, such as prior knowledge, working memory, language processing skills, decoding and vocabulary skills, sensitivity to text structure, inferencing skills, and motivation. Comprehension also requires effective use of strategic processes, such as metacognition and comprehension monitoring. (Moore, 2013).

In the context the above emphasized importance of text comprehension and the complex sub-skills it presupposes, a lengthy research tradition has shown several underlying causes for poor reading comprehension. Among the reasons identified are the complex process of learning to read, inefficient types of instruction, poor method for decoding, limited prior knowledge, and inadequacies in vocabulary. The aforementioned deficiencies indicate low literacy skills which also imply negative effects on learners, making them susceptible to poor self-esteem, low motivation, behavioral problems, and academic underachievement (Blickenstaff, 2013).

In a 2007 interview with Dr. Yolanda Quijano, then head of the DepEd's Bureau of Elementary Education, she attributed "reading problems as the main culprit for the poor performance of some students in the NAT. Her statement is programmatic and should be construed as an alarming educational problem. Moreover, students' poor comprehension did not only significantly contribute to modest results in state examinations such as the NAT, but it is also regarded to significantly contribute to poor performance in students' other academic subjects (Philippine Star, 2010).

In addition, Cayubit (2012), opined that a Filipino child needs to develop higher order skills and functional literacy. This points to higher levels of competencies compounded in reading fluency, which is text comprehension skills. Accordingly, learners with sufficient reading skills were found to have greater chances of success in school compared to a child whose reading skills are poor or are diagnosed with reading disability. Multiple researches in the field have proven that poor reading skills correlate significantly with poor comprehension skills. If no proper intervention is administered at an early stage, it can affect the academic, social and psychological development of the child.

With regards to the above citations of research findings on the status of students' poor comprehension skills and its probable causes or conditions, so much emphasize have already been done along the investigation of the correlative role of basic reading abilities to the students' development of comprehension skills. Only a few number of research devoted to other factors that explain student's poor skills in text comprehension. Certainly, even if it has been proven in many previous studies that basic skills in reading such as word recognition, etc. has impact to comprehension abilities; nevertheless, learner issues in text comprehension are not simply reduced to these set of factors. Even with some students who are not challenged in their readings skills still perform poorly when it comes to text comprehension. Certainly, other studies have pointed out several other factors that influence reading comprehension (Torgesen, 2006). In Torgesen's paper, he emphasized the interplay of developmental and instructional conditions in shaping learners' comprehension abilities. Moreover, a research-based article by Tompkins (2014) indicates a spectrum of probable factor that include "prior knowledge, ability to connect text with personal experience, comprehension strategies and skills, motivation, and the texts' genre, structure and features".

As to the previous reference to Torgesen's inventory of relevant factors to reading comprehension, it becomes apparent that teachers play a truly important role in improving students' performance. However, persistent problems in learners' mastery of comprehension

skills adjacently point at the some poor aspects along instructional condition. Many teachers may not be equipped with sufficient knowledge or understanding of the broad range of causes in students' unsatisfactory comprehension performance. Among such teachers, it also becomes relatively inadequate for them to identify or select teaching methods and strategies that are contextualized to the students' needs for improvement (Adler, 2001). Adler recommends a total of seven strategies in teaching text comprehension, depending on the particular needs of learners and what factors are at play in debilitating students' comprehension performance.

The above theories from literature find concrete evidences in actual policies implemented by schools. Basic Education Institutions in the Department of Education (DepEd) have been offering remedial reading programs to bridge complement the instruction of struggling students, not only those with low levels of reading fluency but those with low comprehension levels as well. These school initiatives draw from the principle that the earlier students with low reading skills receive interventions, the greater the interventions will impact the students' reading careers (Hausheer, Hansen, & Dumas, 2011). Instructional efforts need to push students to advance from the level of merely knowing how to read words towards abilities in constructing meaning from the text (Klinger, Vaughn, & Boardman, 2007). If schools are able to provide what the students need, there will be more success for everyone involved.

Prior to the conceptualization of this proposed study, the researcher who is registered in the roster of faculty of Urdaneta City National High School (Urdaneta City, Pangasinan) has conducted informal surveys with fellow teachers as a means to gauge the extent to which other teachers' encounter of student problems parallel to the researchers' own observations with her set of students across years of teaching. Some school records have also been initially accessed and reviewed to reinforce her survey efforts. Accordingly, the problem on students' poor reading comprehension ability is a generalizable phenomenon considered to be an issue worthy of urgent address in the assessment of the teachers and not solely by the researcher. This is also the reason that the institutional affiliation of this researcher is hereby also proposed to be this study's locale. It will serve as a starting point to launch further research interest along the concerns of learner text comprehension using the prototype conceptual framework proposed by this study which can be projected to investigate other school settings.

The cause of improving students' text comprehension must be addressed by school management in cooperation with teachers in a well-panned design of effective approaches. Literature points out, as well, that there has been an increased focus on reading instruction in

primary, secondary and higher education (Lei 2010). With regards to these efforts, multiple strategies have already been devised and implemented as interventions in improving reading comprehension aptitude (Klapwijk 2012; Medina 2011 and Fan 2010;). Thus, this proposed study pursues the line of such scholarly tradition by also aiming to identify effective strategies that will enable enhanced comprehension skills, particularly among Grade 11 students. This will be done however through a careful investigation of learner variables to ensure that the proposed intervention strategy is research-informed. Moreover, the aim is to further capacitate the students in “strategic reading”. Strategic reading, according to Alfassi (2010) is when learners intentionally engage in planned actions under their control, in the manner that proficient readers do when they encounter difficulty in comprehending a text. Strategic readers are cognizant of their performance limitations, intentionally weigh their options and willfully execute compensatory procedures.

With the above considerations and issues, the relatively unique framework of this study is thus proposed. At any rate, this study aims to fortify interest in the scholarly investigation of students’ text comprehension difficulties, in the unending pursuit to explore the wide horizon of probable factors and conditions surrounding such phenomenon.

Literature Review

On Text Comprehension

In the field of Linguistics, particularly in ELL (English language Learning), there are synonymous terms used to refer to “text comprehension”, which is also known as “reading comprehension” in other literature. Text comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows (Grabe, 2009). Fundamental skills required in efficient text comprehension are “knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices used in a passage and to determine its tone and mood, and finally ability to determine writer's purpose, intent, and point of view, and draw inferences about the writer” (Davis, 1944).

An individual's ability to comprehend text is influenced by their skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is

read. There are a number of reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis and practicing deep reading (Wolf, 2016).

People learn comprehension skills through education or instruction and some learn by direct experiences (Tompkins, 2011). Proficient reading depends on the ability to recognize words quickly and effortlessly (Adams, 1994). It is also determined by an individual's cognitive development, which is "the construction of thought processes".

There are specific characteristics that determine how successfully an individual will comprehend text, including prior knowledge about the subject, well-developed language, and the ability to make inferences from methodical questioning & monitoring comprehension like: "Why is this important?" and "Do I need to read the entire text?" are some passage questioning examples (Tompkins, 2011).

Instruction for comprehension strategy often involves initially aiding the students in social and imitation learning, wherein teachers explain genre styles and model both top-down and bottom-up strategies, and familiarize students with a required complexity of text comprehension (Manzo&Manzo, 1993). After the contiguity interface, the second stage involves gradual release of responsibility wherein over time teachers give students individual responsibility for using the learned strategies independently with remedial instruction, if required. The final stage involves leading the students to a self-regulated learning state with more and more practice and assessment. Reading, as in other areas of English language learning, traverses the final aim to develop learner's autonomy (Unciano, 2010).

On Levels of Text Comprehension.

There are different levels of reading comprehension, on the basis of differentiated depths of understanding or thinking, and different analysis applied by the reader of a text (Berry, 2005)

Even reading beyond the surface level is already considered a challenge for many secondary school students. The three-level guide was devised by Herber (1978) and developed further by Morris and Stewart-Dore (1984) to help students think through the information in texts. The following examines the levels of reading comprehension according to different reading authorities. Depending on the theory of comprehension levels, some have three, others have four or even more. Though they have different numbers of levels, they agree that these levels of reading comprehension develop sequentially.

Burns et. al. (1984) divided reading comprehension into literal comprehension, interpretative comprehension, critical reading and creative reading. They are discussed sequentially in the following paragraphs.

The first level is referred to as “Literal Comprehension”. Reading for literal comprehension, which involves acquiring information that is directly stated in a selection is a prerequisite on higher level comprehension. Recognizing stated main ideas, details, causes and effects, and sequence is the basis of literal comprehension, and thorough understanding of vocabulary, sentence meaning, and paragraph meaning is important.

The second level is known as “Interpretive/Interpretative Comprehension”. Interpretive comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Reader makes inferences based on their schemata. It is important to realize that children have less prior knowledge than adults and do not make inferences spontaneously; even they possess the necessary schemata or background knowledge.

The third level is “Evaluative Reading/ Critical Reading”. Critical reading is evaluating written materials, comparing the ideas discovered in the material with standards and drawing conclusions about their accuracy, appropriateness, and timeliness. It requires the reader to have critical thinking of what they read. Critical reading depends upon literal comprehension and interpretative comprehension, and grasping implied ideas is especially important.

The fourth and most complex level is “Applied Reading/ Creative Reading”. Creative reading involves going beyond the material presented by the author. It requires readers to think as they read.

On Strategies in Text Comprehension

There are various strategies applied in the process of reading comprehension. They are different at the stages of production, comprehension, and reproduction of discourse. One group of these may be called linguistic strategies, as it links textual and sentential structures with underlying semantic representations. The second group constitutes the cognitive strategies, as it involves the use of world knowledge, episodic knowledge and cognitive information, for instance opinions, beliefs, attitudes or plans (Olszak, 2014).

Mintzberg defined strategy as “a pattern in a stream of decisions” (Mintzberg, 1996). This definition can be contrasted with other literature which argues that “strategy is about shaping the future” and is the human attempt to get to “desirable ends with available

means”(McKenon, 2011 in Olszak, 2014). Strategy can also be perceived as a type of problem solving (Rumelt, 2011). Rumelt writes that a good strategy has an underlying structure he calls a kernel. The kernel has three parts, namely the diagnosis that explains the nature of the challenge, a guiding policy in order to cope with the challenge, and coherent actions designed to carry out the guiding policy (Rumelt, 2011). In general, strategies involve various actions, objectives and the concept of optimality.

In other words, a strategy is the most relevant way which leads to achieving an aim. A strategy is often described as a cognitive representation of the same actions undertaken to understand something or reach a certain goal. It pertains to complex action sequences, which means that it is related to the notion of a plan. Finally, another common notion usually used in connection with strategies, even as a synonym, is heuristics. This is a system of discovery procedures, namely operations undertaken to acquire knowledge which enables an agent to accomplish a goal or solve precise problems. A heuristic involves typical sorts of strategies which focus on acquiring knowledge that cannot be obtained automatically or obviously. It is often called a general path of proceeding or an outline for finding something (Rumelt, 2011).

The notion of a strategy also presents actions in the strict sense, that is the intended doings of humans. These actions include thinking, problem solving, specific operations and mental steps in order to reach an explicit goal. They are performed under our conscious control, and that is why we cannot or can only partly verbalize or analyze them. In general, strategies are the result of a mental process linked with much information. Cognitive strategies appear if the process of gaining knowledge is consciously controlled and each step yields the information decisive for the next steps. It is extremely vital to select or come up with a strategy that is good and fast in the understanding of new knowledge. A strategy will, in general, encompass higher levels of information processing, that is, the high-level strategic attempts of a problem solver (Newell and Simon, 1972 in Olszak, 2014). It also happens that the problem is analyzed as being divided into sub problems if it is perceived as complex or with no obvious solution. There is another more general strategic procedure which compares the nature of the obtained goal at the beginning and in the final stage of analyzing. The integration of newly found information into the knowledge set and old information leads to acquiring a certain strategy. It is important for our analysis that strategies in these cases also consist of stepwise, complex acts which lead to a certain aim. Moreover, at each stage of the dispute several options are viable, and at the same time defined knowledge is accessible about context, consequences, participants and actions.

One of the fundamental aspects in the process of developing reading comprehension is language learning strategies. The long-term process of teaching various strategies takes place at school, since students are taught how to synchronize traditional memory and comprehension strategies along with interpretative processes. Figure 1 shows numerous strategies that can be adapted in the process of teaching reading comprehension, based on the taxonomy proposed by Oxford (1990, in Olszak, 2014).

On Graphic and Semantic Organizers As Language Learning Strategy or Comprehension Strategy

Graphic organizers help to illustrate concepts and relationships between concepts in a text. They are given different names, such as “maps, webs, graphs, charts, frames, or clusters”. They are extremely helpful in the process of reading comprehension as they assist readers in focusing on concepts and the way they are connected to other concepts (Olszak, 2014). Graphic and semantic organizers, originally called advanced organizers and then structured overviews, were primarily initiated by Richard Barron (Barron, 1969), but have their roots in Ausubel’s work.

According to his cognitive theory of meaningful verbal learning, the use of graphic and semantic organizers intensifies students’ learning and retention of unfamiliar but meaningful materials (Ausubel, 1968). His assumption was that new information is acquired when it is linked to the learners’ already existing cognitive structure. Therefore, the function of these organizers is to stimulate students’ prior knowledge and link the new material to the previously stored information, providing optimal anchorage and rendering the new material more familiar and meaningful.

Another theory which is consistent with the above-mentioned is the schema theory (Anderson & Pearson, 1984). Those authors claimed that the mind is composed of cognitive structures of knowledge, known as background knowledge, which obtain and assimilate the newly acquired information in order to enhance learning and retention of information. One has to find a “mental home” for the information in the text, or alter an existing one in order to accommodate the new knowledge (Anderson & Pearson, 1984).

Graphic organizers are important and effective pedagogical tools for organizing content and ideas and facilitating learners’ comprehension of newly acquired information. *Gardner’s Theory of Multiple Intelligences* posits that students are better able to learn and

internalize information when more than one learning modality is employed in an **instructional strategy**.

There are numerous advantages of applying graphic organizers, for instance they help students focus on text structure differences between fiction and nonfiction as they read; they provide students with tools they can use to examine and show relationships in a text; they help students write well-organized summaries of a text.

Graphic and semantic organizers are visual and spatial ways to construct and represent ideas from texts, such as using tables and grids, Venn diagrams, plot organizers, or concept webs. Teachers need to show students how to select and use graphic organizers as thinking tools, supporting them to activate prior knowledge, develop new vocabulary, or show relationships between concepts (Trehearne, 2006). Interestingly, English as a Second Language students and students with learning disabilities particularly benefit from their use (Trehearne, 2006).

Venn diagrams are useful graphics for comparing and contrasting the attributes of two or more things. The teacher selects a non-fiction text about a research theme, such as regions in the UK, colonial times, or relationships, and students have to identify what is the same or different about two or three items. Alternatively, a fiction text can be used, with good character development, and students identify what is the same or different about two main characters.

Another type of graphic organizer, which is mainly used in expository texts, is the matrix. This is a kind of input table, which confines the sum of the desired information within its square (Kang, 2004 in Olszak, 2014). It is used to delineate important categories or relationships, and depict similarities and disparities between two or more people, things, places or events (Graney, 1992). In order to design a matrix, learners need to identify which main aspects they wish to focus on and what types of relationships they wish to highlight (Graney, 1992). The matrix has the additional advantage of presenting concept relations both hierarchically/vertically and horizontally in a two-dimensional form facilitating the extraction of information.

Another example of a graphic organizer connected with improving reading comprehension is the story map. It uses a graphic organizer to help students learn the elements of a story or a book. Students become thoroughly engaged in the plot, setting, problem and solution, and learn the details. There are various types of story map graphic organizer. The most basic focus is at the beginning, middle, and end of the story.

On Factors and Conditions Affecting Text Comprehension

Marquez (2008 in Paje, 2013) in their study on the reading comprehension of Fourth year high school students of Iligan, made the following conclusions: (1) Parents' monthly income and educational attainments have contributed to the reading performance of the student; (2) The kind of materials that the respondents read enhanced their ability to comprehend a text; (3) The respondents' attitude towards reading differed from each other; (4) The availability of reading materials at home and in school and the students' curiosity to learn enhanced their reading comprehension. Educational researchers have also focused on the teacher's behavior that should be effective in promoting student's motivation.

In the local context, Mante (2009 in Ilustre, 2011) sought to identify factors that affected Filipino bilingual high school student's reading comprehension in English. The objective of her paper was twofold; first was to determine and measure the participants' dimensions of motivation to read, and second was to identify the relationships between the participants' motivation to read in English, their reading comprehension and their use of meta-cognitive reading strategies when reading in the same language. Results were not conclusive as to whether reading motivation or use of meta-cognitive reading strategies affects reading comprehension more for there was no single predictor of the reading test scores.

On the contrary, Anderson (1994 in Lastrella, 2010) presented that the recall of information in a text is affected by the reader's schemata and explains that a reader comprehends a message when he is able to bring to mind a schema that gives account of the objects and events described in the message.

Reading comprehension too lies on the student's interest in reading. "Reluctant readers tend to gradually lose some academic ground, because wide reading is related to increases in general knowledge and reading comprehension" (Williamson, 1988 in Seitz, 2010).

Furthermore, in the study made by Kelcey (2010), results suggest that schools should be associated with differences in teachers' knowledge. By comparing teachers with similar personal and school backgrounds, results showed that measured knowledge is significantly associated with student's achievement in reading comprehension development.

On Sex and Text Comprehension

The sex of learners is one of the factors affecting reading comprehension performance. Brantmeier (2003 in Sahagun, 2011) indicated that reading performance is measured by comprehension. It is significantly influenced by passage content and readers' sex, whereas

enjoyment and interest mattered little. Girls are more interested in reading than boys. According to him, the reading interest of children increases when they are in grades three through six. He said also that what appeals to children most is quite different from the activities which go inside the classroom. Young children's wishes are predominantly for material things.

On Family Income and Text Comprehension

Learners who come from low-income families are likely to have damaging circumstances as part of their life experiences according to Paunil (2008 in Sahagun, 2011). Not unexpectedly economic circumstances can lead the learners to withdraw from school. Furthermore, economically disadvantage learners often withdraw from high school and are less likely to enroll in post-secondary education. Likewise, high school graduates from low income families are frequently unqualified academically to enter college and may not want to continue once enrolled.

Findings and Discussion

Accessed Reading Materials at Home

The accounts of the student-respondents in terms of reading materials in English found in their homes and which they access. Based on their self- report, the list of their accessed home-based reading materials is generally classified into "print materials" and "electronic materials". For the print materials, these include "books, magazines, encyclopedia, newspapers, pamphlets, and dictionaries". The electronic materials include "e-books, and readings that are downloadable via internet or through other electronic media channels".

The aspect of the finding alone already shows that there is a relatively wide array of home-based reading materials available to the students and which they also access. However, the design of the research instrument does not allow further exploration as to the possible differential rates that the students access each reading material. It is recommendable for future research to pave for such further investigation. The extent of this study's finding is that all the aforementioned materials are home-based and that they are accessed by the students.

The reason in this study for investigating the students' access to reading materials in English that are home-based went with the assumption that the home constitutes the biggest part of the students' learning environment outside the school premises, since at their age, the students are assumed to be spending more time at home than elsewhere beyond the period of

their stay in school. As such, it was important to take note of the reading opportunities of the students at home, being the most frequented place where students are found outside the school.

Accessed Types of Media

This study also investigated the types of mass media and electronic media that use English accessed by the students. Accordingly, it was found that the students access a broad range of these media types, which include: “internet, television, radio / electronic audio gadgets (for music and for news programs), and newspapers / magazines”. This aspect of the findings alone already indicates that these mass media types have contents that are regarded to be interesting and relevant to the schema of Grade 11 students.

This study’s findings reveal that there are more students who are more interested in visual media programs than with auditory media programs. A greater number of students (i.e. more than 50%) have reported access to visual programs offered by media types such as “internet” and “television” and a lesser number of students (i.e. less than 50%) accessing auditory programs such as “music” (from radio and other electronic gadgets) and “news” (from radio). This finding may relatively give a hint on the students’ learning style, although it may only be inferential. The inclination towards visual programs or stimuli is symptomatic of “visual learning style”, while an inclination towards auditory programs or stimuli may indicate an “auditory learning style”. These learning styles are described in the inventory offered by Reid (1995).

PERFORMANCE LEVEL IN TEXT COMPREHENSION OF GRADE 11 STUDENTS INSTRUCTED USING GRAPHIC AND SEMANTIC ORGANIZERS

Overall Performance Rating

From a general impression of the students’ level of performance in text comprehension, it appears that almost all of them register in the upper scales, with a total of 81 students (90%) with the combined number of students notching “Outstanding” and “Very Satisfactory” levels. Only 9 students (10%) are relegated to the lower scales (i.e. Satisfactory and Fairly Satisfactory). Nevertheless, despite these differential levels of performance, all of them passed the performance test, which is based on a 50% passing threshold (i.e. a score of 18 out of the 36 items/points test).

Generally, the performance level of the students is considered above average and rather impressive. In relation to this, previously conducted studies have likewise attempted to test the

reading comprehension performance of Grade 11 students, such as the investigation made by Cekiso (2012) on Grade 11 ESL students. Cekiso's experimental study compared the reading comprehension performance of students instructed in a traditional way and another set of students assigned in an experimental group who were introduced "reading strategy instruction". As to the study's findings, although a significant increase in the reading comprehension performance of the students in the experimental group was noted, the fact remains that the general scores in both control and experimental groups were described as "weak and below 50%". Cekiso emphasized the merits credited to the intervention strategy, although the researcher also explained that the consistent weakness in the reading comprehension of the students, despite the intervention strategy, may be due to some definite factors such as the students' low performance in the in their English language class and in their other content courses. Cekiso noted that the persistent weak reading comprehension performance of Grade 11 students is alarming as she noted that "reading comprehension is the essence of reading" itself (Tannenbaum et al, 2006 in Cekiso, 2012),, and essential not only to academic learning in all subject areas but also to professional success and to lifelong learning Strydom, 1997 in Cekiso, 2012).

PERFORMANCE IN THE FOUR LEVELS OF TEXT COMPREHENSION

The maximum score obtained by the students based on the overview of the results of the test is "9", i.e. the perfect score for each sub-section in the test. On the contrary, the minimum score obtained by the students is "6", which is still within the boundary of a passing score (i.e. "5") in the nine-item sub-section of the test.

Accordingly, the majority of the students (68 or 75.6%) obtained a perfect score in this sub-section of the test. A few of them made one-mistake (16 or 17.8%) or two mistakes (5 or 5.6%) or three mistakes (1 or 1.1%) in this subsection of the test. These general results are relatively very impressive. It means that the students are sufficiently equipped with skills in literal-level comprehension.

Majority of the students (56 or 62.2%) obtained a perfect score in this sub-section of the test. A few of them made one-mistake (18 or 20.0%) or two mistakes (9 or 10.0%) or three mistakes (5 or 5.6%) or four mistakes (2 or 2.2%) in this subsection of the test. Same as the previously discussed comprehension level, the general results for this section are also impressive. It means that the students are sufficiently equipped with skills in interpretative-level comprehension.

Furthermore, majority of the students (60 or 67.8%) obtained a perfect score in this subsection of the test. A few of them made one-mistake (8 or 17.8%) or two mistakes (10 or 11.1%) or three mistakes (3 or 3.3%) in this subsection of the test. Same as the previously discussed accounts comprehension levels, the general results for this section are also impressive. It means that the students are sufficiently equipped with skills in critical-level comprehension.

Under regular circumstances, it should not be surprising to discover students' difficulties in the applied or creative level since it is the most complex among the four levels of comprehension. The listing or enumeration of these comprehension levels indicates their billing from the simplest to the most complex. However, there appears to be certain skills presupposed in interpretative and critical levels that are complex in themselves without having to view that the skills in these levels are fundamental or presupposed in escalating towards applied level. This study's finding revealed difficulties in applied level and interpretative level more than the other comprehension levels. Critical level which is supposed to be more complex than interpretative level but less complex than applied level is not problematic in the students' performance at all. The findings somehow imply that the billing of the comprehensive may be reconsidered by relegating both the interpretative and applied / creative levels in the billing, since they appear to be more complex and more challenging to the students.

In further synthesis to the entire discussion in this section, it is notable that the students' level of text comprehension was obtained after initially being subjected to instruction mediated by the use of graphic organizers. There is no way for this study to conclude that the students' performance have improved through the use of graphic organizers to facilitate their understanding of the reading selections or rate of retention of data from their reading. This study was not designed to be experimental, and neither was it designed to compare students' performance prior and after the use of an intervention. Nevertheless, what can be clearly gleaned from the findings is the excellent performance of the students in the text comprehension text, generally speaking. As to the extent of what can be inferred from these findings, the use of the graphic organizers did facilitate the excellent performance of the students in the test; otherwise, the students would have been demotivated to perform well in the test if they would have found the manner of teaching the reading selections rather complicated or confusing. Whether, it was also possible for the students to have performed well in the comprehension test even without the use of the graphic organizers, the fact remains that the use of the latter did not impede or obstruct them to perform well in the test. Certain intervention strategies (if found to be ineffective) do not only promote students' performance level but may even lower their level of

performance. Certainly however, there was no such evidence in the results of the students' performance in this study. Thereby, the only two possibilities are either that (a) the students are originally performing well in text comprehension and the use of graphic organizers did not interfere with their performance, or (b) the students' performance in text comprehension was even improved through the use of the graphic organizers. Either way, the findings prove that the use of graphic organizers to facilitate students' text comprehension performance may be instrumental to the improvement of their performance or, at the least, it does not pose any negative interference to their text comprehension performance.

CORRELATION OF LEVEL OF PERFORMANCE IN TEXT COMPREHENSION AND USE OF GRAPHIC AND SEMANTIC ORGANIZERS AS INSTRUCTIONAL STRATEGY

The main point of this study is to demonstrate the merits in the use of graphic organizers in teaching reading selection to students and enabling them to perform well in a comprehension test. Thus, with the above mentioned findings, it means that the students are not restricted by conditions of their sex, age, mother tongue, and the rest of their profile variables when it comes to their exposure to an instruction mediated by the use of graphic organizers. Thus means further that their personal conditions do not significantly interfere with their comprehension of reading selections taught to them using graphic organizers.

The above mentioned findings of this study strongly concurs with the findings of Asgarabadi (2015) in his research on "Learners' Gender, Reading Comprehension, and Reading Strategies, in Descriptive and Narrative Macro-genres". In his research design, Asgarabadi investigated the possible correlation between the respondents' sex (i.e. he refers to it as "gender") in both the status of their reading comprehension skills and their efficient grasp or use of reading strategies. In the end, Asgarabadi concluded that neither the learners' reading comprehension skills nor their efficient use / grasp of reading strategies is significantly related to their sex. It appears that regardless of the students' sex, their skills in comprehension and their use of reading strategies for comprehension remain relatively equal. Asgarabadi

hypothesized that students of either sex may have been exposed to similar prior learning conditions which could explain their analogous levels of performance.

In addition to the above, the study of De Beni et al (2003) was able to give evidence to the decline in a person's level of reading comprehension as he / she ages through time. Thus, the researchers confirmed that age has a significant relationship with reading comprehension performance which is contrary to the findings of this current study. However, analyzing carefully the terms in De Beni et al's research, what the latter refer to is a huge age gap, as they tried to compare the reading comprehension performance between persons of 55 to 69 years old and persons who are between 70 to 90 years old. Thus, they set to compare persons whose age gap is, at least, ten years. Accordingly, the researchers found that the probable cause in a person's decline in reading comprehension performance as he / she ages is due to declines in "memory" and "metacognition skills" which are characteristics very closely associated to a person's age. While it was previously mentioned that the findings in the study of De Beni et al posed a stark contrast to this study's findings, the comparability between the findings may not be altogether absolute. The presence of age gaps among the respondents in this current study is very minimal, with only a few respondents whose ages deviate from the average age expected of Grade 11 students. Moreover, even with the discrepancies of the ages among the respondents in this study, the gaps are likewise very minimal, thereby not too sufficient to pass as a considerable age gap.

DEVELOPMENT OF LEARNING ACTIVITIES TO ENHANCE THE TEXT COMPREHENSION OF GRADE 11 STUDENTS

In generating the set of guidelines for the development of the learning activities, it is important to note that they were drawn from the merits of this study's findings. Thus, the guidelines and the developed learning activities are research-based, rather than merely produced from armchair speculations or from informal surveys. As such, it also means that the guidelines offered by this study, as well as the prototype learning activities purportedly based on the latter, are highly sensitized to the needs of Grade 11 students having characteristics as the respondents of this study, and which may likely appeal to typical students (whether present or future students) in the research locale, i.e. Urdaneta City National High School. This, however, does not necessarily restrict the general applicability of the guidelines and the set of learning activities even as they may be acculturated to the characteristics of this study's respondents.

Their learner characteristics are, indeed, very typical for Grade 11 students regardless of institutional affiliation or locale as previously pointed out in the foregoing discussions in this chapter.

In coming up with the guidelines, it was very important to take note that the primary objective is to be able to generate a theoretical and conceptual basis for formulating a set of viable learning activities. Thereby, only the merits of research findings relevant to such an objective were considered. These are the findings on the students' level of performance in text comprehension, which is theoretically based on their performance in a validated text comprehension test. To reiterate the previously discussed findings, the students are, generally, excellent in their performance level in text comprehension, although this does not discount the fact that there remains to be a space for their improvement or advancement in their skills. While the students, generally, scored high in all the four levels of comprehension, their respective performances under "interpretative comprehension" and "applied comprehension" are noticeably lower compared to the other levels of comprehension, i.e. "literal comprehension" and "critical comprehension". On account of this, the guideline offered by this study is to reinforce instruction along these two levels of comprehension as they seem to pose a relatively greater challenge to the students. As previously mentioned in the foregoing discussions, such findings in this study are also confirmed by other previous studies, thereby giving a cue on some consistency and generalizability of this case even with students enrolled in other schools. It was also previously mentioned in the discussions that such levels of comprehension pose to be challenging not only to Grade 11 students but even to college students. As such, it may be the case that if some problems in reading comprehension are unresolved in the high school level, there is likelihood that students carry over such issues even in their advanced studies in college. This sets the exigency that remediation must be reinforced in the basic education level to prevent the persistence of weakness in certain skills as students advance to higher levels of education. College education is meant to deal with a new set of academic-related skills that students are challenged to face so that they cannot afford to bring along the residues of their problematic skills that they are expected to have, at least mastered competently in their basic education level. The fact that competencies in text comprehension are intrinsic to the basic education curriculum means that these are expected to be foundational for certain advanced skills in the college level. As foundational skills, they should be strong enough to become the underlying matrix for new skills to build upon as students escalate to higher levels of learning (Butler et al, 2010).

The formulated learning activities are meant to enhance students' skills and performance in interpretative comprehension and applied comprehension. The activities also feature the use of graphic organizers, which suggest the assistance of a teacher or which can be used as such independently by a student, even on his / her own. As learning activities, they can be used flexibly to be integrated in a module or any instructional material if they will be utilized by IM designers. On the part of teachers, they can directly use the learning activities in their English classes for Grade 11 as supplements to their lesson plan or to the textbooks they are using. Because the set of learning activities offered by this study is viewed as a prototype, it may also serve as a pattern or basis for developing parallel learning activities in the same levels of text comprehension, which may be done by IM designers and teachers alike.

Conclusion

Based on the merits of the findings, the following conclusions are drawn:

1. The Grade 11 students are male and female, and are differentiated in their age, i.e. average, below average and above average relative to the standard age expected of their grade level. Their mother tongues range across Tagalog, Ilokano, and Pangasinan. They belong to families with varied income, ranging from "very low" to "very high". They access print and electronic reading materials at home, such as "books, magazines, encyclopedia, newspapers, pamphlets, and dictionaries" (print); and "e-books, and readings that are downloadable via internet or through other electronic media channels" (electronic). They access different media types like "internet, television, radio / electronic audio gadgets (for music and for news programs), and newspapers / magazines".
2. All the students passed the text comprehension test, although their differentiated scores fit them to different levels of performance in text comprehension ranging from "Outstanding" to "Fairly Satisfactory". The rate of their performance in interpretative and applied comprehension are inferior to other comprehension levels.
3. Sex, age, mother tongue, range of family income, accessed reading materials at home and accessed types of mass media are not significantly associated to performance in text comprehension.
4. The appropriate learning activities for Grade 11 students to improve their text comprehension level ideally focus on "interpretative and applied levels of comprehension".

Recommendation

Based on the findings and conclusions of the study, the following recommendations are hereby presented:

1. On account of the their profile along learner variables, students' are recommended to improve their access to more print and electronic reading materials and access to more media types that feature authentic English inputs. This also presupposes the cooperation of their parents who are recommended to invest in more reading materials that can be accessed by their children at home and to promote in them a positive culture and attitude for reading and delighting exposure to various media types in English;

2. On account of their performance in text comprehension, students are recommended to work on further improvements in their grasp of interpretative and applied comprehension. This also presupposes the cooperation of teachers, parents and all school agents to provide means to reinforce students' performance in text comprehension;

3. On account of the correlational findings, future researchers may confirm the generalizability of the results in other school settings or they may nominate alternative variables in the search for learner conditions and characteristics that are significantly associated to their text comprehension performance in view of determining factors that can be targeted for potential instructional intervention and remediation;

4. On account of the guidelines offered by this study in the formulation of learning activities that can improve students' text comprehension performance, it is highly recommended that the guidelines be adopted by teachers and instructional material designers. The prototype learning activities offered by this study is recommended for actual deployment or recommended to be used as a pattern for formulating prospective learning activities in text comprehension.

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Needs Analysis of English for Specific Purposes

(Development of Economic English Material Based on Shariah Economy System)

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Biodata

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Abstract

Economic English holds an important role in economic development in the world, especially in the Economic Cooperation between Nations nowadays. For instance, the

Association of Southeast Asian Nations (ASEAN) will set up the ASEAN Economic Community (AEC), so that, each country of ASEAN must prepare their individual competence to compete in this era. The most important competence that is urgent to be prepared to face ASEAN Economic Community is economic English competence. Economic English falls under the category of English for specific purpose (ESP). ESP is argued by Gatehouse (2001) as the situational language has been determined based on the interpretation of results from needs analysis of authentic language used in target workplace settings. Based on this concept, it is essential to gain the learners' needs to develop Economic English Material based on Shariah Economy System.

The aim of this research is to explore the result of needs analysis. The data of need analysis were collected from 100 Economic students, 20 Lecturers, and 50 stakeholders through questionnaires and interviews. In analyzing all of the data collected, quantitative descriptive data analysis was used. Finally, the result of the research showed that most of respondent agreed with the development of Economic English materials based on shariah economy system; The topic of materials developed should be related to the syariah economy economic practices; the component of shariah that had to contain in material development and be a priority was syariah vocabulary; Four language skills were important but productive skill (speaking and writing) as main priority; The priority of language components used was vocabulary, especially economic vocabulary; The language used was focused on formal language; The aspects related to the job was the priority to be considered in material development; The level of Economic English Material used was mostly focused on Basic English; and The language used was mostly focused on international context.

Keywords: *ESP, needs analysis, economic English materials, shariah economy system*

Introduction

English for specific purpose (ESP) is defined by Hutchinson and Waters (1987) as an approach to language teaching in which all decisions for content and method are based on the learners' reason for learning. Based on the concept, as teacher in deciding what to teach and how the best learning material, it is important to understand the needs of our learners.

An important principle of ESP approaches to the language teaching is what the purposes of learners need a language. Different types of students have different needs. The needs are fairly specific, Strevens (1988) pointed out that several levels of restriction are involved as

follows: *Restriction* (decide the skills required by the learners' purposes, e.g., understanding listening, speaking, reading and writing), *Selection* (decide languages items required for the learners' purposes, e.g., vocabulary, pattern of grammar, function of language), *Themes and Topics* (decide themes, topics, situations, universes of discourse required for the learners' purposes), Communicative needs required for the learners' purposes.

Economic English is categorized as English for Business and Economic (EBE) as one of the branch in ESP. The writer plans to be going to develop Economic English Material based on Shariah Economy System but in developing material for ESP is necessarily to do the specific needs analysis. Brown (1995) identifies the term needs analysis as the activities involved in gathering information that will serve as the basis for developing materials which meet the learning needs of a particular group of students.

The development of Economic English based on Shariah Economy System is important because of some reasons: *The first* is educational reason, Economic Students especially in Dayanu Ikhsanuddin University learn General English (GE) in teaching and learning process; and *the second* is job reason, English is one of the most important competence for job seekers because it has become one of need to get the job in Indonesia as well as abroad; and *the thirds* is Economic English holds an important role in economic development in the world especially in economic cooperation between Nations. For instance, the Association of Southeast Asian Nations (ASEAN) will set up the ASEAN Economic Community (AEC) so that, each country of ASEAN must prepare their individual competence to compete in this era.

Based on all explanations above, the process of specific needs analysis is important to be done as a basis of developing English for Specific Purpose (ESP) namely developing Economic English Material Based on Shariah Economy System.

Literature Review

A. English for Specific Purposes

Hutchinson and Waters (1987) defines that 'ESP is an approach to language teaching in which all decisions of content and method are based on the learner's reason for learning'. Gatehouse (2001) argues ESP as the situational language has been determined based on the interpretation of results from need analysis of the authentic language used in target workplace settings. Further, Anthony (2015, p. 2) explains that ESP is an approach to language teaching that targets is current and future academic or occupational needs of learners which focuses on

the language, skills, discourses, and genres that are required to fulfill the needs through discipline specific teaching and learning methodologies.

Carter, D. (1983) identifies three types of ESP: (1) English as restricted language, (2) English for Academic and Occupation Purposes, and (3) English with specific topics. Further, Hutchinson and Waters (1987) broke English for Academic and Occupation purposes into three branches: (1) English for Science and Technology or EST, (2) *English for Business and Economic or EBE*, and (3) English for Social Studies (ESS).

Strevens (1988) defined ESP by identifying its absolute and variable characteristics: *Absolute Characteristics*, ESP consists of English language teaching which is designed to: (1) meet specified needs of the learner; (2) Related in content (i.e. In its themes and topics) to particular disciplines, occupations and activities; (3) Centered on the language appropriate to select activities in syntax, lexis, discourse, semantics, etc; (4) In contrast with General English. *Variable Characteristics*, ESP may be, but is not necessary: (1) Restricted as to the language skills to be learned (e.g. reading only); (2) Not taught according to any pre-ordinal methodology.

From the explanation, the writer explains that English for Specific Purpose is designed to meet specific needs of the learner. ESP aims at acquainting learners with the kind of language needed in a particular domain, vocation, or occupation.

B. Need Analysis and Situational Analysis

1. Need Analysis

Gass (2012, P. 4) explains that needs analysis is the basis of training programs and aid development programs. It is the cornerstone of ESP and leads to a focused course. Brown (1995) identifies the term needs analysis (also called needs assessment) as the activities involved in gathering information that will serve as the basis for developing a curriculum which meet the learning needs of a particular group of students. Language programs, the needs are language related. Once identified, needs can be stated in terms of goals and objectives, which in turn can serve as the bases for developing tests, materials, teaching activities, and evaluation strategies. The purpose is to fill the “gap” of what a language program “lacks.” This definition draws a line between needs analysis and evaluation. Needs analysis aims at determining the needs of a defined group of people, while an evaluation determines to what extent a program meets these needs. Furthermore, Soriano (1995) indicates that needs analysis collects and analyzes data to

determine what learners “want” and “need” to learn, while an evaluation measures the effectiveness of a program to meet the needs of the learners.

Hutchinson & Waters (1987) define needs analysis on the basis of “necessities” and “wants” in order to classify between what the learners have to know and what the learners feel they need to know. The focus here is on the “lacks” that represent the gap between the required proficiency in the target situation and the existing proficiency of the learners. This definition views language needs as a process of negotiation between the learners and their society.

Witkin & Altschuld (1995) define needs analysis as a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about programs or organizational improvement and allocation of resources. According to this definition, needs analysis should fill the “gap” of needs between the current state of affairs and the desired state of affairs.

From the explanations above, the researcher concludes that need analysis includes all the activities used to collect information about the students' necessities, lacks, wants and gaps. The process is sometimes influenced by other aspects such as teacher, stakeholders, governments, administrators, citizens, etc.

2. Situation Analysis

Situation analysis is an analysis of factors in the context of a planned or present curriculum project that is made to assess their potential impact to the project. These factors may be political, social, economic, or institutional. Situation analysis complements the information gathered during conducting needs analysis. It is sometimes considered as a dimension of needs analysis, and can also be regarded as an aspect of evaluation (Richards, 2001).

Procedures used in situation analysis are similar to those involved in need analysis, namely, (a) consultation with representatives of as many relevant group as possible, such as parents, students, teachers, administrators, and government official; (b) study and analysis of relevant document, such as course appraisal documents, government reports, ministry of education guidelines, and policy paper, teaching materials, curriculum documents; (c) observation of teachers and students in relevant learning settings; (d) survey of opinions of relevant parties; e) review of available literature related to the issue.

From the explanation above, the researcher concludes that situational analysis is a systematic collection and evaluation of internal and external factors that may essentially effect the need analysis. It can be social factors, project factors, institutional factors, teacher factors, learner factors and adoption factors.

C. Economic English Material Based on Shariah Economy System

Economic English Material based on Shariah Economy System will be designed based on Shariah Economy Practices. In this case, the vocabulary, sentence, theme, title that are used in material related to shariah economy practices. It is made especially for economic students in the university level.

In the aspects of language skills, economic English based on shariah approach is to apply integrated skills namely: (1) Listening, students should be able to understand and identify the arguments what they are heard; (2) Speaking, students should be able to participate effectively in speech such as speaking individually, being a presenter at the seminar, and including how to develop an argument in the discussions; (3) reading, how to understand a variety of texts, from academic textbooks, internet articles, including how to analyze the complex sentence, (4) writing, how to produce writing that can be understood and well structured, including the ability to paraphrase and use phrases appropriately.

In the aspect of learning approach, the material is designed based on the principles of communicative language teaching (CLT). Harmer (2001) explains that the main principle of CLT is to train the students to use language forms appropriately in the variety of contexts for the variety of purposes. While Richards and Rogers (2007) explain that the goal of language teaching which the materials taught include four language skills into communicative exercises. The underlying theory of language in CLT logically views language as communication. The goal of teaching is to develop communicative competence. Again, Richards and Rogers (2007) describes the principles of communicative language teaching: (1) Learners learn a language through communicative process; (2) Authentic and meaningful communication should be the goal of classroom activities; (3) fluency is an important dimension of communication; (4) communication involves the integration of different language skills; and (5) learning process is a process of creative construction and involves trial and error.

Based on the explanations above, it is expected that the students who learn the material can major in economic English that can help them to be participated in a variety of functions in businesses and public sectors. They are prepared to be a financial analyst, economic consultant, human resource managers, policy advisers, researchers, etc

Method

A. Design and Subject

This research was survey research. The subjects in this research were *100 Economic Students* that were chosen by using stratified random sampling from the second, fourth, sixth, and eight semesters of Economy Faculty of Economy Faculty of Dayanu Ikhsanuddin University, Indonesia; *all economic Lecturers namely 20 persons*; and *50 Stakeholders* that were taken purposively from five Islamic commercial Banks and Islamic business Units, in Baubau, South East Sulawesi, Indonesia namely Muamalat Bank, Mandiri Syariah, BNI Syariah, Bumi Putra Unit Syariah, and Amanah Finance.

B. Data Collection and Data Analysis

In collecting the data, the researcher used two kinds of instrument, namely questionnaire and interview. The questionnaire in this research was used as the main instrument to get the data of needs analysis while interview was only used to clarify the information gotten from questionnaire. All the subjects were given to fill the needs analysis questionnaire but only some subjects were invited to take part in follow up interviews. Finally, the data that had been collected were analyzed through quantitative descriptive data analysis.

Findings and Discussion

A. Findings

1. The results of questionnaires for Students, Lecturers and Stakeholders

Table 1

Economic Students' competences in English.

<i>Respondents</i>	<i>Items</i>	<i>Very Low</i>		<i>Low</i>		<i>Average</i>		<i>Good</i>		<i>Very Good</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Listening	4	4	27	27	57	57	12	12	0	0
	Speaking	5	5	40	40	52	52	3	3	0	0
	Reading	1	1	13	13	69	69	17	17	0	0

Writing	1	1	30	30	59	59	15	15	0	0
Grammar	2	2	44	44	51	51	3	3	0	0
Vocabulary	1	1	40	40	53	53	6	6	0	0
Pronunciation	2	2	17	17	63	63	18	18	0	0

The table above shows that most of economic students' competences were in *low and average category*. Especially in language skills, Students speaking competences became lower than listening, reading, and writing. While in language components, students' grammar competences were lower than vocabulary and pronunciation.

Table 2

Whether existing material in Economy Faculty of Dayanu Ikhsanuddin University, Indonesia was designed based on the process of need analysis.

<i>Respondents</i>	<i>Yes</i>		<i>No</i>	
	F	%	F	%
Economic Students	16	16	84	84
Economic Lecturers	5	25	15	75
Total	21	17.50	99	82.50

Based on the table 2, it can be explained that the existing materials used in Economy Faculty of Dayanu Ikhsanuddin University was not related to the students' needs. It was caused by most of the respondent namely 82.50% agreed that there was not process on need analysis in designing existing material.

<i>Respondents</i>	<i>Agree</i>		<i>Disagree</i>	
	F	%	F	%
Economic Students	98	98	2	2
Economic Lecturers	20	100	0	0
Stakeholders	48	96	2	4

Total	166	97.65	4	2.35
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Table 3

The Agreement toward the development of Economic English Material Based on Shariah Economy System.

Based on the table 3, it can be explained that from 170 respondents, there was 97.65 % respondents agreed toward the development of Economic English Material based on Shariah Economy System while there was only 4% disagreed toward the material development. Therefore, the development of the material is urgent do be done.

Table 4

Shariah Economy components are needed to be adopted in Economic English Material based on Shariah Economy System.

<i>Respondents</i>	<i>Items</i>	<i>Not Important</i>		<i>Important</i>		<i>Priority</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Vocabulary	2	2	81	81	17	17
	Terminology	2	2	82	81	16	16
	Knowledge	4	4	85	85	11	11
Economic Lecturers	Vocabulary	0	0	9	45	11	55
	Terminology	1	5	11	55	8	40
	Knowledge	3	15	11	55	6	30
Stakeholders	Vocabulary	2	4	38	76	10	20
	Terminology	5	10	38	76	7	14
	Knowledge	2	4	39	78	9	18
Total	Vocabulary	4	2.35	128	75.30	38	22.35
	Terminology	8	4.71	131	77.05	31	18.24
	Knowledge	9	5.29	135	79.42	26	15.29

The table 4 shows that three of shariah Economy components namely Shariah vocabulary, Shariah terminology, and shariah knowledge were needed to be adopted in economic English Material based on Shariah Economy System but *Shariah vocabulary* to be the priority in material development because 75.30 % respondents chose important, 22.35 % chose priority and only 2.35 % chose not important.

Table 5

The Language skills are needed in learning Economic English based on Shariah Economy system.

<i>Respondents</i>	<i>Items</i>	<i>Not Important</i>		<i>Important</i>		<i>Priority</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Listening	3	3	55	55	42	42
	Speaking	0	0	40	40	60	60
	Reading	1	1	54	54	45	45
	Writing	0	0	45	54	55	55
Economic Lecturers	Listening	1	5	14	70	5	25
	Speaking	0	0	4	20	16	80
	Reading	0	0	15	75	5	25
	Writing	0	0	9	45	11	55
Stakeholders	Listening	1	2	41	82	8	16
	Speaking	0	0	28	56	22	34
	Reading	1	2	39	78	10	20
	Writing	1	2	41	82	8	16
Total	Listening	5	2.94	110	64.71	55	32.35
	Speaking	0	0	72	42.35	98	57.65
	Reading	2	1.18	108	63.53	60	35.29
	Writing	1	0.59	95	55.88	74	43.53

The table 5 shows that four of language skills were needed to be adopted in economic English Material based on Shariah Economy System but productive skills *namely speaking and writing* to be the priority in material development because for speaking, there were 42.35% chose important, 57.65% chose priority and none respondent chose not important while writing 55.88 respondents chose important, 43.53 chose priority, and only 0.59% chose not important.

Table 6

The English components are needed in learning Economic English based on Shariah Economy system.

<i>Respondents</i>	<i>Items</i>	<i>Not Important</i>		<i>Important</i>		<i>Priority</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Ge. Vocabulary	3	3	68	68	29	29
	Ec. Vocabulary	0	0	60	60	40	40
	Pronunciation	2	2	69	69	29	29
	Grammar	0	0	75	75	25	25
Economic Lecturers	Ge. Vocabulary	3	15	12	60	5	25
	Ec. Vocabulary	0	0	6	30	14	70
	Pronunciation	0	0	12	60	8	40
	Grammar	0	0	12	60	8	40
Stakeholders	Ge. Vocabulary	0	0	42	82	8	18
	Ec. Vocabulary	0	0	35	70	15	30
	Pronunciation	2	4	41	82	7	14
	Grammar	2	4	39	78	9	18
Total	Ge. Vocabulary	6	3.53	122	71.77	42	24.71
	Ec. Vocabulary	0	0	101	59.41	69	40.59
	Pronunciation	4	2.35	122	71.77	44	25.88
	Grammar	2	1.18	126	74.12	42	24.71

The table 6 shows that English components namely vocabulary (general vocabulary and economic vocabulary), Pronunciation and Grammar were needed to be adopted in economic English Material based on Shariah Economy System but *Economic vocabulary* to be the priority in material development. It could be proved from majority of respondent namely 59.41 % chose economic vocabulary was important, 40.59% chose priority, and none of respondent chose not important.

Table 7

The language needed to be mustered in learning Economic English Based on Shariah Economy system.

<i>Respondents</i>	<i>Items</i>	<i>Not Important</i>		<i>Important</i>		<i>Priority</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Formal Language	0	0	71	71	29	29
	Informal Language	16	16	64	64	20	20
Economic Lecturers	Formal Language	0	0	5	25	15	75
	Informal Language	6	30	13	65	1	5
Stakeholders	Formal Language	0	0	41	82	9	18
	Informal Language	12	24	37	74	1	2
Total	Formal Language	0	0	117	68.82	53	31.18
	Informal Language	34	20	114	67.06	22	12.94

Based on the table 7, it can be explained that formal language and informal language were needed to be adopted in economic English Material based on Shariah Economy System but *Formal language* to be the priority in material development. It was caused by 68.82 % respondents chose formal language was important, 31.18% chose priority, and none of respondent chose not important.

Table 8

The objective of learning Economic English based on Shariah Economy System.

<i>Respondents</i>	<i>Items</i>	<i>Not Important</i>		<i>Important</i>		<i>Priority</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Learning Technology	5	5	82	82	13	13
	Job	0	0	63	63	37	37
	Education	1	1	77	77	22	22
	fellowship	15	15	75	75	10	10
	Int. Seminar	1	1	84	84	15	15
Economic Lecturers	Learning Technology	0	0	14	70	6	30
	Job	0	0	5	25	15	75
	Education	0	0	13	65	7	35
	fellowship	5	25	14	70	1	5
	Int. Seminar	2	10	12	60	6	30
Stakeholders	Learning Technology	5	10	39	78	6	12
	Job	3	6	39	78	8	16
	Education	4	8	39	78	7	14
	fellowship	13	26	37	74	0	0
	Int. Seminar	10	20	35	70	5	10
Total	Learning Technology	10	5.88	135	79.41	25	14.71
	Job	3	1.77	107	62.94	60	35.29
	Education	5	2.94	129	75.88	36	21.18
	fellowship	33	19.41	126	74.12	11	6.47
	Int. Seminar	13	7.65	131	77.06	26	15.29

Based on the table 8, it can be explained that the respondents in learning Economic English were caused by some reasons: *the main reason they chose was job* because most of respondent namely 62.94% chose important, 35.29% chose priority, and only 1.77% chose not important. While the other reasons just the alternative reason.

Table 9

The levels that Economic English Material Based on Shariah Economy System want to be studied.

<i>Respondents</i>	<i>Items</i>	<i>Not Important</i>		<i>Important</i>		<i>Priority</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Basic	0	0	67	67	33	33
	Middle	1	1	77	77	22	22
	Advanced	3	3	75	75	22	22
Economic Lecturers	Basic	0	0	10	50	10	50
	Middle	0	0	12	60	8	40
	Advanced	0	0	13	65	7	35
Stakeholders	Basic	0	0	41	82	9	18
	Middle	0	0	45	90	5	10
	Advanced	3	6	46	92	1	2
Total	Basic	0	0	118	69.41	52	30.59
	Middle	1	0.59	134	78.82	35	20.59
	Advanced	6	3.53	134	78.82	30	17.65

Based on the table 9, it can be explained that the level of Economic English Material Based on Shariah Economy System that was expected by most respondents was the basic than

others. It can be proved that 69.41% respondents chose basic was important, 30.59% chose basic was priority, and none of respondent chose basic was not important.

Table 10

The language contexts that the Economic English based on Shariah Economy system want to be learned.

<i>Respondents</i>	<i>Items</i>	<i>Not Important</i>		<i>Important</i>		<i>Priority</i>	
		<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>	<i>F</i>	<i>%</i>
Economic Students	Regional	5	5	70	70	25	25
	National	1	1	75	75	24	24
	International	1	1	63	63	36	36
Economic Lecturers	Regional	3	15	13	65	4	20
	National	0	0	15	75	5	25
	International	0	0	3	15	17	85
Stakeholders	Regional	6	12	42	90	2	4
	National	2	4	48	96	0	0
	International	1	2	39	78	10	20
Total	Regional	14	8.24	125	73.53	31	18.23
	National	3	1.76	138	81.18	29	17.06
	International	2	1.18	105	61.77	63	37.06

The table 10 shows that context of regional, national, and international were needed to be adopted in economic English Material based on Shariah Economy System but *International context* to be the priority in material development. It was caused by 61.77% respondents chose international was important, 37.06% chose international was priority, and only 1.18 chose international was not important.

B. The results of interview

Interview in this research was used only for clarifying the students' answers in questionnaires. Therefore, all the questions were made to support the questions in questionnaire. There were five main questions asked in this interview:

1. Do you agree with the development of Economic English Material based on Shariah Economy System? Why? (For students, lecturers, and stakeholders).
2. What topics are needed to be adopted in developing Economic English Material based on Shariah Economy System? (For students, lecturers, and stakeholders).
3. What language skills are more important to be submitted in Economic English Material based on Shariah Economy System? Why? (For students, lecturers, and stakeholders).
4. Is mastering Economic English Material based on shariah economy system important for students? Why? (for Students).
5. Is mastering Economic English Material based on shariah economy system important in your job? (For lecturers and stakeholders).

The answer of question 1, all of the respondents interviewed were strongly agree toward the development of Economic English Material based on Shariah Economy System. They expressed some different reasons why they agreed: (a) as reference to study economic English, (b) to know shariah economic vocabularies and terminologies in English, (c) directly know both economic English in general, and shariah economy (d) to prove economic outlook, (e) to take a stance toward the trend of Shariah Economy in the world, (f) help in improving economic English competence to face ASEAN Economic Community (AEC) and the trend of shariah Economy in the world now.

The answer of question 2, there were some topics suggested by respondents that could be considered to be used in developing Economic English Material based on Shariah Economy System. For example: accounting, banking industry, shariah management, financial report, economic terminology, economic formal language, human resources, Jobs and position, meeting and presentation, product and operational, trade, investment, audit, shariah business, and accounting management.

The answer of the question 3, most of the respondents said that four language skills namely listening, speaking, reading and writing were important to be submitted

in Economic English Material based on shariah economy system but speaking and writing had to be the priority. The respondents stated some reason why they choose speaking and writing: (a) most of respondents wanted to be able to communicate with others, (b) to be able to write email, letter, paper, articles in English, (c) to be able to present paper and article international seminar, (d) to be able to make and present financial report.

The answer of question 4, the students explained the importance of mastering Economic English material based on shariah economy system: (a) to understand economic reference books written in English, (b) to understand economic terminology in English, (c) to be easier to get the job, (d) to be easier to understand Information and technology.

The answer of question 5, the lecturers and stakeholders stated the importance of mastering Economic English Material based on Shariah Economy System for their job: (a) to make international journal, (b) to attend in international seminar, (c) to understand the English reference books that would be used in teaching, (d) to write international articles (e) to understand Economic English terminologies used in financial reports, (f) to communicate with relation from abroad, (g) to understand budgeting report made by public notary.

B. Discussions

Based on the research result, it can be explained that the development of Economic English Material based on Shariah Economy System is very important to be done nowadays because from 170 respondents, there are (97.65%) agree toward the development of the material. Most of them agree because of some reason: the material can be used as reference to study economic English, to know Syria economic vocabularies and terminologies in English, to prove economic outlook, take a stance toward the trend of Shariah Economy in the world nowadays, and to help in improving the economic English competence to face ASEAN Economic Community (AEC).

In developing of the Economic English based on Shariah Economy System must consider some aspects namely: *First*, All the components of shariah are needed to be adopted but syariah economy vocabulary to be the priority in developing material because 97.65 % respondents chose shariah economy vocabulary is important and priority. Strevens (1988)

explains that one of the restrictions of ESP is decide the languages items required for the learners' purposes can be vocabulary, pattern of grammar, or function of language.

Second, the four language skills are needed to be adopted in the material development but productive skills (speaking and writing) to be the priority. It is proved that 100 % respondents chose speaking skill in interval score important and priority, and for writing 99.41% respondents chose interval score important and priority. it is supported by Buriro (2013, p. 178) explains that productive skills (speaking and writing) are more important than receptive skills (reading and Listening) for the academic and professional success.

Third, all the language components were needed to be adopted in material development but vocabulary especially *economic English vocabulary* to be the most important than others. It is caused by 100 % respondents chose in interval score important and priority. *Fourth*, the language that is used focus on formal language. It is proved that 100 % respondents chose important and priority.

Fifth, the objectives of learning Economic English based on Shariah Economy system, pointed out by informants are learning technology, getting the job, continuing study to the higher level, creating fellowship with western people, and joining international seminar. From all of learning objectives above, job is the priority to be considered in material development. It cased by most of respondent namely 98.23% chose job as their reason to learn Economic English. So, the material of Economic English based on Shariah Economy System will explain more about the aspects that are needed in the job.

Sixth, the level of Economic English Material Based on Shariah Economy System that was expected by most respondents was the Basic English. It can be proved that 100% respondents chose basic in interval score important and priority. And the other data also show that most of economic students' competencies in English are in interval score low and average. This case indicates that economic students still need Basic English to help them in proving their English, it is in lane with the input hypothesis explained by Krashen (1985) that language is acquired by receiving comprehensible input slightly above one's current level of competence (i+1).

Finally, the language contexts that are needed to be adopted in Economic English based on the Shariah Economy System are regional, national, and international. But from three of them, international context to be the priority used in material development. It is caused by 98.82% respondents chose International in interval score important and priority.

Conclusions

Based on the research findings and discussion, the researcher comes to the following conclusions: First, needs analysis is the basis of developing Economic English Material based on Syariah Economy System, in order the material can be related to the students' needs and levels. Second, as result of the needs analysis, the researcher is going to develop Economic English Based on Shariah Economy System through the following criteria: (1) The topic of materials developed should be related to the syariah economy economic practices (2) the component of shariah that have to contains in material development are shariah vocabulary, shariah terminology and shariah knowledge but from three of them shariah vocabulary is main priority, (3) Four language skills are important but productive skill (speaking and writing) are main priority, (4) The language components used are vocabulary (general vocabulary and economic vocabulary), grammar and pronunciation but economic vocabulary to be the main priority, (5) The language used is focused on formal language, (6) For the objectives of learning Economic English, the aspect related to the job is the priority to be considered in material development, (7) The level of Economic English Material used is mostly focused on Basic English, and (8) The language used is mostly focused on international context.

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Perceptions of Faculty and Students on the K-12 Program and Multilingual Education Implementation

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Abstract

The first phase of the implementation of K-12 in Western countries, the Middle East and Asian Countries were observed to be very challenging. The Philippines is not exempted from the issues confronting this ambitious and global academic curriculum. In particular, the public schools: Putik Elementary School and Western Mindanao State University at Zamboanga City have been encountering problems, gaps, issues about the drastic change of the Philippine Educational System, the K-12 program implementation.

The study focused on the perceptions of faculty, teachers and students of the public schools in Zamboanga City. Specifically, it sought to address the following specific questions: (1) What is the profile of the study respondents when data are grouped according to faculty and students in terms of: income; ethnic groups; residence and occupation? (2) What is the perception of faculty and students at Zamboanga City public schools on K-12 program and multilingual education in terms of *effectiveness, basic quality education, economy, length of time, and new scheme*; (3) What is the significant difference in the perception on K-12 program and multilingual education when data are grouped according to faculty and students?; (4) Is there significant difference in the perception of K-12 program and multilingual education implementation when data are grouped according to *socio-economic status, ethnicity, residence* (urban and rural)? To what extent the perception on K-12 implementation in terms of teachers' training, facility, procedures involved, administrators' implementation and student performance?

The overall perception of the respondents on K-12 program and multilingual education in terms of *effectiveness, quality basic education; length of time, economy, new scheme*, appeared to be favorable to their implementation. In this context, the K-12 program and multilingual

education involved teacher's training, facility, procedures, administrators' participation and student performance as perceived quite favorably by the respondents. No difference was found in the respondents' perception on the K-12 program and multilingual education based on the profile of respondents.

Introduction

Education is a continuous process and it changes on time as need arises. With reference from the World Economic Forum Global Competitiveness Report (Source: SEAMEO Innotech, 2011), the Philippines only ranked number 8th in the quality of Science and Mathematics Education and capacity for innovation. From here, strong basis of change happened.

It is a necessity and urgent need that Philippines must catch up with the rest of the world. For this reason, a move was made to plan and shift the Philippine Educational System must be focused and acted upon, giving attention and providing assistance on lifting the capabilities, skills and potentials of the Philippine academic communities. It is the top priority and most concern of the Philippine government to improve the capacity of its human resources. For this reason, a change happened. There was an enhancement of the basic education curriculum. A move and planning was done after the Education Commission (EdCom) study in 1992. The result of the research study was the quality of Philippine education ceased that made it to focus on saving and uplifting on improving the Philippine human resources. With this, after the Fifteenth Congress, Third Regular Session was held in Manila on July 23, 2012, an education act was made, Republic Act 10533 "An Act Enhancing the Philippine Basic Education System by Strengthening Its Curriculum and increasing its number of years for Basic Education, Appropriating Funds thereof and for Other Purposes". This was enacted by the Senate and the House of Representatives of the Philippines. This is known as "Enhanced Basic Education Act of 2013" which the State shall establish, maintain and support a complete, adequate, integrated system of education relevant to the needs and ideals of the Filipino people, the country and the society at large. To be relevant to such change in the academic community, the K-12 Program was launched as a new education system which affected the shifting from the old educational system.

To date, the Philippines and other African countries with an average of 14.5 years in basic schooling, conclude that the Philippines is lagging behind in terms of education. This was made a reason that the Philippine government, has imparted an action to improve basic education of the country based from the Republic Act 10533 through the direction of the President of the

Republic of the Philippines, DepEd Order No. 72, Series of 2012, K-12 program with its implementing guidelines disseminated by (Luistro, 2012). Thus, the K-12 Curriculum was implemented. From here, there were conflicting opinions, varied insights and multiple viewpoints observed and heard.

More definitions and informations on K-to-12 program are designed to other quality basic education that every Filipino is entitled to. This is backed up by the free public school education stipulated in the 1987 Constitution. In fact, Philippine President Benigno S. Aquino (2012) advocated the program and emphasized that education is the key to the long term problem of the country. With such long term education, the nation can build stronger people, and therefore, a stronger society. It is a parent's desire to give their children only the best for their future.

With the next generation's future at stake, top managers and teachers took the challenges of affecting change. They underwent rigorous training to equip themselves with the new program's knowledge and procedure.

Thus, with the K-to-12 curriculum now implemented, conflicting opinions, varied insights and multiple viewpoints were heard from stakeholders, parents, students, educators and other concerned individuals. This is an expected natural reaction since the shift was quite drastic. However, the educators, DepEd, TESDA and other related agencies are one in pushing what the K-to-12 program envisions to achieve to provide basic quality education to each Filipino citizen. It must be noted that the additional two years of high school would decongest the old four-year high school curriculum. Thus, the students can take their time to have their talents and skills which produce mastery in competencies and on co-curriculum activities including community's involvement. Further, this program produces well-rounded graduates. The K-to-12 curriculum banks on skills that the job market demands at the end of the training. The graduates will earn their Certificate of Competency (National Certificate in their area of specialization).

Looking into the curriculum context, it is gleaned that the core subjects are Math, Science, English with elective that are sensitive and responsive to the learner's interest and local industry needs. It is noteworthy that the K-to-12 graduates will be accredited in their areas of specializations, including academics, technical-vocational, sports and arts.

This paved the way for the researcher to focus on this study entitled: Perception of Faculty and Students of Public Schools in Zamboanga City on the K-to-12 Program Implementation.

Theoretical Framework

The K-to-12 Program advocated one prominent theory that has a bearing on learning as it applies to Literacy Learning. It is called Literacy Learning (Cambourne, 1988). Based on the observed viewpoints and remarks from various academic community beneficiaries, about the drastic change of the educational system and its curriculum, it is necessary to learn more views and perceptions from the affected academic community about the K-12 program implementation. How it affected their social and academic environment.

This paved the researcher to focus on this research study: “Perceptions of Faculty and Students on the K-12 Program Implementation”.

The social education scientist, Brian Cambourne is an Australian researcher who spent hundreds of hours carefully observing young children who were becoming successful literacy learners. He recorded and documented this scenario and translated this experience into a set of conditions for learning; inversion, demonstration, expectation, responsibility, use approximation, response and engagement. This engagement took place when the first seven conditions are present. “Cambourne’s Conditions”, as it prominently called, are necessary conditions for all effective language learning. They operate simultaneously in every successful classroom and provide the context for language learning.

Cambourne’s work helped teachers understand the importance of engagement with demonstration. This reflects the new scheme on the methodology and content of the K-to-12 program. In Figure 2, presents the schematic presentation of Bryan Cambourne where in the K-12 program adopted the theory. In the diagram of Cambourne’s Theory, the learners need to be immersed in text of all kinds: immersion, demonstration, these two must be accompanied by engagement. This occurs when the learner is convinced that to learn a potential does by the performer. It is shown by demonstration and observing. In engaging with these demonstration, the learner may say to engage demonstration and learners would say I can engage and try to emulate without fear of physical or psychological hurt with my attempt to fully correct. This help the learner to make these decisions that contributes artistic dimension of teaching that make difficult for teachers who dislike children. Next to demonstration is expectation, responsibility, approximation and response. Responsibility can make their own decisions, when, how and what it is.

This theory Cambourne Model of Learning applies literacy learning which this research study adopted the theory. It was theorized by Bryan Cambourne where K-12 program was adopted. Another theory by Routman, Regie (1994) in what she termed as “My Learning Theory”, emphasized her attitude and beliefs greatly influence her teaching, the way she approached

students, the curriculum, and learning. Her learning theory has the following essential points: (1) Respect for developmental level of learners; (2) Expectation that learning will occur; (3) Focus on the strengths; (4) Display joyfulness; (5) “Languaging” encouraged; (6) Process orientation; (7) Ongoing evaluation; (8) Independence fostered; (9) Lifelong thoughtful learning; (10) Teachers as facilitator and co-learner; (11) Negotiation of curriculum; importance of choice; (12) “Demonstration” taking place; (13) Sharing; (14) Valuing time; (15) Collaboration and social interaction.

Added theory were the K-12 program was adopted was the theory of Routman, Reggie (1994) which is “My Learning Theory”, therefore; the two theories of Reggie (1994) and Cambourne (1988) were sources where the concept of the program research study was derived.

Multilingualism and Multilingual Education

In an extensive review by Madrazo (2010), multilingualism is a phenomenon that is widespread in many parts of the world. In trilingualism, the knowledge of three language representations can be observed in multilingual communities such as in Zamboanga City, Philippines. Students who reach the tertiary level in this speech community can already speak more than two languages (i.e. Chabacano, Filipino & English). Their L1 could be Chabacano which is dominantly spoken in the city. Their L2 Filipino and L3 English are required to be taken as literacy languages as early as pre-school level by virtue of the Philippine bilingual education policy. Hence, it necessary to implement multilingual education.

Language, be it local, national or international, is not only vital for social interaction or cultural identity but it can also serve as an essential medium for learning concepts and knowledge for linguistic and cognitive development. Bialystok (2007), as cited by Madrazo (2010), emphasized that in a multilingual society,

“language is the key interface between our social and cognitive worlds. As a social tool, it is the means by which human interactions occur, social position is determined, and educational opportunities are defined; as a cognitive instrument, it provides access to concepts and meanings, the logical system for problem solving, and creates the organizational basis for knowledge” (p.393) .

Is multilingualism beneficial to language learning and cognitive processing? There have been studies showing the facilitating role of L1 and L2 to L3 learning (Jessner, 1999; Sanz, 2000). In Philippine context, research also reported on the beneficial role of local languages (e.g. Hiligaynon) used as medium of instruction in content learning areas (Ramos, Aguilar, &

Sibayan, 1967). However, Chabacano like other ethnic languages Tausug, Sama, and Bisaya is still not valorized as a literacy language in Zamboanga City as many language planners and teachers still adhere to the monolingual framework of language teaching. This is evidenced by the imposition of English-only-policy in the teaching of English and major content learning areas from the primary, secondary and tertiary levels of education. The English-only-policy in the classroom may have influenced by the assumption that vernaculars interfere rather than facilitate in learning English and other content learning areas.

Madrazo (2010) further discussed that Chabacano is a very distinct language compared to Filipino, because it may be argued by some that the Chabacano-English-Filipino trilinguals are not truly trilingual if one assumes that the two Philippine languages are actually very similar, and thus involve similar cognitive representations. Chabacano is considered a Philippine Creole Spanish (Lipski, 1987). Chabacano words are predominantly derived from Spanish such as number of words, days, weeks, months and body parts (Barrios, 2006), consistent with the view that the superstrate language or the lexifier language of a creole contributes to its vocabulary (Crowley, 1997). Based on the dominance of the superstrate or the lexifier language of Spanish in Chabacano, it is safe to say that this creole falls under the Romance language family. This makes Chabacano quite distinct from both Filipino (which belongs to the Austronesian language family) and English (which belongs to the Germanic language family). Thus, it can be safely assumed that proficient Chabacano-English-Filipino trilinguals work with three distinct linguistic representations compared to English-Filipino bilinguals. This assumption explains why ESL teachers and learners find it challenging and problematic to process these languages within the framework of K-12 program and multilingual education.

This study is focused to randomly selected faculty and students of Putik Central Elementary School, College of Teacher Education and Integrated Laboratory High School of Western Mindanao State University. It has adopted a framework on the assessment on the implementation of the K-12 program. The period of the study covered Academic Year 2012-2013.

Statement of the Problem

The concept on the Perception of Faculty and Students of Public Schools on the K-to-12 Program stored much attention on students and teachers on the implementation of the K-to-12 program prompting on students and learners numerous respondents, its impact to them in the implementation of the program.

The study is aimed at determining various perceptions of teachers and students on K-to-12 program among respondent public schools in Zamboanga City. Specifically, the study sought to answer the following questions:

1. What is the profile of study respondents?
2. What is the perception of faculty and students in Zamboanga City on the K-to-12 program in terms of:
 - a. Effectiveness
 - b. Quality
 - c. Economy
 - d. Length of time
 - e. New scheme
3. Is there significant difference in the perception on K-to-12 program when data are grouped according to faculty and students?
4. Is there significant difference in the perception of K-to-12 Program when data are grouped according to socio-economic status? Ethnicity? Residence (urban and rural)?
5. To what extent are the perception and implementation of K-to- 12 in terms of teacher training; facility; procedure and methodology?
6. What is the initial evaluation of K-to-12 program in terms of teachers' ability, classroom activities, procedure involved, administrators' implementation and student's performance?

Hypothesis

The null hypothesis of the study posits;

1. There is no significant difference in the perception of K-to-12 program when data are grouped according to faculty and students.
2. There is no significant difference in the perception of K-to-12 program when data are grouped to profile of respondents.

Review of Related Literature

The Meaning of K-to-12 Program Education System

This is a new program on Philippine Educational System with the direction of a DepEd Order No. 72, Series of 2012 disseminated by Sec. Br. Armin A. Luistro, FSC. He has disseminated with attached guidelines on the Assessment and Rating of Learning Outcomes under the K-to-

12 Basic Education Curriculum. The order stated and directed that: (1) Effective S.Y. 2012-2013, the standard-based assessment and rating system shall be implemented to support the progressive roll-out starting with elementary and secondary schools nationwide. The DepEd Order No. 72, Series of 2012 by Sec. Luistro has attached: a. Guidelines for the assessment that contained enclosure; b. Guidelines for the Assessment and Rating of Learning Outcomes; c. Prototype Rubrics for

Different Levels of Assessment; d. Prototypes Formative and Assessment Tools; e. Sample Assessment Matrices for Grade 7 Learning Areas; f. Guidelines for Assessing Learning Outcomes for Grade 1; g. Sample Assessment Matrices and Rubrics for Grade 1 and; f. Sample Report Card (Grade 1 and 7). This was disseminated by the DepEd Secretary and was addressed to Undersecretaries, Assistant Secretaries, Bureau Directors, Schools, Divisions, City Superintendents, Heads of Public and Private Elementary and Secondary Schools Nationwide. In the K-to-12 program, the levels of assessments are: (1) Knowledge – The substantive context of curriculum, the facts and information that the students acquire; (2) Process – Skills or cognitive operations that the student performs on facts and information for the purpose of constructing meanings and understanding; (3) Understanding – Enduring ideas, principles and generalizations inherent to discipline; (4) Products and Performances – Real-life application of understanding and evidenced by student's performance of authentic tasks. On the basis of assessment and rating of learning outcomes, the use of multiple measures, the assessment of student performance does not specify such factors as quizzes, participation, projects, periodical tests and homework but consider these as tools or measures for different levels of assessment. The following are some of the tools as measures for different levels of assessment: (1) Assessment at the knowledge level should answer the questions: What do we want students to know? How do we want students to express or provide evidence of what they know?; (2) Assessment at the process skills level should answer the questions: What do we want students to know? How do we want them to express or provide evidence of what they know? This level may be assessed by asking learners to outline, organize, analyze, interpret, translate, convert or express the information in another form or format; draw analogies, construct graphs, models, flowcharts, and mind maps or graphic organizers, or transform a textual presentation into diagram. They may be also ask to draw or point pictures or do role plays to present or express creatively their sense of facts and information. Assessment in this regard, may focus on how logically, analytically or critically students make sense of process the information to use.

Added information about K-12 program, the DepEd Order No. 73, Series of 2012 was immediately disseminated and imposed strict compliance with the order with the government motive to enhance quality education to the Filipino people.

One of the prominent advantages of the K-12 is the skills development which takes place in Grades 11 and 12. The rationale behind added two years, Senior High School is to prepare teens for work in the event that they will seek employment without going to college with the requirement that students pass through kindergarten before formally moving to elementary level (Grade 1 – 6), junior high school (Grade 7 – 10) and senior high school (Grade 11 – 12). More information on the K-12 program is designed to other quality basic education that every Filipino is entitled to where this is back-up by the free public school education stipulated in the 1987 Constitution. This made a reason that the Honorable President, Benigno S. Aquino III (2012) advocated the program and emphasized that education is the key to the long-term problem of the country. With such long-term education, the nation can build stronger people, and therefore a stronger society, the parents' desire to give their children the best for their future. In this manner, the next generation's future is at stake. Top managers and teachers took the challenge to affect change. They underwent rigorous training to equip themselves with the knowledge and procedure of the new education program; now implemented are the varied insights and multiple point of view where learned from stakeholders, parents, students, educators and other concerned individuals.

To inform everyone, the Philippines is the last country in Asia and one of only three (3) countries worldwide with a ten-year (pre-university cycle). Angola and Djibouti are the other two. A 12-year program is found to be the best period for learning under the basic education. It is also recognized standard for students and professionals globally. For this reason, it has been done, the K-12 program implementation on the academic year of 2011-2012, Universal Kindergarten implementation begins. S.Y. 2012-2013, Enhanced Curriculum for Grades 1-7 implemented. S.Y. 2013, K-12 was enacted into law and on S.Y.2014; Curriculum for Grade 11-12 was finished. In 2015, the implementation of K-12 was done ready for the implementation of the K-12 program. The last mile is the Senior High School. All 221 divisions of the Department of Education (DepEd) have finished planning and have figures on enrolment a year in advance. These plans were reviewed by a separate team and finalized upon consultation with other stakeholders. With regards to Classrooms with regards to; DepEd has built 66,813 classrooms from 2010-2013. There were 33,608 classrooms completed and under construction in 2014. DepEd is planning to establish 5,899 Senior High Schools nationwide. As of April 30,

2015, DepEd issued provisional permits to 1,866 private school set to offer Senior High Schools in 2016. Teachers: From 2010-2014, DepEd has filled 128,105 new teacher item. DepEd is targeting two kinds of teachers; those who will teach core subjects and those who will teach specialized subjects per track. DepEd will hire 37,000 teachers for Senior High School while textbook for Senior High School in 2016 are being developed continually. Curriculum: The K-12 curriculum is standardized competence-based. It is inclusive and built around the needs of learners and the community. The curriculum is done and available on the DepEd website. It is the first time in history that the entire curriculum is digitized and made accessible to public. Private Senior High Schools: There are 2,199 private schools and 200 are being processed.

How K-12 Affect the K-12 Curriculum?

The college general curriculum have fewer units, subjects, don't have to been taken up in Basic Education will be removed from the college general curriculum. Details of the new General Education Curriculum may be found in CHED Memorandum Order No. 20, Series of 2013. I've been hearing that a lot of people have not been consulted regarding 2012? Is this true? DepEd has always been transparent in the planning and implementation of the K-12. There have been regular consultations with various sectors since 2010, before the law was passed, during the crafting of the IRR and during implementation. DepEd representatives have also attended various forums and conferences including legislative inquiries regarding K-12. This was open for criticism and suggestions regarding this.

Curriculum

The current curriculum has been removed for the K-12 and now gives more focus to allow mastery of learning. For the new Senior High School, Grades 11 and 12 core subjects such as mathematics, science and language be strengthened, specialization or track in student areas of interest will be offered. Changes in specific subjects are detached in K-12. Curriculum grades are viewable and downloadable at K-12 curriculum guides. The multigrade teaching will continue and will use K-12 curriculum. The K-12 was designed to address diverse learner needs and may be adopted to fit specific learner groups. The principle of MTB-MLE is to use the language of instruction that learners are most comfortable and familiar with. Therefore, the common language in the area or *lingua franca* shall be used as the language of instruction, with these, current Mother Tongue languages are: Aklanon, Bohol, Cebuano, Chavacano,

Hiligaynon, Iloko, Ivatan, Kapampangan, Anarati, Maguindanao, Maranao, Pangasinense, Simbal, Surigaonon, Tagalog, Unay, Agahan, Ibanag.

In the initial implementation of the K-12 curriculum has raised some social concerns of the community in the implementation of the K-12 program (Burila, 2012), he cited some concerns of the community in the implementation of K-12 program like: the readiness of the Philippine government to undergo transitions such as the poverty in the Philippines, availability of technology, teachers' training, and even the low salary of the workforce of the academe have been cited. In an online forum (Lasanilao, 2012) accordingly, scientists do not agree with the implementation of the K-12 program because it does not answer the real problem of the Philippine Educational System like the number of dropouts recorded each year. Also, the inclusion of the Kinder Level is not scientifically proven that it contributes in the enhancement of student learning. Moreover, Lasanilao (2014) stressed that his readings, those who agree with K-12 program implementation are not scientists or educators.

According to the clamors on the K-12 implementation, Clara Masinag (2012) reported that the K-12 program has gained acceptance with the clamors on the Social Weather Stations (SWS) survey. It stated in her report that 72% of the Filipino adults believed that the new curriculum will prepare students in the college level even if it will cost them more money and time.

Research Methodology

Research Design

This paper is descriptive research that looks into the perceptions of the respondents on the implementation of the K-12 program. As a descriptive research, the study described the conditions of the respondents vis-à-vis the variables involved in the study. Sevilla et. al. (1992) informed that descriptive research is a design which aimed at describing the nature of the situation as it exists at the time of the study and to explore the causes of phenomena.

Respondents

The respondents of this research study are faculty and students of Putik Central Elementary School, Integrated Laboratory School (ILS) and College of Teacher Education (CTE) of the Western Mindanao State University.

Both PCES and ILS students are those who are Grade 7 and 8. The CTE students are those practice teachers who also teach Grades 7 and 8, and the faculty members are those who are involved in the K-12 program.

The respondents of this study are grouped according to: the socio-economic status (rich/average/poor), ethnicity (Zamboangueños, Visayans, Ilonggos, Tausugs, Samas, Subanens), residence (urban/rural).

Data Gathering Procedures

The following events were undertaken in the process of gathering relevant data. A request letter was sent to the ACLCFI Dean that the researcher is scheduled to gather data to institution's venue. Validity testing of instruments was done. Upon approval, a dry-run was conducted to ensure test validity and reliability of questionnaire with 15 respondents per school to find out whether the statements were clear and comprehensive. The computation resulted to a valuable of .71 (topic area statements); therefore, the result is high, the instrument is valid.

Sampling Design

Purposive sampling was employed in this study. This design is also known as judgmental sampling. In this study, the researcher used good judgment in selecting the respondents who best met the purposes of this study (Andales, 1992).

In selecting respondents, lottery sampling was used. And this was done by preparing pieces of papers (50 with check marks and the others with no marks at all for all faculty). Those who will pick up the paper with check were considered respondents of the study. In the lottery sampling technique each population unit has assigned a number which is written on a piece of paper. All pieces of papers with written numbers are rolled and put in a box from where samples are drawn at a time until the desired sample size was reached. A number is taken just once since each population unit is assigned for one number (Andales, 1992).

Research Instrument

In this study, the research instrument used is a self-made questionnaire used 4-point Lickert scale of measuring the results. The Lickert scale is consist of four parts:

Part I – elicits the background of the respondents to provide data on the profile of the subject of the study.

Part II – consists of statements on the perceptions of the respondents of the study on the K-12 education program. It has five (5) point scale: Strongly agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly disagree (SD).

Part III – consists of the evaluation done on the extent the preparation and implementations of the K-12 program. Scales are Very high, High, Average, Low and Very low.

Part IV – is an assessment on the Ongoing Outstanding, Very good, Good, Fair, Needs and Improvement.

Statistical Treatment of Data

The data were encoded for appropriate statistical procedures using the Statistical Package for Social Sciences (SPSS).

Part I – elicits the background of the respondents to provide data on the profile of the study.

Validity

To ensure that the research instrument on its requirements, and quality instrumentation, the research tool was submitted for validity to the panel of experts and reliability testing to the graduate school statistician. The panels of evaluators, consisted authorities in the field of research and language have evaluated the research instrument. The evaluators looked on to the grammatical structures, relevance of the items to the research problem, the correctness of format and quality of the items or statements included in this tool. Prior to the conduct of the research instruments, a dry-run was given to 20 teachers and 20 students. Corrections and revisions were made until the validity of the instruments was ascertained with the help of the panel of experts and my research adviser. Likewise, item-total correlation analysis was employed to retain, improve and discard the items that had high and low coefficient. For the reliability, the split-half method was employed and yielded a coefficient correlation of .83 which is high, thus the instrument is reliable.

Data Presentation, Interpretation and Analysis of Data

Profile of the Respondents

The profile of the respondents includes their income, ethnic groups, residence and occupation as shown and presented in Table 1.

Table 1 – Profile of the Study Respondents in the Implementation of K-12 Program N = 210

Respondents' Profile	F
	N = 210
<u>Income</u>	

P 10,000 and below	20
P 11,000 to P 25,000	37
P 26,000 and above	3
TOTAL	60
<u>Ethnic Groups</u>	
Zamboangueños	103
Tausug	72
Visayan	19
Tagalog	6
Sama Banguigui	9
Ilonggo	1
<u>Residence</u>	
Urban	143
Rural	47
<u>Occupation</u>	
Faculty	60
Student	150
OVERALL TOTAL	210

Table 2 – Summary of Values Showing Students Perception on K-12 Program Implementation and Multilingual Education N = 150

Statements/Items	Mean	Student Perception	Interpretation
A. EFFECTIVENESS			
1. The K-12 program and multilingual education are effective to us in the sense that there is no change on content teaching; it was just enhanced on the teaching method.	3.1	3.3	Agree

2. With the drastic change, effectiveness is impossible.	3.5	3.4	Strongly Agree	
3. It is effective because teaching method is more on student's activity.	3.4	3.5	Agree	
4. K-12 and multilingual education teaching methodology is learning by doing.	3.3	3.5	Agree	
5. Students can't justify themselves that they are effective in K-12 program and multilingual education implementation.	3.2	3.5	Agree	
6. I am learning with the teaching method in the K-12 & multilingual education implementation.	3.0	3.4	Agree	
Overall Mean	16.5	2.75	3.08	Agree
B. QUALITY BASIC EDUCATION				
7. The K-12 program & multilingual education spell quality Basic Education.	3.5	3.4	Agree	
8. There is no guarantee the quality is seen in its foresight of employability.	3.2	3.5	Agree	
Overall Mean	26.7	3.34	3.16	Agree

Statements/Items	Mean	Student Perception	Interpretation
C. ECONOMY			
9. The K-12 program & multilingual education are not expensive.	3.3	3.5	Agree
10. It is not expensive on the part of the students, parents and teachers.	3.4	3.4	Agree
11. It is our money's worth since developed competent graduates be produced.	3.5	3.4	Strongly Agree
OVERALL TOTAL		2.78	Agree
12. The poor cannot afford to spend two more years.	3.1		Agree
13. Investing the senior high school for employability is economical.	3.5		Strongly Agree
Overall Mean	16.8	3.4	Agree
D. LENGTH OF TIME			
14. The additional two years in senior high school will definitely help our graduates.	3.4		Agree
15. The added two years is a mess.	3.4		Agree
16. The length of time in high school does not matter if the outcome is quality and employability.	3.3		Agree

17. The Filipino students used to stay, a little in high school to enhance their capacity.	3.4	Agree
18. The added years would mean great advancement.	3.1	Agree
Overall Mean	16.7 3.34	Agree

Statements/Items	Mean	Student Perception	Interpretation
E. THE NEW SCHEME			
19. The new scheme in the grading system (criteria) may mean adjustment.	3.2		Strongly Agree
20. The new scheme in teaching methodology is challenging.	3.3		Strongly Agree
21. The new scheme in the skills training is a searching experience.	3.4		Agree
22. The new scheme necessitates new strenuous training for teachers and administrators.	3.5		Strongly Agree
Overall Mean	13.4 3.4		Agree

Legend:

<u>Scale</u>	<u>Range of Means</u>	<u>Interpretation</u>
1	1.0 – 1.49	Disagree

2	1.5 – 2.49	Slightly Agree
3	2.5 – 3.49	Agree
4	3.5 – 4.00	Strongly Agree

Table 3 – Summary of Values Showing Teachers Perception on K-12 Program Implementation and Multilingual Education N = 60

Statements/Item	Mean	Interpretation
A. EFFECTIVENESS		
1. The K-12 program & multilingual education is effective to us in the sense that there is no change on content teaching; it was just enhanced on the teaching method.	3.4	Agree
2. With the drastic change, effectiveness is impossible.	3.5	Strongly Agree
3. It is effective because teaching method is more on student's activity.	3.3	Agree
4. K-12 & multilingual education teaching methodology is learning by doing.		
5. Students can't justify themselves that they are effective in K-12 program & multilingual education implementation.	3.4	Agree
6. I am learning with the teaching method in the K-12 & multilingual education implementation.	3.0	

Overall Mean	4.6	2.40	Moderately Agree
B. QUALITY BASIC EDUCATION			
7. The K-12 program & multilingual education spell quality Basic Education.		3.3	Agree
8. There is no guarantee the quality is seen in its foresight of employability.		3.5	Strongly Agree
9. The quality of Basic Education will be seen for the output of students and input of teachers.		3.4	Agree
10. K-12 program & multilingual education is not expensive on the part of students, teachers and parents.		3.4	Agree
11. It is our money's worth since developed competent graduates be produced.		3.3	Agree
12. The poor cannot afford to spend two more years in secondary education.		3.5	Strongly Agree
13. Investing in Senior High School for employability is economical.			
Overall Mean		3.5	Strongly Agree
D. LENGTH OF TIME			
14. The additional two years in senior high school will definitely help our graduates.		3.3	Agree
Statements/Item		Mean	Interpretation

15. The added two years is a mess.	3.2	Agree
16. The length of time in high school does not matter if the outcome is quality and employability.	3.5	Strongly Agree
17. The Filipino students used to stay, a little in high school to enhance their capacity.	3.5	Strongly Agree
18. The added years would mean great advancement.	3.4	Agree
Overall Mean	16.5	3.38 Agree
E. THE NEW SCHEME		
19. The new scheme in the grading system (criteria) may mean adjustment.	3.4	Agree
20. The new scheme in teaching methodology is challenging.	3.2	Agree
21. The new scheme necessitates new strenuous training for teachers, administrators.	3.5	Strongly Agree
22. The new scheme in the skills training is a searching experience	3.5	Strongly Agree
Overall Mean	3.5	Strongly Agree

Legend:

<u>Scale</u>	<u>Range of Means</u>	<u>Interpretation</u>
1	1.0 – 1.49	Undecided
2	1.5 – 2.49	Moderately Agree
3	2.5 – 3.49	Agree
4	3.5 – 4.00	Strongly Agree

Summary of Mean Values on the Perception of Respondents on the Implementation of the K-12 Program.

Table 4 – Perception on K-12 Implementation (According to Socio-Economic Status, Ethnicity, Residence)

PROFILE	Mean (N = 210)	Description
<u>Socio-Economic Status (N=60)</u>		
P10,000.00 and below	3.8	Agree
P11,000.00 to P25,000.00	3.7	Agree

Table 4 – Continued

PROFILE	Mean (N = 210)	Description
P26,000.00 and above	3.5	Agree
<i>P value: 0.29</i>	3.7	Agree
<u>Ethnicity</u>		
Zamboangueño	3.4	Agree
Tausug	3.6	Agree
Visayan	3.7	Agree
Tagalog	3.8	Agree
Sama Banguingui	3.5	Agree
Ilonggo	3.5	Agree
<i>P value: 1.29</i>	3.6	Agree
<u>Residence</u>		
Urban	3.5	Agree
Rural	3.8	Agree
<i>P value: 0.00</i>	3.7	Agree

Extent on Preparation and Implementation of the K-12 Program and Multilingual Education

Table 4 – Table of Classification

Scale	Description
4.1 – 5.0	Very high
3.1 – 4.0	High
2.1 – 3.0	Average
1.1 – 2.0	Low
0.1 – 1.0	Very Low

Table 5 – Extent of Preparation and Implementation of K-12 program

Profile	Mean (N=210)	Description
Teacher Training	3.4	High
Facility	3.3	High
Procedure	3.2	High
Methodology	3.4	High
	3.3	High

These high mean scores are indicative that the top managers and faculty of the selected public schools in Zamboanga, underwent a rigorous preparation to implement the program effectively.

Initial Evaluation on the K-12 Implementation and Multilingual Education

An average mean score of 3.0 or good has been computed as an overall result of the initial evaluation on the K-12 implementation based on 5 parameters namely: Teacher's Ability, Classroom Activities, Procedure Involved, Administrator's Implementation, and Performance of Students. A 3.1 mean score translating to "Very good" was recorded as an initial evaluation in terms of Classroom Activities. In terms of Teacher's Ability, Administrator's Implementation, and Student Performance, all three garnered a 3.0 mean score, which translate to "Good". In terms of procedure involved, a 2.9 mean score or good was also recorded.

Table 5 – Table of Classification

Scale	Description
4.1 – 5.0	Outstanding
3.1 – 4.0	Very Good
2.1 – 3.0	Good

1.1 – 2.0	Fair
0.1 – 1.0	Needs Improvement

Table 5 – Initial Evaluation on the K-12 Implementation and Multilingual Education

Area	Mean (N=210)	Description
Teacher's Ability	3.0	Good
Classroom Activities	3.1	Very Good
Procedure Involved	2.9	Good
Administrator's Implementation	3.0	Good
Performance of Students	3.0	Good

Based on the 3.0 mean score in the initial evaluation, we can say that aside from rigorous preparation, the teachers' ability to teach, the classroom activities done and procedures involved, and the administrator's implementation of the program affected the performance of students in a good way.

Table 5 presents on the Extent of the Preparation and Implementation of the K-12 program. There are areas to measure on the Extent of Preparation and Implementation of the K-12 program. These are: Teachers Training Faculty got a mean of 3.4 which is described as "High". Facility has a mean of 3.3 "High", Procedure, 3.2 "High", Methodology, 3.3 "High".

Initial Evaluation on the K-12 Program Implementation and Multilingual Education

Prior to the implementation of the K-12 program, there were initial evaluation with regards to: Teachers' Ability; Classroom Activities; Procedures Involved; Administrator's Implementation; Performance of Students.

The evaluation was rated as: "Teachers' ability" got a mean of 3.0 which is "Good"; "Classroom Activities", 3.1 "Very Good"; "Procedure Involved", 2.9 "Good". "Administrator's Implementation" is 3.0 "Good"; "Performance of Students", 3.0 "Good".

Summary of Means on K-12 Program and Multilingual Education Implementation of Faculty and Student Respondents

Table 6. In this table, it presents the perceived mean of each measured aspects in the Implementation of the K-12 Program.

Table 6 – Summary of Means of Different Aspects/Areas in the Implementation of the K-12 Program and Multilingual Education

Aspect	Mean	Description
1. Effectiveness	2.40	Moderately Agree
2. Quality Basic Education	3.5	Strongly Agree
3. Length of Time	3.38	Agree
4. The New Scheme	3.5	Strongly Agree

Table 7 – The Personal Assessment of the Study Respondents on the Implementation of the K-12 Program and Multilingual Education

Area of Assessment	1	2	3	4	5
1. Teachers' ability to handle K-12 classes.			✓		
2. Classroom Activities.					✓
3. Procedures involved.					✓
4. Administrators' implementation.					✓
5. Performance of students.				✓	
Overall Mean					

Legend:

0.1 – 1.0	Needs Improvement
1.1 – 2.0	Fair
2.1 – 3.0	Good
3.1 – 4.0	Very Good
4.1 – 5.0	Excellent

Table 8 – The Solicited Evaluation from the Research Respondents on the Respondents' Perception on the K-12 Program and Multilingual Education Implementation N = 210

Statements	1	2	3	4	5
1. WMSU is well-prepared for the implementation of the K-12 program & multilingual education					✓

2. The trainings surmount the challenges of the K-12 & multilingual education	✓
3. Western Mindanao State University (WMSU) has the facility and equipment for the K-12 program & multilingual education .	✓
4. We are financially equipped for this K-12 program & multilingual education. .	✓
5. Monitoring is done to check the progress of this program	✓
<hr/> Overall Mean <hr/>	

Table 9 – The Personal Assessment of the Study Respondents on the Implementation of the K-12 Program and Multilingual Education

Area of Assessment Statements	1	2	3	4	5
1. Teachers' ability to handle K-12 classes.				✓	
2. Classroom activities.				✓	
3. Procedures involved.					✓
4. Administrators' Implementation				✓	
5. Performance of Students					✓

Major Findings

The profile of student respondents: Students and teachers on the perception in the implementation of the K-12 program. The overall total of respondents is 210 comprising of 60 teachers and 150 students. The respondents' profile is categorized according to: income; ethnic groups; residence and occupation.

As to income category: 10,000 and below is 20 or 33.33%; 11,000.00 – 25,000.00 is 37 or 0.62%; 26,000 and above is 3 or 0.5%. in terms of ethnic groups, 103 or 49.05% Zamboangueños; 72 or .342%, Tausug; Visayan: 19 or 9.04%; Tagalog 6 or 2.86%; Sama Banguingui 9 or 4.3%; Ilonggo 1 or 0.48%.

The type of residence: urban is 143 or 68.10%; rural 47 or 22.4%. The occupation: Faculty category – 30 or 1.49%, student: 150 or 71.43%. With regard to perceptions of study respondents on the implementation of the K-12 program: For the students, their perception

toward the K-12 program implementation on: (1) Effectiveness: it displayed overall mean of 3.08 with “Agree” description; (2) Quality Basic Education, its overall mean of 3.16 interpreted as “Agree”; (3) Economy: overall mean of 2.78 described as “Agree”; (4) Length of time: overall mean of 3.34 “Agree” interpretation. And the last of the criteria, (5) New Scheme: performed an overall mean of 3.4 with its general interpretation “Agree”.

As to teachers’ perception on the implementation of the K-12 program: On the area of: (1) Effectiveness; display an overall mean of 3.5 which is “Strongly Agree”; (2) Quality Basic Education; an overall mean of 3.5 which is “Strongly Agree”; (3) Length of Time: 3.38 which is “Strongly Agree”; and the New Scheme criteria displayed an overall mean of 3.5 which is “Strongly Agree”.

Based on the displayed summary of mean values on the perceptions of study respondents on the implementation of the K-12 program and multilingual education as explained on: socio-economic status, ethnicity and residence, it presented p value of 0.29, 1.29 and 0.10; it showed that it has no significant difference on the views of respondents. Both are unanimously “Agree” on the implementation of the program.

Based on question number 5, as to what extent on the implementation of the K-12 program in terms of teachers’ training, facility, procedure, and methodology; procedure involved and administrators’ implementation and student performance, it displayed 3.3 which indicates that the implementation of the K-12 program is “High”.

The question number 6 is “What is the initial evaluation of the K-12 program in terms of teachers’ ability; classroom activities; procedures involved; administrators’ implementation; and student performance. Based on the 5 parameters, the overall mean score displayed is 3.12, 3.0 and 2.9 respectively. All these parameters were described generally as “Very good”. This imply that based on the 5 parameters, it informed the readiness on the implementation of the K-12 program.

It is believed that the null hypothesis was accepted as to perception results performed by students and teachers. So with the results performed, it has no significant difference on the K-12 program when data are grouped to profile or respondents. Both are majority amenable described as “Agree” with regards to the 5 parameters evaluated.

Conclusion

The student and teacher respondents with respect to the areas or investigative components, the perceptions of study respondents in terms of K-12 program implementation like Effectiveness;

Quality Basic Education; Economy; Length of Time; and the New Scheme displayed a generous result, the positivity and uniformly “Agree” or agree about the implementation of the K-12 program. The public school administrators has processes involved where all respondents have positive views, insights about implementation of the newly implemented educational system of the Philippine government meeting its goal of improving the human resources of the country responding on their mission, vision and goals of preparing quality human resources for global competitiveness. The public schools of Zamboanga City – the respondent venue of the research study have shared their views, insights as they informatively shared their perceptions about the K-12 implementation on how perception was conceptualized, how things are done around here which enabled the extraction of perceptual values and processes that eventually lead to the classification of perceptual categories of research respondents. The Regional Government may focus; understand each public school respondents on the very issues for further development change. The Department of Budget and Management may give considerations to public school recipients of the K-12 program on the very most issues for further development change of school operations.

The Provincial Government under these public school jurisdictions be made aware of and act in this school’s development. For administrators seeking their role in the K-12 program implementation, this study provide data as basis for connecting the basis of overall effectiveness, quality basic education, economy, length of time and new scheme which may be compatible with the K-12 operating environment. Administrators need to understand the way in which K-12 program implementation interact with various operational changes and management strategies with regard to the K-12 program implementation. Administrators should be more assertive to address any operational budget deficiencies issues regarding the K-12 program implementation.

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TED Talks as Listening Teaching Strategy in EAP Classroom

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Biodata

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Abstract

This research investigates how TED (Technology, Entertainment and Design) Talks impact university students' listening comprehension, enhancing students' new acquired academic vocabulary as well as their learning motivation. This study also examines students' attitudes towards the use of TED talks in EAP classroom. 30 English major students in the third semester of academic year 2016 in As-Syafi'iyah Islamic University in Indonesia were participated in this study. The mixed method data analysis is utilized in this study. Data are collected within sixteen week period through one group pretest posttest design to analyze students' achievement. Data also obtains from pre listening, while listening, post listening activities, questionnaire, interview and students' journal. Finding reveals that there is statistically significant improvement between the pretest and posttest in listening comprehension achievement in favor of the post test score is higher than pretest after students were taught using TED Talks. Based on questionnaire and interview, findings indicate that 1) students perceived TED talks improved their listening comprehension and boost their motivation in learning English, 2) Students evidently learn academic vocabulary from the talks and apply them in their speaking 3) Students have positive attitudes concerning using TED Talks in learning EAP course. Moreover, selecting the appropriate TED talks for EFL students in EAP classroom is also discussed as well as assisting some lower proficiency students through scaffolding activities. Based on findings, it can be concluded that TED Talks is recommended to be applied in teaching listening to EFL students particularly for college level.

Keywords: *Listening achievement, TED Talks, EAP classroom,*

Background

As the basic and receptive skill, listening is widely defined as the ability to receive accurately and comprehend the messages in the process of communication. Ineffective listening ability will lead to misunderstanding so the speaker of the message will become easily frustrated or irritated. Therefore, it is important to master listening skill as one of the proficiency skills in English Language learning. In teaching English particularly listening skill, several scholars have reported that any material uses in EFL classes is essential in teaching and is meaningful tool to facilitate language learning (Moncada, 2006 & Ramirez 2004). In order to improve students' listening skills, effective material used in EFL classes is a crucial aspect of the teaching method.

Recently, the proliferation of technologies like websites becomes an emerging trend in EFL teaching and learning. Likewise, numerous sources and media based technology are utilized to accompany instructional teaching methods. However in reality, only few teachers put efforts on integrating the technology in ELT classroom since the integration requires teachers' creativity and time allocation to prepare it. As one of the technologies that offers instructors a wide variety of resource material, video is often employed in EFL classrooms to improve students' listening comprehension. Secules, Herron & Tomasello (1992 cited in Keihaniyan, 2013) acknowledge that students prefer video based instruction than audio only instruction in teaching language due to videos multiplying input modalities which can give motivation for students and attract their attention to oral production.

Among numerous video used in ELT instruction, a Technology Entertainment and Design (TED) talk is one of the most famous video nowadays which begins to be used in teaching ESL and EFL classroom. TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks which last for 18 minutes. Since 1984, TED Talks has featured lectures from around the world on technology, entertainment, and design. These lectures are available to the general public and have been used by educators since going online in 2007 (TED Talks, n.d.). Free transcripts in English and subtitles in over 40 languages accompany most of the lectures, delivered by native and non-native English speakers (Takaesu, 2013). Besides of the great platform of TED talks, it also became an excellent resource in English for Academic Purpose (EAP) for teaching listening and vocabulary. Most of the speakers in TED

talks use academic words in their speech and they deliver the speech with a very excellent way to motivate people who watch or listen to their speech. This is one of the reasons why TED talks is a great resources for both main and supplementary tool that can be use in teaching. In English Education Study Program at As-Syafi'iyah Islamic University, TED lectures are often used as resource in teaching academic speaking and other courses.

Although several teachers who experienced using TED talks in their classroom, only quite a few research are available to provide sufficient empirical data that TED talks can significantly improve students' listening ability, vocabulary acquisition as well as boost their motivation in learning. This research project is aimed to investigate the impact of TED talks had on students' listening achievement, their new vocabulary acquisition as well as their perception on the use of TED Talks. Following are the research questions that are proposed:

1. What is the impact of the instructional use of TED talks as a teaching listening strategy in EAP classroom?
2. What are students' perceptions about the development of their listening skills by using TED talks as a tool in listening class?

The objectives of research

1. To recognize the impact of the implementation of TED Talks video as a teaching strategy
2. To investigate students' understanding about what is on the video, content of the video and what is communicated
3. To know students' perception on the use of TED talks video in EAP classroom

Review of Literature

Listening comprehension

Generally, listening comprehension has sometimes been seen as an easy activity and passive activity to do. Nunnan (2002, p. 238) mentioned that "Listening is the cinderella skill in second language learning. All too of the, it has been overlooked by its elder sister- speaking". In fact, listening is a complex and an active process that requires listeners to distinguish among sounds, intonation, comprehend words, phrase and grammar, and recall information then interpret it in different setting. According to Rost (2002) listening is a process of receiving the true information from the speaker; representing its meaning; negotiating meaning with the

speaker; produce meaning through involvement, imagination and empathy. Brown (2001, p.69) mentioned that

“Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is they psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms”.

This means that as a complex process, listening skill requires critical means of acquiring foreign language, not only a skill in language performance. In EFL teaching, listening is considered as a crucial language skill to develop so students are able to understand the target language and they are able to understand wide variety of oral and visual English language text via printed and online resources. It is believed that listening comprehension is at the heart of second and foreign language learning and it contributes to the development of other skills (Dunkel 1991; Rost 2002). Moreover, LeLoup & Pontiero (2007) admitted the importance of developing second language listening competence; however, instead of its importance, students are seldom taught how to listen affectively. Saha (2008) identified that listening is an active process which requires sound analysis. Similarly, Morris (1996) stated that listening process consist of hearing, attention, perception, evaluation and response or reaction (P.701-701). Listening is not only dealing with comprehension of the speakers’ utterances but also understanding visual aspect in activities of listening comprehension (Ginther 2002; Ockey 2007). Based on the explanation above, listening is a process that involves the activity of differentiates sound of language, intonation, visual aspect, interpretation, value and response for the content of meaning.

Derrington &Groom (2004) claimed that there are five types of listening: *Informative*, which consists of information retained by the learner; *appreciative*, when the learner listens according to his style and feels pleasure about it. *Critical* is based on retaining information and analyzing it deeply. *Discriminative* in which the listener identifies emotions and inferences through the tone of voice. *Empathic* consists on non verbal behavior of the listener that is attending to what is said. These types of listening help us to identify the kind of video material that can be used depending on the students’ style of learning, and their listening needs.

Video as one of listening teaching resources

Resources in the form of materials and tools are meaningful aids to facilitate language learning since they offer teachers lots of benefits for lesson modification. Since the use of technology in English learning have emerged, teachers are offered different video sources to be implemented in EFL classrooms to develop students listening comprehension. The utilization of video material is an extraordinary learning tool since students are provided with a lot of benefits when they are used in combination with an active learning strategy. Researches have shown that simultaneous audio and visual input could benefit EFL students (Seo, 2002); consequently, several studies on English language teaching and learning predominantly utilize videos as learning materials (William & Thorne, 2000; Chapple & Curtis, 2000; Vanderplank, 2010).

Recently, numerous listening strategies are now recognized as essential for teaching EFL students, assisting students to listen for gist, activating schema in pre-listening, making prediction and inferences (Hinkel 2006). According to Wilberschied & Berman (2004), audio visual like video can be used successfully to prepare students for listening. In addition , a longitudinal research by Verdugo &Belmonte (2007) proved that intensive interaction with internet-based technology such as songs, games and stories have significant impact on comprehension than conventional textbook-based listening activities. Furthermore, Esseberger (2000) stated that videos can be used in a various way in a language classroom since they are an excellent medium of learning. Several researches have indicated the essential role of video in foreign language learning. For instance, Lin (2011) found that video is able to develop EFL students' understanding of the concepts that are difficult to explain verbally. In addition, video can foster word recognition, vocabulary learning, and listening and reading comprehension (Jones, 2004; Jones & Plass, 2002; Chun & Plass, 1997, 1996).

Particularly for listening skills, Miller (2003) points out that paralinguistic features or non-verbal behavior of the spoken text (transcript or script) are now accessible for the students so they are able to improve their listening skills in a richer language text. Likewise, Harmer (2001) also argues that video enable students to both listen the language and see the visual clues like gestures and expression which allow students to gain deeper understanding of what they listen. Therefore, students are able to connect the words and images that help them to see the use of language from natural context and learn new language.

As a process in a language skill that need practice, several scholars have proved the significant improvement of students listening ability after implementing the use of audio visuals in teaching process (Embi&Latiff, 2004; Chapple and Curtis, 2000; and Chapelle, 2000).

Multimedia such as video can improve listening skill in terms of a) visual and text roles as a tool to organize language in oral text; b) video motivation aspect as a profit for language teaching; c) a fact that those media combination process; d) comfortable environment to describe chart and discourse strategy for the students (Meskill, 1996). For an EFL classroom, video materials contribute to improve the level of proficiency through different components that the real discourse contains. Duzer (1998) and Martinex (2002) found that video materials applied in listening skills provide real situations, intonation, and real pronunciation and allow students to have exposure to real context. This is also supported by Ramal (2006) that using video material in ESL classroom can motivate students since students experience real feeling to accomplish their understanding about the context of the video.

In terms of active integrative listening activity, several theories have been proposed by Vandergrift (2007), Flowerdew & Miller (2005) Thompson et al (2009) and Thompson (2010). In this research, the active integrative listening activity proposed by Flowerdew & Miller (2005) used as a fundamental in developing active integrative listening learning which consists of pre-listening, while listening, and post listening. Those steps reflect a systematic and dynamic way in learning process integrated with behavior, knowledge, and attitude to achieve listening objective. Pre listening activity requires students' background knowledge to interpret the key words or pictures, noticing and reflecting them; in while listening activity, students will involve in a process of making meaning by clarification and in post listening activity, students reproduced language based on various activities

Listening for EAP classroom

In the area of English Language Teaching (ELT), English for Academic Purposes (EAP) is one of difficult subjects for EFL learners. In this course, students are expected to carry out academic tasks such as listening to lectures, note taking, writing argumentative essay, preparing and delivering presentation with sufficient public speaking skill and participating in group discussion. Recent need analysis in EAP indicates that majority of academic tasks involve the use of technology along with linguistic demands. Particularly in listening, it is believed that the use of authentic video to help EAP students establish linguistic knowledge accurately so they can be succeed in their learning. To help students master academic English or EAP, teacher needs to provide meaningful and attractive resources for students such as video material which contains speech or dialogue from highly proficient native speakers which can contribute to an accurate English utterance. Renandya and Farell (2010) mentioned that all types of listening

activities allow students to receive a lot of comprehensible and enjoyable listening input. In EAP classroom, teacher could design lesson and activities with the use of videos so students will receive many authentic and interesting listening inputs. By utilizing video materials in EAP classroom, teachers can bring the world into the classroom, allow students to differ variety of English accent, practice their listening and provide real exposure to English contexts.

TED Talks

TED is one of the most successful online producers of scientific and technical videos. Since 1984, TED Talks has featured lectures from around the world on technology, entertainment, and design, but expanded to a global market in 2006 when it began hosting videos of the conference talks (TED Talks) on its own website (as well as on YouTube). TED talks contain lectures which are available to public and have been used by education practitioners (TED Talks, n.d). Being viewed by over 450,000 people a day, the lectures are presented by native and non-native English speakers accompanied by subtitles in over 40 languages and free transcripts in English. This study investigates the effect of TED talks as strategy in teaching listening to students' listening achievement as well as their learning motivation. As the core value of TED talks in English classroom is to help teacher bring ideas into conversation and debate, TED talks goes beyond on sparking a conversation, critical thinking and questions even conflict into classroom discussion.

Learning Motivation

Researchers have verified that motivation is also generally recognized as highly important in the challenge of learning a foreign language. This indicates the degree of involvement in the learning and the degree of mental effort one puts into learning (Means, Jonassen, & Dwyer, 2004). Several studies revealed that if teacher taught students with interesting and important topic, they will be more motivated to learn (Greenberg, & Zanetis, 2012). As students have intrinsic motivation, they are more likely to engage in learning activity, accomplish their task and learn the lesson because they see value in learning experience (Anderman & Bandura, 2012). Our ELT teaching methods are changing every day due to some factors and one of the factors is the proliferation of technology such as availability of video.

Methodology

Population and Sample

This research is implemented at English Education Study Program, Islamic University of As-syafi'iyah. The participant of this research is semester fourth which consists of 39 students in the academic year of 2016/2017. This study involved 16 meetings of two hour each. Two meetings are used for pre test and post test and the other 14 meetings are used for the treatment.

Variable

In this study, the use of TED talks in teaching skills is an independent variable while the students' achievement on listening skill is independent variable.

Instruments

It is believed that the use of multiple data gathering methods ensured collection of views from students, which as then validated through the observation during video show and interview after the treatment. Since this research uses mixed methods to examine the result, the research phase will be conducted as follows:

Pre Test and Post Test

To carry out the study, 30 questions of Listening Section of TOEFL test is adapted for Pre Test and Post Test. It is believed that TOEFL listening skill is an appropriate listening assessment and is officially devised to assess the English language communication skills of EFL learners. The test items only consists of part 3 of listening section in which only lectures or talks section is utilized in this test. The test is mainly multiple choices and has duration 50 minutes. It is admitted that TOEFL test has been standardized in terms of content, purpose and construction so the researcher is fairly confident of the validity of the test which is administered in this study.

Procedures

Below are some steps of procedures that have been conducted during 16 times treatment as follow:

- a) Before giving students TED talks assignment, Students do pre listening task in form of prediction. Looking at the picture displayed on power point, and ask students what they think the speaker will talk about. Besides that, teacher provides pre listening quiz for students to be answered. Some pre listening activities that teacher may use are predicting only key words (bingo chart), pre-discussion of topic, visuals, brainstorming, pre-teaching vocabulary, and speaker biography
- b) While-Listening activity is conducted while students are watching TED talks in order to collect necessary information and overall meaning of TED talks. In this phase, students need to have note taking skills so they are able to write down the important information and even difficult words during the talks. In addition to while listening task, teacher provide students with the worksheet of WH questions that need to be filled by students during the video.
- c) In post listening task, teacher provides quiz worksheet to compare their pre listening answer vs post listening answer or comprehension quizzes. Teacher may also ask students to summarized lectures in 100 words, using their own words and search for the meaning of new academic vocabulary they learn from the video. Peer or group discussions are also assigned to students prior to journal writing. The journals will be assessed by engagement rather than quality, so students received full marks for completion of the tasks.
- d) If time allowed, teacher will give students task to share orally by giving brief reports on their journal in groups or to the whole class.
- e) Students must also fill in self-evaluation forms to track their progress and submit at the end of the course.

Questionnaire and interview

For the purpose of obtaining students' opinion on the use of TED talks as a listening teaching strategy in EAP classroom, questionnaire items were based on the research questions and included closed and open-ended questions. To find out how TED talks video influence students' listening skill, academic vocabulary acquisition as well as their motivation in learning are mostly explain descriptive. Descriptive data are analyzed using likert scale ranging from 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral) 4 (Strongly Agree) and 5 (strongly Agree) and direct responses from some of the students were quoted verbatim. Interview also is conducted to gather deep data and analysis and clarify students' response on questionnaire.

Data Analysis

In this study, the quantitative data is analyzed and interpreted through quantitative analysis which includes the data of pretest and posttest while questionnaire and interview are analyzed descriptively.

Findings

The effect of TED Talks on Students' Listening Achievement

The result of pre test and post test data in this research was calculated by SPSS 16 and the result in the form of descriptive statistics can be seen as follows:

	pre test	post test
N Valid	30	30
Missing	0	0
Mean	52.60	72.67
Std. Error of Mean	1.090	1.145
Median	53.00	73.00
Mode	47	73
Std. Deviation	5.969	6.272
Variance	35.628	39.333
Skewness	.533	.348
Std. Error of Skewness	.427	.427
Kurtosis	-.138	-.429
Std. Error of Kurtosis	.833	.833
Range	24	24
Minimum	43	78
Maximum	67	92
Sum	1578	2180

The scores of students' pre-test in listening comprehension is in the range of 43 (the lowest) to 67 (the highest), while their post test is in the range of 78 (the lowest) - 92 (the highest) with

the total sample is 30 students. Furthermore, the result of ANOVA analysis is depicted as follows:

ANOVA					
post test					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	952.143	7	136.020	15.873	.000
Within Groups	188.524	22	8.569		
Total	1140.667	29			

From the table above, it is obviously seen that H_a is accepted and showed that $F_{\text{observed}} = 15.873$ with significance (Sig.) 0.000. Since, F_{observed} (15.873) is **higher than** ($>$) F_{table} (2.346) Or significance (Sig.) 0.000 is **lower than** ($<$) 0. that it implies that H_a is accepted and H_o is rejected. The rejection of H_o and acceptance lead to an interpretation that students could learn English Listening through the TED talks. Therefore, it is concluded that Instructional use of TED talks in listening classroom can give impact on students' achievement in Listening.

Students' perception on the use of TED talks as a listening teaching strategy in EAP classroom

The result of data analysis displayed in the table below shows the percentage of students preference on the statement of strongly agree, agree, neutral, disagree and strongly disagree.

Table 2. Students' perceptions on the use of TED talks

No	Statement	SD %	D %	N %	A %	SA %
1	The TED Talks video is more engaging than any other video instruction for listening and speaking	0	0	9	85	6
2	I like watching TED TALKS	0	3	3	30	63
3	I feel that TED talks has improved my listening	0	0	0	48	52
4	I feel that TED talks has improved my speaking	0	0	0	45	55
5	I am more motivated to learn speaking by using TED talks	0	0	0	58	39

6	TED Talks has not improved my learning of Academic speaking	55	39	0	0	0
8	The TED Talks gives me greater opportunities to learn about speaking/public speaking	0	0	0	42	58
9	I like working on worksheet or in class activity based on TED TALKS	0	9	9	64	18
10	The use of TED Talks in this course encourages me to continue discussions	0	0	3	67	30
11	I find it easy to pace myself successfully through the course	0	0	12	64	21
12	I would rather watch a traditional teacher led lesson/ teacher gives example to public speaking than a TED Talks	3	36	42	18	0
13	The instructor is able to facilitate our communication by using TED Talks	0	0	9	70	21
14	Would TED talks would be useful for other subjects	0	0	0	0	100

Based on the questionnaire analysis, the students' responses toward the use of TED talks in EAP classroom are positive as depicted in the table above. The interpretation of the data below is based on the questionnaire and the result of interview with students. First, Variety of TED talks can help students enhance their listening abilities. From the questionnaire above, it can be seen that vast majority of students view that TED talks is more engaging than any other videos instruction for speaking. This statement is also confirmed by 93 % (Agree and Strongly Agree) of students like watching TED talks even though there are 3 % disagree and neutral.

In terms of listening skills, majority of students (48 % agree and 52 % strongly agree) students feel that TED talks has improved their listening. In interview, students pointed out that they improved in listening skill after being exposed to TED talks. They also realized that watching TED Talks for practicing listening skills helped them in many ways including increasing vocabulary such as slang, idioms, and academic words. At the same time, they had more understanding foreign culture.

Not only in learning listening, students perceived that TED talks give them greater opportunity to learn speaking and public speaking (42% agree and 58% strongly agree). This number is in line with students opinion that TED talks has improved their speaking as 45 % students agree and 55 % strongly agree. Similarly, a great number of students (58 % agree and

39 strongly agree) also more motivated to learn speaking by using TED talks as well as listening comprehension.

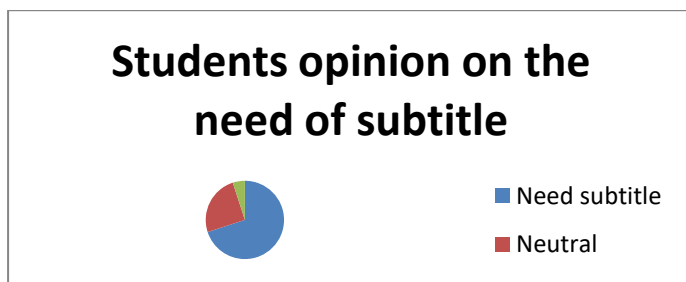
Regarding to class activities and tasks, most students (64 % agree and 18 % strongly agree) like working on worksheet or in class activity based on TED talks and they also felt that video talks encourages them to continue discussion in classroom. Question no 12 revealed that 18 % students prefer to watch traditional teacher lesson or teacher gives example to public speaking than TED talks while 39 % agree and the rest of them stay neutral. Lastly, when students are asked would TED talks would be useful for other subjects, 100 % students strongly agreed since TED talks is not only for EAP but also other subjects or knowledge. Students mention that some subjects such as English skills, linguistics, culture, need to employ TED talks in their course materials. Students also emphasized in interview session that TED Talks enhance their knowledge in academic and general knowledge, improve their listening skills including accent, vocabulary, pronunciation, word meaning and sentence pattern.

Students' preference of TED talks activity

Among pre listening and post listening activities, students also rate their preference on types of activity they like most. It can be seen from the chart below that most students enjoy prediction and vocabulary game in pre listening activity because they are able to learn in fun situation. Students admit that by predicting the content of TED talks through pictures, vocabulary games and clues given by the teacher, they have opportunity to develop their imagination and connect with their previous knowledge. Moreover, this activity is sometimes conducted in form of competition so students are motivated to compete each other to find the correct answer. Besides prediction and vocabulary games, debate activity also attracted some students' attention due to some factors such as case building, critical thinking, and pro and cons arguments. Since the content of TED talks are mostly academic and based on research, some students are interested and feel engaged to debate about the topic particularly when the topic relates to cultural value of one country. It is also noticed that students enjoy discussion, roleplay, dialog building and writing in post listening activity respectively.



Besides the positive responses on TED talks above, students also criticize some disadvantages of TED talks. Even though 85 % students find it is easy to pace themselves successfully through the course as indicated in question 11, Some students felt that they need more time to learn and understanding the speech delivered by the speaker. Additionally, 75 % of students mentioned that not all TED video has subtitle both in Indonesian language and English and this issue is considered as one of the drawbacks of TED talks videos.



The chart above showed that 15 % students cannot cope with the content since the speaker speaks so fast so both English and Indonesian subtitle would be very helpful for them. From those cases, students need more scaffolding from teacher to do tasks or worksheet activities based on TED talks.

Discussion

Based on the data obtained from statistical analysis, there are several things that may indicate the positive impact of TED video in improving students' listening comprehension in EAP classroom. Firstly, students are enthusiastic and excited in learning listening since TED provides them some interested and meaningful content to practice listening. This finding confirms Hruby (2010) theory that video makes the lesson more fun and content more attractive for students. Secondly, it was noticed that students really pay attention to the video as it was shown from their facial expression whether they understand, confuse or experience some distractions during watching videos. The finding of this study was in line with the study conducted by Maneekul (2002) that teaching listening using authentic video materials enhances student's listening comprehension ability due to the combination of visual images and sound which stimulate student's perceptions. In addition, tone and speed of speech are spontaneous, similar to that in daily-life situations. Moreover, Guo (2005) mentioned that students' focus is often distracted in listening practice but video can be an alternative way to attract their attention by its picture and its dynamic image. Therefore, it can be interpreted that TED Talks videos can help in promoting the language learners' listening comprehension. The connection between the classroom and real world encourage students to understand the relationship between learning and practicing. TED talks video is widely accepted as more powerful and more comprehensible than other media for second and foreign language students (Brinton & Gaskill, 2009; MacWilliam, 2004 cited in Keihaniyan, 2013).

Besides the quantitative data, data from questionnaires, observation, interview and students' journal also indicate that vast majority of the students consider the TED talks videos and its activities favorably. This can be clearly seen from the questionnaire results that students regard TED talks video is more engaging than any other video instruction so they felt it has improved their listening and speaking particularly in academic setting. It is also observed that students are motivated to learn because TED talks presented inspiring speakers in terms of their stories and their public speaking skills. Consequently, students are able to improve their efficiency of language learning enormously.

The data from interview and field notes revealed that students enjoy pre activity given at the beginning of the lesson. In this research, pre activity is conducted in a form of game and competition among students such as prediction, guessing meaning, and preview question. This activity helps students to activate their prior knowledge and familiarize themselves with the message of the video in advance. By providing students with the pre-teaching vocabulary,

students more prepared and this served to contextualize the video activities. This finding correlates with Tyler (2001) and Elkhafaifi (2005) that pre listening activity such as question preview and vocabulary preview is important for releasing up resources for processing linguistic input. This present study proved that previewing vocabulary before showing the video helped student to recognize the message of the video and to verify their understanding in the post activities.

Furthermore, questionnaire and interview data demonstrated that TED talks gives students greater opportunities to learn English skills, not only listening but also speaking particularly public speaking skill. Students stated that by watching TED talks, they are able to familiarize themselves with the sounds and how English is used in real life which is different from the conventional English teaching materials. Also, students practice listen to different varieties of English accent so this improves their pronunciation and intonation as well as strengthen their listening skills. Regarding to speaking skill questionnaire data proved that all students are more motivated to learn speaking by using TED talks and they felt that TED videos has improved their speaking. This result is supported by interview data in which students admit they learn and try to imitate the speakers' way to deliver the speech, pronunciation and gesture. Data disclosed that images and body language help students to comprehend the video content and how students interpret the information from the video without understanding every single detail word from video. This is reconfirm Hruby's theory (2010) which claimed that the use of video in teaching can help students to understand the language even if they do not know the meaning of words since large part of communication is expressed not only in words but in facial expression, gestures, poses, eye contact, different tones of voice like stress and intonation. In this sense, students argue that they are interested with the videos performed by native speakers of English since speakers served as models for students to imitate. Students also learned the phrases used speakers, write down new words, search the definition, synonym, antonym and examples of sentence. One student commented that he was able to identify the words and its meaning which previously taught. Noticing how he connected between his prior knowledge and awareness of english language features led to a conclusion that TED talks video contributed to learning new vocabulary, learning to pronounce the words and learning to use the words in appropriate context. Not only vocabulary learning, basen on interview data, students also learned the grammar used by the speakers, what verb tenses were used and why, how did the speakers use discourse markers and they even note downspeakes to make their points and persuade the audience. This confirms Vandegrift's theory that academic lectures provide ESL

students with rich input for vocabulary acquisition because their focus on defined topic and their inherent redundancy.

Moreover, TED talks video also develop students' motivation in discussion activity as illustrated by the result of questionnaire data. Unlike other English resources, TED talks video not only contain information but they actually spark questions, conversation and even conflict into classroom discussion. As an example, when students are showed the TED video of Patricia Ryan entitled "Don't insist on English", students wonder about what would they do if they do not spend time on learning English, even students question if they could further their career or studies without learning English which are a part of Patricia Ryan's talk. One student commented in interview that TED talks work best when instructor gave opportunity for him to respond the video, giving his perspectives and generating discussion around difficult topics. It is also noticed during observation that students can better grasp topics they might not fully understand at first glance, discuss other ideas relates to the topic and think critically about the world

Another important fact that need to be discussed in this study is the function of subtitle. The questionnaire data revealed that vast majority of students need subtitle to help them understanding with the video content. In the treatment phase, TED talks video is shown three times; first without subtitle, second with English subtitle, and the last show with Indonesian subtitle. Eventhough most students prefer the video with subtitle based on the questionnaire, interview data revealed that students enjoy with this three steps of video showing during the treatment because when they listen to the video without subtitle at firs, it helped them to practice concentrating on the main idea and message and later paying attention to the use of words, phrases and sentences in the speech when instructor provide subtitle along the video. By getting used to listen the video without transcript or subtitle at first, students did not rely much on subtitle as suggested by Rost (2007) that providing listeners with more help will necessarily lead to better learning result. However, it can not be denied that by providing students with subtitle or transcript, students are able to highlight the differences between written and spoken English hence they can practice reproduce language features in their daily life. According to Vandegrift (2007) matching all parts of oral language with a transcript can help students develop awareness of form-meaning relationship and word recognition skill.

Data from interview and students' Journal revealed that students have no prior experience for being exposed to many opportunities watching videos as a learning tool or

materials. On the other hand, selection of video or topic need to be taken into account as well as students' English level.

Conclusion

The most important conclusion that is drawn from this present study that TED talks video has a significant impact to improve students' listening comprehension as indicated by statistical analysis of the post test score which was significantly higher than pre test score. Analysis of questionnaire, interview, observation and students' note revealed that students are interested and feel motivated to learn academic English by using TED talks as the materials due to its features. Moreover, activities provided by TED talks video such as vocabulary prediction games, debating, discussion, role play and writing attract students' attention and make student enjoy the learning process. Delivered by highly English proficient speakers with accurate language components, TED talks allowed students to practice pronunciation, stress and intonation of the words and phrases. In addition, speakers' gesture and images facilitates student to comprehend the message. Finally, TED talks videos is beneficial for students in terms of learning process and the subtitle both English and Indonesia were excellent aid to help students to verify their listening comprehension.

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Innovative Web 2.0 Tools in English as a Foreign Language (EFL)

Instructions:

A Case Study of a Professional Development Program

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Biodata

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Abstract

Realizing the importance of improving the quality of EFL teachers in this area, especially in improving their information communication technology (ICT) skills, the researcher has decided to conduct a training program to a group of EFL teachers teaching at Junior High Schools. Twenty teachers had been participated in this program. The goals of the program are to develop teachers' capacity to use effective technology to improve the learning environment of the students and create local content interactive materials and assessments. The results show that teachers' attitude and behaviors have changed. They become more motivated and have positive attitude towards the use of technology. They are able to select and use some of the innovative web 2.0 tools in the classrooms. These also influence students' engagements, participations and learning outcomes.

Key words: *EFL, EFL teachers, professional development, technology literacy, Web 2.0*

Introduction

Many studies have been conducted in relation to the effectiveness of using technology to improve learning outcomes (see for examples: Wilburg & Butler Pascoe, 2002; Warschauer & Kern, 2000). On the other hand, the researchers also find out that there are some teachers who need training to improve their technology literacy skills (Symond, 2000). Technology literacy skills of Indonesian teachers and university lecturers are not very satisfactory as reveals by the study conducted by Son, Robb and Charismiadi (2010:34). These teachers show highly positive attitude towards the use of technology, but they seldom use technology in their own classrooms because of lack skills and training (Son, Robb and Charismiadi (2010:34).

Although numerous studies have been conducted to find out the effectiveness of professional development, very limited studies have been conducted in relation to the effectiveness of the professional development training to improve EFL teachers' technology literacy in Ambon, eastern part of Indonesia therefore the researcher has decided to carried out this study.

The study is designed to answer the following research questions:

1. What are the teachers' perceptions and attitude towards Web 2.0 tools?
2. What are their perceptions' and attitude about the training?
3. Was the program successful in achieving goals of supporting the professional development activities and developing community of learners?

Literature Review

The development of technology such as internet and Web 2.0 has changed today's society, (Collins & Moonen, 2008) for example open communication, decentralization of authority and the freedom to share and reuse information (Alexander, 2006). Interactivity, collaboration, communication and sharing digital contents are some of the features associated with this concept (Bernett, Bishop, Dalgarno, Waycott, & Kennedy, 2012). By using Web technology, EFL teachers are able to motivate students and to create non-threatening, meaningful and affectively supportive language learning environments (Jeong, 2006).

In the teaching and learning context, these technologies can provide a lot of opportunities for the exploration of new forms of teaching and learning (Dabbagh & Reo, 2011; Fonseca & Ernesto, 2011; Jabbour, 2011). The use of technology in the classrooms is significantly influenced by teachers' attitude or concern with technology (Atkins and Vasu,

2000). Teachers' perception and attitude are the important factors that could affect the integration of technology in the classroom (Kim, 2002). According to Lam (2000), the advantage for using technology for language teaching are also factors that influence the teachers' decision regarding technology use.

Teachers need to become familiar with Web technology and have technological competence in order to use it effectively in the classrooms (Cunningham, 2000). Therefore, teachers development programs should be provided for language teachers to deal with issues of using computers (Lee & Son, 2006). Egbert, Paulus and Nakamichi (2002) discovered that teachers who had previous experience with technology use were more likely to use CALL activities in the classroom.

Methodology

This qualitative case study aims at exploring the participants' perceptions and attitude towards the use of technology especially Web 2.0 and about the professional development program they have been participated in. The Web 2.0 tools and applications used and discussed during the PD program were limited to the tools that create or support a virtual learning environment: Moodle (Modular Object oriented Dynamic Learning Environment), and tools enabling teachers to develop their own materials: HotPotatoes and Wondershare Quiz Creator. The data were obtained through questionnaires and in depth interview and observation.

The participants are 20 (16 females and 4 males) teachers of English teaching at Senior High School in Ambon, Indonesia. The goal of the program is to develop teachers' capacity in using effective technology especially Web 2.0 to improve the learning environment and to support teaching and learning processes.

Findings and discussion

Results from 6 months implementation of the PD program demonstrate that 100 % of the teacher feels more confident to use technology in their classrooms, 100 % of them have positive attitude towards the use of technology, and 85 % of them admitted that they are capable to share their experience with their colleagues. These findings support the result of the previous studies that teachers with who have technological competence will use it effectively in the classrooms (Cunningham, 2000; Egbert, Paulus and Nakamichi, 2002).

Based on the observation, the impact on classroom instruction has improved across multiple instructional criteria. The student engagement has improved up to 30 %. The quality

of instruction has improved up to 26%. The physical learning environment has increased up to 32 %. And finally, the literacy culture has improved up to 22%.

The interview revealed that 100 % of the teachers admitted that they found the training and mentoring useful and valuable. They have learned not only from the trainers but also from their colleagues and from being reflective teachers (90%). In sum, most of the teachers admitted that the program has good impact for their professional development and effective in creating a sense of community. The findings are in line with the study conducted by Jeong (2006) that using Web technology, EFL teachers are able to motivate students and to create non-threatening, meaningful and affectively supportive language learning. These also support the idea that the quality of the teacher has large impact on students' learning (Barber and Mourshed, 2007; Hattie, 2009).

Conclusion

This professional development has been successful in providing the participants with new understanding of the capacity of the Web 2.0 tools in facilitating the contributions, connectivity and collaboration among the participants. Another benefits are the improvement of the quality of classroom instructions, teaching behaviors, classroom environments and students' achievements. For the future consideration, the professional development should be well planned and carried out in a longer term to provide deeper and more contextual learning.

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The Effects of Multimedia Technology on Electrical Engineering Students' Reading Achievement

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Abstract

The various selections of multimedia reading devices such as the iPad, iPhone, and Kindle as gadgets hold the prospective not only to replicate traditional textbooks but also to offer for a social interface component. There has been little research conducted on e-reader devices and the effect they hold on reading. Also, the literature has demonstrated that there are more negative implications to using digital text in reading than the positive. The aim of this research was to assess the effects of digital text on reading comprehension. 84 students who are studying in Electrical Engineering Department of Politeknik Negeri Ujung Pandang from Computer and Networking Engineering and Electronics Engineering study program participated in the research voluntarily. Overall, the findings of this study provided support for the conception that there is a positive effect of reading on digital text. Overall, the findings of this study provide important information for the lecturer and students in teaching and learning process.

Keywords: *Multimedia technology, reading comprehension, digital text.*

Introduction

Technological advances are dramatically altering the texts and tools available to students and educators. Since 2007, the number of devices available for displaying digital text has increased exponentially. The first e-reader to take hold in the market, the Amazon Kindle, sold out two days after it was released in November 2007. By June 2011, Amazon reported selling more Kindle books than hard-and soft-back books combined. Meanwhile, the first large-scale release of a touchscreen tablet, the Apple iPad in April 2010, further expanded options for

readers to access digital-text media with its inclusion of the application “iBooks.” By the time the iPad 2 was released in March 2011, more than 15 million units had already sold, and by June 2011 that number was 27 million.

These technological advances have created high hopes among many educators, administrators, researchers, and policy makers, who believe that the digital devices offer great promise as instructional tools for literacy education. Simple applications of existing e-reading technology such as changing font size on-screen, using text-to-speech features to provide dual input of text, or using the Internet to collaborate on learning activities may substantially improve the learning of many students (Biancarosa and Griffiths, 2012).

The enormous revelation of technology and its broad range of uses, the incorporation of technology in learning has become a viable and inexpensive option. As a result, it is becoming increasingly clear that traditional textbooks will be cast aside and the adoption of the e-book will result (Biancarosa and Griffiths, 2012). The mass array of multimedia learning devices such as the iPad, iPhone, and Kindle hold the potential not only to replicate traditional textbooks but also to provide for a social interface component. Therefore, it is advantageous to utilize these current resources in order to create and to measure appropriate user interfaces that are capable of producing similar if not better learning outcomes from their predecessors, textbooks. The goal of the study was to examine the effects of both e-reader devices and textbooks on comprehension and transfer learning (Gertner, 2011).

Reading e-books comes with a lot of advantages for users compared to reading print books. For example; using less paper, e-books take up less space and are easy to carry, searching and note-taking is much easier, the font size can be changes as desired, purchasing is much faster and easier, preservation and protection is simple. E-books can be print and published in a variety of file formats (html, pdf, lit, pdb, etc). Tosun, 2014 stated that it is important to point out that textbooks in digital formats are not merely digitized replicas of print textbooks. With recent developments in new and affordable educational technologies, textbooks in digital forms increasingly enable positive impacts on publishing, delivery, learning and teaching. As such, open textbooks not only possess the strong advantage of being free, but they also offer further advantages over traditional print textbooks such as:

1. More features-open textbooks may include interactive learning functions such as bookmarks, highlighting, annotations, text searching, quizzes, and hyperlinks; multiple digital media such as text, pictures, audio, video, animation, and interactive simulation; and options to synchronize offline and online learning data, which may be used to analyze students’ reading patterns to enable subsequent improvement of the text and pedagogical methods.

2. Better accessibility-open textbooks may be developed in a range of formats such as Web, EPub, PDF. This results in reduced physical size and weight, enabling increased portability and mobility, and provides options to print, read online and download for offline reading on various hardware devices such as a dedicated handheld device, a personal digital assistance (PDA), a mobile phone, or a desktop or laptop computer. The digital format reduces production and distribution time, and consequently facilitates expeditious availability of texts that further support access.
3. Greater flexibility-open textbooks may be updated quickly and provide access to the latest content. It “could be updated, say, to incorporate new knowledge. It could be improved as students and teachers develop better ways of expressing concepts or ordering learning objects. It could be localized or customized for a variety of learners, whether in different cultures or at different levels of education” (Prasad and Usugawa, 2014).

Literature Review

It is important to understand the cognitive functioning of people reading from multimedia. According to the Cognitive Theory of Multimedia Learning (CTML), the visual information processing channel may become overloaded when students must process on-screen graphics and on-screen text at the same time (Mayer and Chandler, 2001). However, when words are presented as narration, words can be processed in the verbal channel, thereby reducing the cognitive load in the visual channel. In several studies testing this theory, both noninteractive multimedia environments and interactive media environments were used (Gertner, 2011). The results show students who read from interactive (graphics and narration) read more deeply and perform better on problem-solving transfer tests than students who read from non interactive (graphics and on-screen text) (Moreno & Mayer, 1999; Mousavi, Low, & Sweller, 1995; Sweller, 1999)

While university students operate in a world immersed in digital text, they have not simultaneously abandoned print. In fact, for their university studies, students prefer to read on paper, although they also want the convenience of online digital text. Liu has found that graduate academic library users like the access provided by online electronic resources, but prefer to print the electronic documents in order to read them (Z. Liu, 2006). In a study of students at the Universidad Nacional Autónoma de México (UNAM), the majority of students preferred print, and 63 percent reported that they could bear reading a document on a computer screen for no more than one hour (Ramírez Leyva, 2003). Meanwhile, in a recent survey of students at a university in China, an interesting gender imbalance was found in the paper/electronic preference: 73 percent of the female students prefer print, while only 51 percent

of male students prefer print (Z. Liu and Huang, 2008). More research will be needed in this area as emerging members of the “Google generation” students born since 1993 when graphical Web browsing first appeared go through the post secondary education system.

According to Rukanci and Anameric in Tosun (2014) e-books depending on the technology that can provide enough interaction as between a teacher and a student. It can appeal to students with different learning styles and they can adjust their own reading and learning speed. In addition it is clear because of its visual and audio elements, e-books could facilitate learning and teaching, make it more enjoyable and optimize the permanence of learning.

Methods

84 students participated voluntarily from Electrical Engineering Department of Politeknik Negeri Ujung Pandang which consists of 39 Computer and Networking Engineering students and 45 Electronics Engineering students. They are studying Engineering field which requires them to download and read many e-books as academic book references for their workshop and laboratory report and presentation every week. The students were asked to read TOEFL reading text and answer multiple choice questions based on the text provided. The students were allotted 90 minutes time limit to read from their multimedia devices. The procedures of collecting data were as follows:

1. Scoring students’ reading test based on standardized TOEFL score for reading section. The score range from 20 for the lowest score and 68 for the highest. The question consists of 50 multiple choice questions. The correct answers were converted from 21 until 67 based on Longman Complete Course for the TOEFL Test (2001:601-602).

Table 1. *TOEFL Reading Test conversion*

NUMBER CORRECT	CONVERTED SCORE
50	67
49	66
48	65
47	63
46	61
45	60
44	59
43	58

42	57
41	56
40	55
39	54
38	54
37	53
36	52
35	52
34	51
33	50
32	49
31	48
30	48
29	47
28	46
27	46
26	45
25	44
24	43
23	43
22	42
21	41
20	40
19	39
18	38
17	37
16	36
15	35
14	34
13	32
12	31
11	30
10	29
9	28
8	28
7	27

6	26
5	25
4	24
3	23
2	23
1	22
0	21

2. Classified students score into 5 levels as follows:

Table 2. Classification of students' score

SCORE	CLASSIFICATION
67 – 57	Very Good
56 – 46	Good
45 – 35	Fair
34 – 24	Poor
23 – 21	Very Poor

The result was analyzed with descriptive statistics. Distribution of participating students by gender and study program is presented in Table 3.

Table 3. Frequency distribution of students by gender and study program.

	Groups	Frequency (n)	Percentage (%)
Gender	Female	41	48.8
	Male	43	51.2
	Total	84	100
Study Program	Computer and	39	46.4
	Networking Engineering		
	Electronics Engineering	45	53.6
	Total	84	100

Findings and Discussion

Based on the responses of the students to the multiple choice of reading test question, the results are presented in these following tables.

Table 4. Classification of engineering students' reading score

Score	Classification	Frequency (n)	Percentage (%)
67 – 57	Very Good	16	19.2
56 – 46	Good	38	45.2
45 – 35	Fair	20	23.8
34 – 24	Poor	7	8.3
23 – 21	Very Poor	3	3.5
	Total	84	100

There is positive effects of reading through multimedia devices as it concluded from 84 students there were 54 students (64%) classified very good and good. They are competent and understand the content of the text easily. Their ability in reading through multimedia devices is as similar as when they are reading through print books. They can maintain reading speed and use their best skill in reading the text. In contrary, there were only 30 students (36 %) classified fair, poor, and very poor found the difficulties in reading by using the devices. Based on the findings, the difficulties that the students encountered namely they cannot read the text very fast and they cannot concentrate very well in reading the text since it requires fully concentration in reading through screen. They also feel inconvenient when they have to frequently scroll down and up the pages.

Conclusion

Multimedia gives lecturers the tools to turn the classroom into centers of student-directed inquiry and technology offers tools for thinking more deeply, pursuing curiosity, and exploring and expanding intelligence as learners build "mental models" with which students can visualize connections between ideas on any topic. Educational technology consultant Dell and Szewczyk in 2008 concluded that teaching with technology allows educators to better meet the needs of students with diverse abilities while at the same time increasing motivation of all students. Technology functions as a bridge to higher reading achievement by engaging students in learning that is relevant and meaningful and there are further innovation and more e-reader devices and e-textbooks being produced, it is important to appropriately assess their influence on reading while this study brought to light some of the positive effects of multimedia devices on reading achievement, future research is still needed due to the increasing prevalence of e-reader devices.

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Teachers' Written Feedback and Writing Performance of Teacher Education Students

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Abstract

This study determined the teachers' written feedback in the written outputs of their students and their students' writing performance. Specifically, it sought to determine the profile of the student-respondents in terms of age, sex, grade in English and specialization, the teachers' formative and summative written feedbacks on the writing performance of students and the writing performance of the student-respondents in terms of form and content. Moreover, the study looked into whether there is a significant difference in the teachers' written feedback and writing performance of the respondents when they are grouped according to their profile variables and whether there is a significant relationship between the writing performance and grade in English of the student-respondents as well as the relationship between teachers' written feedback and writing performance of students.

The descriptive-correlational method of research was utilized in this study with a structured questionnaire as data primary data gathering tool. Quantitative analysis was employed in analyzing the writing performance of students both on form and content utilizing Lee model of 2008. On the other hand, both qualitative and quantitative were utilized in analyzing teachers' written feedback. Inter reliability test was also utilized involving two teacher-raters. It was conducted at Thai Nguyen University of Education in the second semester of the school year 2016 – 2017. The respondents of the study were taken from four classes at Thai Nguyen University of Education, Vietnam composed of 202 students during the second

semester of school year 2016-2017. However, a total of 60 respondents were randomly selected, using 30 percent sample size from the students of TUE from the following classes: Literature Education (LE), a Physics Education (PE), Mathematics Education (ME), and Chemistry Education (CE). In the analysis of data, frequency counts, percentages and weighted means were used. However, in the inferential questions, t-test and analysis of variance (ANOVA) were utilized.

The study found that the mean age of the student-respondents is 20.9 years. Majority of them are females and have average grades in English. Moreover, the respondents are equally distributed as students in the different fields of specialization in Teacher Education, namely: Literature Education, mathematics Education, Physics Education and Chemistry Education. Results of the formative and summative evaluation of teachers on their students' written outputs reveal that generally the teachers "neither agree nor disagree" of their students written outputs as manifested by the overall means 2.96 for the formative type and 3.01 for the summative type of feedbacks. In terms of writing performance along form, student-respondents of the Literature Education and Mathematics Education got "Outstanding" performance, while Physics and Chemistry Education students received "Very Satisfactory" performance. However, in terms of writing performance along content, only Literature Education student-respondents received "Very Satisfactory" performance, while their counterparts were only rated as "Satisfactory". When the student respondents were grouped according to their profile variables such as age, sex and specialization, there was no significant difference as to their teacher's written feedbacks as well as their writing performance. Moreover, there is a significant relationship between English grades of the students and their writing performance. Lastly, the teachers' written feedback on their students' written outputs is not significantly related to their students' writing performance.

Based on the findings of the study students' grade in English teacher holds an influence on student writing performance. There are some reasons why teacher written feedback does not lead to successful revision and one of the problems lies in teacher written feedback itself. Teacher written feedback that is vague and too general could be confusing to the students, making it difficult for them to respond and incorporate the comments in their revision process, while too much criticism on errors could demotivate students to revise. Profile characteristics of students, however, do not relate to their writing performance and teachers' written feedbacks on their outputs.

Keywords: *written feedback, writing performance, teacher's feedback.*

Introduction

One key factor in the acquisition of knowledge and skills in the classroom is feedback given to the learners. Feedbacking, written or oral, is one form of scaffold for the students to understand the concept that is newly presented and not yet fully mastered. Mack (2009) defines teacher written feedback as any comments, questions or error corrections that are written on students' assignments. These feedbacks can be given in many forms including questions, error corrections, praises and so on.

Learners benefit from teachers' feedback. Hyland and Hyland (2006) see teachers' written feedback as purely informational with its position as a medium for the teacher to channel responses and advices in assisting students' improvement. Teacher written feedback promotes students' revisions not only in L1 but also in the context of L2 when the feedback given is more specific, idea-based and meaning-level in multiple drafts (Paulus, 1999). In addition, teacher written feedback plays a significant role in providing a reader reaction to students' effort in writing helping them to be better writers and to justify the grade given to the students (Hyland, 2003, cited in Hyland & Hyland, 2006). For the purpose of this study, the effects of three types of integrated teacher written feedback; criticism, praise and suggestion (Hyland & Hyland, 2001) on students' revision are investigated.

The significance of teacher written feedback in the writing process is acquiesced by both teachers and students (Montgomery & Baker, 2007). In second language (L2) writing, teacher written feedback plays an important part in coaching students the conventions of writing in a particular culture as well as L2 grammatical forms (Paulus, 1999). Zhang (1995) found that ESL students place greater appreciation and consistently rate teacher written feedback higher than other forms of feedback, such as peer feedback and oral feedback in writing conferences. Additionally, Ferris (1997) noted that teacher written feedback has resulted in text improvement where based on her research, it was found that the notes in the margin, requests for clarification and comments on grammar have led to students' revisions.

Within the communicative framework of language teaching, the skill of writing enjoys special status and it is via writing that a person can communicate a variety of messages to a close or distant. Considering that writing skill is one of the important language macro skills that every language teacher should develop among his/her students, it is a difficult competency to develop and the least liked classroom language task. Hence, writing is a communicative activity

that needs to be encouraged and nurtured during the language learners' course of study. Viewing writing as an act of communication suggests an interactive process which takes place between the writer and the reader via the text. The writing process, in comparison to spoken interaction, imposes greater demands on the text, since written interaction lacks immediate feedback as a guide.

Feedback is an essential component of any language writing course. Lee (2008), defines feedback as information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance. According to Wang (2012), surveys of students' feedback preferences generally indicate that L2 students prefer teacher written feedback to alternative forms such as oral and peer feedback. Mostly students from cultures that see a teacher as the only source of authority value teacher revision more highly than other methods because they have confidence in the teacher's knowledge and skill in English. Teacher written feedback or handwritten commentary is a primary method to respond to students' essays to assist students' writing development; teacher written comments on the students' drafts indicate problems and make suggestions for improvement of future papers. Through feedback teachers can help students compare their own performance with the ideal and to diagnose their own strengths and weaknesses.

Written feedback is an essential aspect of any English language writing course. Feedback can be viewed as an important process for the improvement of writing skills for students. It is the writing extensive comments on students' texts to provide a reader response to students' efforts and at the same time helping them improve and learn as effective writers. The teacher provides feedback to enable students to read and understand the problems and use it to improve future writing. Thus, written feedback is used to teach skills that are able to help students improve their writing.

Similarly, Kroll (2001) describes that the goal of feedback is to teach skills that help students improve their writing proficiency to the point where they are cognizant of what is expected of them as writers and are able to produce it with maximum clarity and minimal errors. Additionally, Fathman and Walley (1990) stated that when students receive grammar feedback that indicated the place but not type of errors, the students significantly improved their grammar scores on subsequent rewrites of the papers. This idea is echoed by Frodesen (2001), who noted that indirect feedback is more useful than direct correction.

While not all students are familiar with doing corrections and peer feedback may not work effectively yet, the use of teachers' written feedback on students' writing outputs which help students correct their errors in the most effective way is considered.

Teachers' written feedback has also been found to be effective when it is coupled with student-teacher conferencing (Brender, 1998; Fregeau, 1999). As noted earlier, many students find understanding written feedback problematic. Conferencing allows both students and teachers chance to trace the causes of the problems arising from student writing and feedback, and to develop strategies for improvement. During these sessions, teachers can ask direct questions to students in order to gain a deeper understanding of student writings. Also, students are able to express their ideas more clearly in writing and to get clarification on any comments that teachers have made. Finally, teachers can use conferencing to assist students with any specific problems related to their writing.

Teachers have to come up with an effective method of feedback that takes into account the shortcomings of common methods of feedback, the positive aspects of them and the desires of students, to benefit from those feedbacks. The goals of a particular writing course are one of the main factors that need to be considered when determining how to provide feedback.

Feedback that is a mismatch with assignment or course goals may be one of the factors contributing to students not knowing how to properly respond to it. Among these are consideration of course and assignment goals, the stage of the writing process and the form of the feedback.

Aside from the aforementioned effectiveness of marking errors for student self-correction, other methods of feedback on grammar can be productive in improving students' writing skills. To lessen student confusion, teachers should consistently use a standard set of symbols or markings to indicate place and type of error and train the students in what kinds of corrections to make based on each symbol. Lists of proofreading symbols can easily be found in most writing textbooks, or teachers can create their own. Furthermore, teachers should familiarize students with the system so they will not be surprised when new symbols occur.

The failure of written comments dealing with content comes from a combination of using inconsistent, unclear comments along with not training students on how to properly use the feedback to improve their written performances. Teachers should consistently use a standard set of clear and direct comments and questions to indicate place and type of content feedback. These types of comments and questions should focus students' attention on the content of the composition and the process they followed instead of merely pointing out areas that the teacher

found interesting or lacking. As Leki (1990) points out, these kinds of questions and comments can be used to create a dialog between the student and the teacher in order to give both a clearer understanding of how the assignment was and should be conceived and executed. Furthermore, teachers should, as with grammar, familiarize students with the types of comments that will be used and trained students on how to make use of the comments.

Aside from using conferences to determine if students understand and are making use of feedback, teachers can also use them to explain their comments to the students. Conferences are an excellent time for teachers and students to ask direct questions to each other and uncover any misunderstandings by either party. One way to do this would be to present students with pre-conference sheets that allow them to prepare questions for the teacher beforehand. Likewise, the teacher should also prepare a list of comments and questions before the conference.

Although in general, most previous studies have proven that teacher written feedback has brought positive changes in students' writing and also motivation, feedback alone is inadequate in helping students to improve. This may be due to the students' metacognitive knowledge inadequacy on the successful way to do revision based on the feedback given (Silver & Lee, 2007). Thus, it is the teachers' task to make the students understand the feedback given to them so that students will be aware of the parts that need to be improved. In addition, Silver and Lee (2007) further maintained that low English proficiency and lack of appropriate strategies for providing explanations might not lead to successful revision by the students despite providing feedback. Result from a case study by Hyland (1998) concurs with this notion as it was found that one of the participants writing problem is related to the ineffective use of writing strategies and also low proficiency in English. Therefore, it is clear that improving students' writing performance should be beyond providing written feedback. Students need to incorporate their individualized strategies with the feedback provided by their teachers so that improvement in writing will occur (Paulus, 1999). Not only that, grammar instruction and also strategy training are also needed to help students improve in writing (Ferris, 2004).

Teachers should also be aware that the nature of their feedback also plays a role in the students' affective. A corrected draft with red ink all over the paper may not be a good way of providing feedback as it might give a negative effect on the students' apprehension level (Ravichandran, 2002). While praises are good in leveling up students' enthusiasm in writing, it did not encourage students to make revisions on their second draft (Silver & Lee, 2007). Moreover, overly positive feedbacks also were found not to lead to any changes in students,

drafts (Vardi, 2009). On the other hand, criticism as feedback leads to negative feelings from the students (Silver & Lee, 2007). Lastly, teachers should try to communicate their written feedbacks with their students as this will promote effective improvements and revision. As suggested by Bitchener et al. (2005), students will be able to make improvements on their writing if they are exposed to oral and corrective feedback frequently. In addition, teachers should demonstrate the feedback to the students to raise their awareness about the aspects that need to be improved. This is maintained by Vardi (2009) that “global feedback was strongly related to change where it was augmented and supported by local feedback which modeled and made clear how and where the global feedback could be applied in the text” (p.355).

Aware of the benefits of feedback to learning, the researcher wanted to find out if Vietnamese teachers of English as a Foreign Language purposely give feedback to help their Vietnamese students improve writing and if the students effectively make use of them.

In Vietnam, there have been few or no studies on feedback in general and teacher feedback in particular. At Thai Nguyen University of Education, there have been no attempts at investigating the issue. It would appear that the teachers’ current responding practice is lacking in specific theoretical foundations; hence it is difficult for students to learn and develop writing skills, especially in an English Foreign Language context, where exposure to English is limited to a few hours per week.

Many students are very good at grammar such as tenses, structures, and sentence patterns. These are needed factors during learning processes, but it is not enough for them to write a good composition. In order to write a good assignment, students also need to know how to develop ideas in a logical way. When students start writing their composition, many of them are confronted by the problem on how to develop ideas logically. In this regard, The Writing Center (2001) observed, student writers might be midway through a draft but find that they are unsure about the direction they have decided to take.

This study was designed to examine the correlation of the teachers' written feedback on the senior students’ writing at Thai Nguyen University of Education. It was conducted to investigate important aspects of giving feedback: 1) the teachers’ feedback in the senior year writing classes in terms of type, form, and focus of their feedback; 2) the teachers’ feedback in writing in terms of summative and formative assessment, for a balanced assessment system; and 3) the students’ reactions/ perceptions towards the feedback they received.

At Thai Nguyen University of Education (TUE) there have been few attempts to investigate teachers’ written feedback in general and the techniques teachers use in their feedback

in particular to explore which aspects of writing correction work in practice and which aspects teachers may need to adapt or modify in order to better serve their learners' needs. As the role of teacher written feedback is undeniably important in improving students' writing especially in the L2 classroom, this study intends to address this topic.

Methodology

The descriptive-correlational method of research was utilized in this study. The profile of the respondents, the teachers' written feedback and the writing performance of the student-respondents were described.

On the other hand, the inferential analysis also determined whether there are differences in teachers' written feedback and writing performance when respondents are grouped by age, sex and field of specialization. Moreover, the correlational design was used to determine the relationship between the writing performance and grade in English of the student-respondents as well as the relationship between teachers' written feedback and writing performance of students.

Results and Discussions

As gleaned from the data on Table 1, more than one-half or 53.33% of the respondents belong to the age bracket of 21-22 years, while 23 respondents or 38.33% fall on age bracket 19-20 years. The remaining 5 respondents or 8.33% belong to the ages 23-24 bracket. The mean age of the respondents is 20.9 years with a Standard Deviation of 1.23.

Table 1. Distribution of Respondents according to Age

Category	Frequency (n =60)	Percentage
19-20	23	38.33
21-22	32	53.33
23-24	5	8.33
Mean age = 20.9		Standard Deviation = 1.23

Sex

Table 2 presents the frequency distribution of the student respondents according to sex. It can be seen from the data that majority of the respondents or 88.33% are females, while only 7 respondents or 11.66% are males. The findings imply that the respondents are female dominated. In Vietnam nowadays, it is a common observation that more females prefer teaching as a profession. Thus, females are more likely to enter universities to become future teachers in literature, chemistry, physics and mathematics compared with their male counterparts.

Table 2. Distribution of Respondents according to Sex

Category	Frequency (n =60)	Percentage
Male	7	11.66
Female	53	88.33

Specialization

Table 3 presents the distribution of respondents in terms of specialization. From the data, it can be inferred that all the respondents were equally represented as 15 respondents or 25% each come from the four fields of specialization offered at the Thai Nguyen University of Education, namely: Literature Education, Chemistry Education, Physics Education and Mathematics Education. Literature Education provides pleasure to listeners and readers. It is a relaxing escape from daily problems, and it fills leisure moments. Making time for recreational reading and using high-quality literature help to develop enthusiastic readers and improve achievement. Chemistry Education is designed for an individual who intends to pursue a career in chemistry education research and teaching at the university, four-year College or community college level. Physics Education on the other hand, aims to develop and utilize theories and techniques that characterize, influence, and measure the learning of physics by students. Mathematics Education prepares scholars to work as researchers, expert practitioners, or policy professionals with a special focus on the teaching and learning of mathematics.

Table 3. Distribution of Respondents according to Specialization

Category	Frequency (n =60)	Percentage
Literature Education	15	25
Chemistry Education	15	25
Physics Education	15	25
Mathematics Education	15	25

Grade in English

Table 4 presents the distribution of respondents according to their grade in English. As gleaned from the data, almost one-half of the respondents or 48.33% got grades in English between 5-6 scores which is average and a passing grade. Some 5 or 8.33% of the respondents got highest scores of 9-10 and 16 of them or 26.67% received scores between 7-8. On the other hand, 6 respondents or 10% of them got scores of 3-4, while the remaining 4 respondents or 6.67 % got scores of 1-2 only, which is indicative of a poor or failing grade.

From the above findings, it can be deduced that most of the respondents have average grades and passing grades in English.

Table 4. Distribution of Respondents according to Grade in English

Category	Frequency (n =60)	Percentage
9-10	5	8.33
7-8	16	26.67
5-6	29	48.33
3-4	6	10.00
1-2	4	6.67

Teachers' Written Feedbacks on the Writing Performance of Their Students as to Formative and Summative Types

Results of the formative and summative evaluation of teachers on their students' written outputs as shown on the Table 5 reveal that generally the teachers "neither agree nor disagree" of their students written outputs as manifested by the overall means 2.96 for the formative type and 3.01 for the summative type of feedbacks.

Generally, the data reveals that for both formative and summative types of feedback, teachers “agree” to correct all errors, major and minor and “disagree” to correct no errors and respond to the ideas expressed. All other items were rated as neutral or “neither agree nor disagree” by the teachers.

In the analysis of data qualitatively on teachers’ written feedback on the writing performance of the students both on formative and summative types, it revealed in the 120 essays written by respondents the following feedback by teachers of English.

In general, it is important for the teacher that their students have few errors as possible in their written work. When responding to a first draft, the teacher always point out errors in grammar (verb tenses, subject-verb/agreement, article use and the like). It also points out errors in spelling, punctuation and make comments on the organization of the paper as well as the writing style. It also makes comments on the ideas expressed by the students.

Traditionally, teachers would usually use a set of correction or proofreading symbols and the use of red-colored pen. When responding to a first draft, teachers would usually indicate errors in student written work by crossing out what is incorrect and writing the correct word or structure or by showing where the error is and giving a cue about how to correct it. Sometimes they only show where the error is or by ignoring the errors in grammar, spelling, punctuation and only paying attention to the ideas expressed.

Significantly, teachers would usually do the commenting holistically on the organization, style, and content; making a summary, list of comments, making general comments at the end of the draft. Teacher would usually ask so many questions, the answers to which will help the students improve their drafts and carry out conversations with the students on the paper. Teachers would normally focus on the ideas, but if their major errors otherwise, they point them out once and write on the students’ paper what’s wrong so they can correct them.

Moreover, teachers would usually comment on general strengths and weakness; making a summary list of comments on the cover page, general comments on content/style/organization and mechanics and by providing suggestions, giving feedback on a checklist, commenting on the improvement made since the first draft. Teachers’ feedback revealed that it is still the same mistake, chances are the student could not correct it, so the teacher give the correct answer with the proper explanation and hoping that the student would remember it.

In terms of both the first draft and second draft, teachers feedback based on the essays submitted by the students revealed that they correct all errors both major and minor. They also

correct all errors that they considered major but not with the minor ones. They correct most but not necessary all of the major errors if there are any of them.

Teachers also correct only a few of the major errors no matter how many there are including all repeated errors whether major or minor. They also correct only errors that might interfere with communicating ideas. Sometimes teachers correct no errors and respond only to the ideas expressed.

Other comments of teachers when it comes to their feedback include general comments on content, organization, grammar at the end of the final draft. They also write comments on ideas, organization, and errors. They also point out major errors and provide suggestions for minor grammatical mistakes and signal a problem and comment at the end. Teachers tell their students, for example, that comma cannot be used to separate two complete sentences and circle the comma. It depends on the nature of the assignment; teachers usually use a checklist.

Remarkably, while teacher one's recurrent focus on grammar and mechanics provided the brand that she was involved in teaching the prescribed features of the language, things that she usually pays attention to while providing feedback and assigning grades. The comments focused on grammar, she replied and she doesn't know how to comment or correct ideas, the teacher would usually give that student good marks even if the paper is full with spelling or grammar errors. She only write endnotes generic words that that express 'good ideas' and 'support ideas with more examples'.

Based on teacher written feedback, writing one word comments were frequently used because they save time and are easy to write. For example, when the teacher wanted to clarify a grammatical issue, she just wrote the word "grammar" and "spelling". Sometimes, she specified the grammatical problem by writing "subject-verb agreement", or "article" but still such comments were very few.

Moreover, the least frequent type was praise. The use of praise, according to teacher one, was more frequent in the endnotes. She liked to start her endnote with praising the student before clarifying other points.

The anticipated authoritative role of teachers has inspired research on the role of teacher as a responder to students' writing (Brown, 2001).

This has also spearheaded various studies in the attempt to emphasize the role of teacher as a responder. The role of teacher as responder is achievable through teacher written feedback. Written feedback is an on-going process. This means it should happen continuously throughout the process of teaching and writing in achieving the final product (Ravichandran, 2002). What

can be concluded from this is that teachers should provide feedback on students' drafts so that students will be able to make revisions and improvements in their writing. While there are other feedback providing strategies such as peer feedback, a study by Paulus (1999) on eleven ESL university students revealed that not only teacher feedback brought more influence in improving students' writing, it was also more favored by the students as compared to peer feedback. Similarly, Hyland (2003) found that students highly regard form-focused feedback from teachers and they believed that this kind of feedback would be helpful in noting their errors so that improvements can be made.

Thus, it is the teachers' task to make the students understand the feedback given to them so that students will be aware of the parts that need to be improved. In addition, Silver and Lee (2007) further maintained that low English proficiency and lack of appropriate strategies for providing explanations might not lead to successful revision by the students despite providing feedback. Result from a case study by Hyland (1998) concurs with this notion as it was found that one of the participants writing problem is related to the ineffective use of writing strategies and also low proficiency in English. Therefore, it is clear that improving students' writing performance should be beyond providing written feedback. Students need to incorporate their individualized strategies with the feedback provided by their teachers so that improvement in writing will occur (Paulus, 1999). Not only that, grammar instruction and also strategy training are also needed to help students improve in writing (Ferris, 2004).

Overall, the findings showed that teacher written feedback on students' essays do lead to revisions on the final drafts. Hillocks (1986), Knoblauch and Brannon (1981) believed that teacher written commentary on students' compositions is normally not effective, this study proves that there were attempts made by students to revise based on the teacher written feedback.

In addition, the findings showed that based on the three types of teacher written feedback used on the compositions, the type of feedback that led to student revisions was suggestions.

Table 5. Teachers' Formative and Summative Written Feedbacks on Their Students' Written Performance

STATEMENTS	FORMATIVE		SUMMATIVE	
	MEAN	ADJ. VALUE	MEAN	ADJ. VALUE

1. Correct all errors, major and minor	3.88	A	4.08	A
2. Correct all errors I consider major but not the minor ones	3.39	NAD	3.69	A
3. Correct most but not necessary all of the major errors if there are many of them	2.77	NAD	2.95	NAD
4. Correct only a few of the major errors no matter how many there are	2.73	NAD	2.59	D
5. Correct all repeated errors whether major or minor	3.21	NAD	3.11	NAD
6. Correct only errors and respond only to the ideas express	2.74	NAD	2.55	D
7. Correct no errors and respond to the ideas expressed	1.82	D	2.09	D
8. I write a note to have an individual confidence to discuss the draft; I request a meeting; I ask the student to come to my office and we go over mainly only those errors that interfere with meaning.	3.07	NAD	3.01	NAD
9. I comment more than I correct; I write clear comments; I write comments and clues to correct or revise; I write a general note at the end.	3.08	NAD	3.03	NAD
Overall Mean	2.96	NAD	3.01	NAD

Writing Performance of the Student Respondents

Form

Table 6 presents the writing performance of student respondents along form. As gleaned from the data, both Literature Education and Mathematics Education obtained an average score of 13 with verbal description of “**Outstanding**”. On the other hand, both Physics Education and

Chemistry Education obtained an average score of 12 with verbal description of “**Very Satisfactory**”.

It can be deduced from the above findings that in terms of form, students who specializes in Literature Education and Mathematics Education” have better writing performance. Literature Education as an academic program in the university is expected to provide them with competencies as listeners and readers which is different with the expected competencies to be developed among students in Mathematics, Physics and Chemistry Education.

It is worthy to note that based on rubric used in this assessment, grammatical accuracy, conventions, and intelligibility were emphasized in analyzing the essays of the respondents. Grammatical Accuracy was assessed on the understanding of the English to comprehend much of the message. Furthermore, errors were also looked into in terms of effects to comprehensibility, basic types of errors on subject verb agreement, noun-adjective agreement among others. Significantly, appropriate level of complexity in syntax and errors were also looked into.

Conventions were also part of the rubric wherein English spelling and punctuation, mechanical errors in most sentences was also assessed including capitalization. Importantly, paraphrasing was looked and delved into as part of errors in convention. Intelligibility was also part of the criteria in terms of how words and writing was understood.

Table 6. Writing Performance of the Student Respondents along Form

Specialization	Average Score	Verbal Description
Literature Education	13	Outstanding
Mathematics Education	13	Outstanding
Physics Education	12	Very Satisfactory
Chemistry Education	12	Very Satisfactory

Scores per Item in Rubrics along Form (First Draft)

	LE				AV E	ME				AV E	PE				AV E	CE				AV E
	5	4	3	2		5	4	3	2		5	4	3	2		5	4	3	2	
Grammatical Accuracy	7	5	2	1	4.5	6	4	4	1	4.29	5	7	1	2	4.29	3	6	2	4	3.79

Conventions	8	3	2	2	4.43	6	4	3	2	4.21	4	5	3	3	3.93	5	6	1	3	4.14
Intelligibility	6	5	3	1	4.36	6	7	2	0	4.57	4	8	1	2	4.21	4	7	2	2	4.14
TOTAL					13					13					12.4					12

Scores per Item in Rubrics along Form (Second Draft)

	LE				AV E	ME				AV E	PE				AV E	CE				AV E
	5	4	3	2		5	4	3	2		5	4	3	2		5	4	3	2	
Grammatical Accuracy	4	5	3	3	3.93	7	5	3	0	4.6	6	4	3	2	4.2	5	6	0	4	4.07
Conventions	6	5	3	1	4.36	6	7	2	0	4.6	6	5	2	1	4.1	3	6	3	3	3.86
Intelligibility	5	7	2	2	4.5	6	5	2	2	4.3	6	4	1	1	3.6	6	4	2	2	4
TOTAL					13					13					12					12

Content

Table 7 presents the writing performance of student respondents along content. As gleaned from the table, specializations on Mathematics Education, Physics Education, and Chemistry Education obtained an average score of 12 with verbal description of “**Satisfactory**”. On the other hand, the Literature Education specialization obtained an average score of 13 with verbal description of “**Very Satisfactory**”. Similar to the earlier findings, Literature Education students have better writing performance in terms of content than their other counterparts. This is expected because Literature Education students are trained to be more competent in all aspects of writing.

Looking into the rubric used in terms of content. Criteria on vocabulary/word choice, sentence fluency organization and ideas and content was utilized in the assessment conducted. In the rubric, the dichotomy of extremes evaluation criteria was utilized.

Table 7. Writing Performance of the Student Respondents along Content

Specialization	Average Score	Verbal Description
Literature Education	13	Very Satisfactory
Mathematics Education	12	Satisfactory
Physics Education	12	Satisfactory
Chemistry Education	12	Satisfactory

Scores per Item in Rubrics along Content (First Draft)

	LE				AV E	ME				AV E	PE				AV E	CE				A V E
	5	4	3	2		5	4	3	2		5	4	3	2		5	4	3	2	
Ideas/Content	7	5	3	0	4.5 7	4	4	5	2	3.93	5	5	3	2	4.1	5	5	3	2	4.14
Organization	5	5	3	2	4.1 4	4	6	3	2	4.07	6	6	2	1	4.4	4	4	5	2	3.93
Sentence Fluency	5	5	5	0	4.2 9	4	4	5	2	3.93	5	5	3	2	4.1	5	5	2	3	4.07
Vocabulary / Word Choice	6	7	2	0	4.5 7	6	5	2	2	4.29	4	4	4	3	3.9	6	5	2	2	4.29
TOTAL					13					12					12					12

Scores per Item in Rubrics along Content (Second Draft)

	LE				AV E	ME				AV E	PE				AV E	CE				AV E
	5	4	3	2		5	4	3	2		5	4	3	2		5	4	3	2	
Ideas/Content	5	5	5	0	4.29	4	4	5	2	3.93	5	5	3	2	4.1	4	6	3	2	4.07
Organization	5	5	3	2	4.14	4	6	3	2	4.07	5	5	3	2	4.1	4	4	5	2	3.93
Sentence Fluency	7	5	3	0	4.57	4	4	5	2	3.93	5	5	2	3	4.1	5	5	2	3	4.07

Vocabulary / Word Choice	6	7	2	0	4.57	4	6	3	2	4.07	4	4	5	2	3.9	6	5	2	2	4.29
TOTAL					13.3					12.1					12					12.3

Difference in the Teachers' Written Feedback of Writing Outputs When Students are grouped by Profile Variables

Table 8 shows that when students are grouped according to their age, the F value of .064329 which is less than the f-critical value of 3.158. This means that the research hypothesis is accepted. Hence, it can be concluded that when respondents are grouped by age, there is no significant difference in the teachers' written feedbacks of their written outputs.

Table 8. Differences in the Teachers' Written Feedback when Students are Grouped by Age

Anova: Single Factor

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
19-20	23	70	3.04347	0.63438
21-22	32	103.5	3.23437	0.8062
23-24	5	12.5	2.5	0.5

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	2.45129	2	1.22564	1.70608	0.1907	3.1588
Within Groups	40.9487	57	0.71839			
Total	43.4	59				

Decision: Accept Ho

When students are grouped by sex, Table 9 reveals that there is no significant differences in their teachers' written feedback about their writing performance as reflected by the t-value

of -0.03357 which is less than the t-critical value of 2.3646. The findings imply that the null hypothesis is accepted. Thus, teachers' feedbacks on the writing performance of students are the same whether students are male or female.

Table 9. Differences in the Teachers' Written Feedback when Students are Grouped by Sex

t-Test: Two-Sample Assuming Unequal Variances		
	<i>Male</i>	<i>Female</i>
Mean	2.97867063	2.98194077
Variance	0.05938315	0.054210061
Observations	7	54
Hypothesized Mean Difference	0	
Df	7	
t Stat	-0.0335735	
t Critical two-tail	2.36462425	

Decision: Accept H_0

Table 10 presents the comparison of teachers' feedbacks on their students' writing performance when they are grouped by specialization. The data below reveals that f-value of 0.543747 is less than the f-critical value of 2.882604 which means that the null hypothesis is accepted. Hence, there is no significant differences in the teachers' feedback about their students' writing performance when they are grouped by specialization. It can therefore be deduced from the findings that irrespective of specialization, teachers see the same or common errors or comments in their written outputs.

Table 10. Differences in the Teachers' Written Feedback when Students are Grouped by Specialization

ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>Df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	1.012065	3	0.337355	0.543747	0.655683	2.882604
Within Groups	21.09449	34	0.620426			
Total	22.10655	37				

Decision: Accept Ho

Comparison on the Writing Performance of Students Grouped by Profile Variables

Tables 11, 12 and 13 show the comparison of writing performance when students are grouped according to profile variables.

In terms of age, the f -value of 0.64329 which is less than the f -critical value of 3.15884 reveals that there is no significant difference in the writing performance among the students. Hence, the null hypothesis is accepted. This means that whether male or female, students of the University have similar writing performance.

Table 11. Differences Performance when Students are Grouped by Age

Anova: Single Factor

SUMMARY

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
19-20	23	544	23.6521	2.89624
21-22	32	742.5	23.2031	2.28805
23-24	5	118.5	23.7	1.075

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
	3.1362					
Between Groups	55	2	1.56812	0.64329	0.52933	3.15884

	138.94			Accept
Within Groups	71	57	2.43766	Decision: Ho
	142.08			
Total	33	59		

Table 12 shows whether there is a significant difference in the writing performance of students when they are grouped by sex. The data on the Table 13 shows that there is no significant difference as demonstrated by the t -value of 1.7380 which is less than the t-critical value of 2.26215. Hence, the null hypothesis is accepted.

It can be inferred from the findings that males and females in the University as assessed by their teachers have similar writing performance.

Table 12. Differences Writing Performance when Students are Grouped by Sex

t-Test: Two-Sample Assuming Unequal Variances		
	<i>Female</i>	<i>Male</i>
Mean	23.81132075	23.71428571
Variance	2.915638607	1.738095238
Observations	53	7
Hypothesized Mean Difference	0	
Df	9	
t Stat	0.176191213	
t Critical two-tail	2.262157163	

Decision: Accept Ho

As reflected in Table 13, there is no significance difference in the writing performance of the respondents when they are grouped according to specialization since the F value is 0.06654 which is less than the f-critical value of 2.769431. Hence, the null hypothesis is accepted. The findings imply that regardless of specialization, writing performance of students in Teacher Education is similar.

Table 13. Differences Writing Performance when Students are Grouped by Specialization

<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>
Lit Ed	15	369	24.6	3.685714
Physics Ed	15	360	24	2.285714
Math Ed	15	353	23.53333	2.12381
Chem Ed	15	346	23.06667	2.102381

ANOVA

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	19.33333	3	6.444444	2.527823	0.06654	2.769431
Within Groups	142.7667	56	2.549405			
Total	162.1	59				

Decision: Accept Ho

Relationship between English Grade and Writing Performance of the Student

Respondents

As gleaned from the Table 14, the grade in English of the respondents are correlated with their writing performance along content and form. The results of the correlation analysis of 0.81 and 0.67, at 0.05 level of significance shows that English grades of the students are significantly related to the writing performance of the students both in terms of content and form. Hence, the null hypothesis is rejected.

The findings imply that students with better grades in English have better writing performance. Hence, grade in English is significantly correlated with the writing performance of the students.

Table 14. Relationship between English Grade and Writing Performance of the Respondents

English Grade of the Respondents	Writing Performance of the Student Respondents along Form/Content	Correlational Value	Correlational T-test Result at 0.05	Test of Significance at 0.05

6.13	12.58	0.81	13.44	Significant
6.13	12.24	0.67	6.87	Significant

Relationship between Teachers' Written Feedback and Writing Performance of the Respondents

Data on Table 15 shows the relationship between the teachers' written feedback on their students' written outputs and their writing performance. The results of the correlational value reveal that there is a significant relationship between the teachers' written feedback and the writing performance of the students as demonstrated by an F-critical value of 0.53, which is greater than the computed value of -0.07 at .005 level of significance. Hence, the null hypothesis is accepted, implying that teachers' written feedbacks do not influence the writing performance of their students.

Table 15. Relationship between Teachers' Written Feedback and Writing Performance of the Respondents

Teachers' written feedback	Writing Performance of the Student Respondents	Correlational Value	F-critical at 0.05	Test of Significance at 0.05
2.98	23.80	-0.07	0.53	insignificant

Decision: Accept Ho

Conclusions

Based on the findings of the study students' grade in English teacher holds an influence on student writing performance. There are some reasons why teacher written feedback does not lead to successful revision and one of the problems lies in teacher written feedback itself.

Teacher written feedback that is vague and too general could be confusing to the students, making it difficult for them to respond and incorporate the comments in their revision process, while too much criticism on errors could demotivate students to revise.

Moreover, the teachers' written feedbacks on written outputs of students are very critical the students' writing performance. Profile characteristics of students, however, do not relate to their writing performance and teachers' written feedbacks on their outputs. Interestingly, Literature Education students of Thai Nguyen University consistently performed better both in form and content compared with other majors in the University.

Recommendations

In light of the foregoing findings and conclusions, the following recommendations are endorsed:

1. Teachers in Teacher Education and even in all colleges of the University, should sustain giving written feedbacks on the written outputs of their students because of the positive effects of feedbacks to their performance in school.
2. There should be more trainings and seminars to be conducted along giving feedbacks in as much as all teachers may not be very competent along this skill. Factors to consider should include course, nature of learners and subjects taught by the teachers.
3. Students are advised to revise their writing immediately after receiving the feedback as this provides an "opportunity to engage students at a teachable moment" that make them to "become more independent and more responsible for the linguistic quality of their writing" (Lalande, 1982 and Lightbown & Spada, 1999).
4. Learners should be made aware that language learning takes place not only in the classroom but also outside the classroom provided that they are ready "to engage in some form of independent learning".
5. A similar study should be conducted to include other courses or programs and other universities in order to validate the findings of this study.

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**The Influence of Computer-Assisted Language Learning (CALL)
on the Language Proficiency of College Students in Sulu**

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Abstract

This study was undertaken to determine the college students' performance in entrance and exit tests of Computer Assisted Language Learning (CALL) herewith Sulu State College (SSC)-Computer Course with English Language Learning (CCELL) and their language proficiency. It probed the significant relationship between CALL and language proficiency of Sulu State College (SSC) students. It investigated the degrees of difference of the students' entrance and exit tests in CALL. This study answered the research questions on the bases of the following hypotheses: (1) There is a significant relationship between the college students' performance in the entrance and exit tests of CALL and their language proficiency; (2) There is a significant difference in the students' entrance and exit tests proficiency of CALL. This study employed a Descriptive- Quantitative Research Design. The respondents were the four hundred eighty nine (489) college students of SSC during the first semester of the academic year 2018 - 2019. Furthermore, this study made use of SSC CALL's entrance and exit tests results and a standardized language proficiency speaking and writing tests (Speaking & Writing Tests adapted from Choo, 2010). Consistent with the hypothesis, the college students' performance in CALL does influence their language proficiency.

Introduction

Being one of the most epoch-making inventions of the 21st century, computers have fundamentally altered every aspect of people's lives, including education. Thus, computer-assisted language learning (CALL) has received considerable attention among researchers and language teachers for decades by serving interactive, multi-sensory, and autonomous learning opportunities. In this respect, innumerable large or small-scale projects blazed a trail for other teachers to follow. The present study, therefore, is primarily concerned with the students' performance towards computer-assisted language learning.

There is a long history of using technology to improve language learning (Salaberry, 2001). Computers and CALL materials have been integrated into the education philosophy, especially into English language curricula, providing learners and teachers with a broad spectrum of opportunities and resources for higher language achievement. Research on the effectiveness of

new technologies, particularly the use of computers in language teaching, has been an ongoing process.

Language proficiency may be defined as the ability to use a language effectively and appropriately throughout the range of social, personal, school, and work situations required for daily living in a given society. In literate societies, language proficiency includes both oral and written language.

The hegemony or control of generative linguistic theory that says nothing about instruction has given way to theoretical approaches that focus on factors that can be designed and shaped to be beneficial for a learner's development of communicative competence. With these advances in theory as well as the interest on the part of those designing CALL, the future looks bright. At the same time, however, advances in technology outpace advances in language learning practices; thus, Garrett's (1991) observation is as true today as it was in 1991: "Technology that can be taken for granted is already light years ahead of the profession's ability to integrate a principled use of it into the classroom and the curriculum". What was not true in 1991, and maybe today, is that a majority of professionals in language learning and teaching see this as an area worthy of attention.

Thus, this study was conceptualized to determine the computer assisted language learning as a correlate to the learners' language proficiency.

Statement of the Problem

The primary purpose of this study was to determine the Computer-Assisted Language Learning (CALL) as a probable correlate to Language Proficiency among college students of the Sulu State College (SSC). More specifically, this focused on answering the following questions: (1) What is the overall performance in the computer-assisted language learning of the college students ?; (2) What is the level of language proficiency among college freshman students in terms of speaking and writing?; (3) Is there a significant relationship between the respondents' performance in CALL and language proficiency?; (4) Is there a significant difference between the students' performance in entrance test and exit proficiency test of CALL Program?

Review of Related Literature

Computer-Assisted Language Learning (CALL)

The review of recent research on computer-assisted language learning (CALL) reveals a number of interesting points regarding existing research in this area. With extraordinary growth of

computer technology, much greater attention has been given to educational technologies in teaching and learning. Therefore, a great number of countries worldwide have incorporated computers to their educational programs and tried to take advantage of the contribution of such an experiment in their training course. It is also one of the most attractive fields In the current teaching and learning trend and the matter which Is generally thought about Is that language learning could not be excluded from this.

Gradually, multimedia or computer-assisted language learning (CALL) has become an overwhelming trend and has been regarded as a major reform. It is greatly acknowledged that modern technology brings about noticeable changes into language courses (Xiong, 2008; Zhao and Liu, 2011). For over 20 years, a number of theoretical approaches to SLA have been explored, each focusing on a particular area of language learning (Ellis, 1994; Gass & Selinker, 2008). The publication by VanPatten and Williams (2007) is particularly helpful for considering the variety of perspectives on SLA because it explicitly addresses the question of the relevance of each theory to language teaching. Some theoretical approaches to SLA were discussed from the publication that has been influential as well as three approaches mentioned by Ortega (2007) and complexity theory as described by Larsen-Freeman and Cameron (2008). It also provides an indication of theoretical focus and suggests an aspect of CALL that the theory might inform. In some universities in Mindanao and other parts of the Philippines, EduQuest was the first computer-assisted language learning program that was implemented in some English classes in 2004. After which, Dynamic Education (DynEd) was introduced in 2006 and has been integrated in basic English courses since then. But this was done only after the pioneering group of instructors underwent a series of trainings with the CALL implementers, the International Language Solutions, Inc. experts.

Grammar in CALL

The capacity for computers to provide instant and individualized feedback has long been recognized by educators, including foreign language educators (Chao, 1999; Salaberry, 2001). While early applications tended to follow the behaviorist tradition by simply assessing the learner's performance and providing simplistic feedback in a correct-or-incorrect fashion, more recent applications are much more contextualized and pedagogically sound (Salaberry, 2001). Computer-based grammar checkers and spell checkers represent potentially powerful ways to provide feedback to students' written output (Jacobs & Rodgers, 1999). Improving error analysis, diagnosis, and feedback has been of continuing interest in the area of natural-language

processing (NLP),"parser based CALL," and intelligent CALL (ICALL; Nerbonne, 2003). Here, researchers and developers aim to emulate some of the qualities of an expert teacher, such as the ability to assess the importance of an error or provide more nuanced feedback (Dodigovic, 2005; Heift & Schulze, 2007). Thus, for example, Heift and Schulze described The German Tutor, which features an "Error Priority Queue" that ranks student errors and provides a single feedback message when multiple errors occur.

By keeping a detailed record of student performance, modern parser-based CALL systems are able to develop sophisticated student models that shape subsequent student computer interactions, especially in terms of feedback, assessment, and remediation (Heift & Schulze, 2007). A wide range of technologies is increasingly becoming involved. For example, in relation to NLP and CALL, Nerbonne included concordancing, text alignment, speech recognition and synthesis, syntactic processing, and machine translation in his discussion. Concordancing and corpus studies are worthy of special note in the recent development of ICALL and parser-based NLP systems (Granger, Kraif, Ponton, Antoniadis, & Zampa, 2007; Vannest0al & Lindquist, 2007). Of special interest is the learner corpus, an electronic collection of texts produced by L2 learners in which learner errors are tagged and categorized into groups. Thus, in a parser-based NLP system, when a learner error is identified, the learner cannot only be offered feedback in the usual sense but can also be referred to the learner corpus in which errors of a similar kind may be reviewed in their various contexts. Such systems are further enhanced by the possibilities of annotation and error categorization according to certain criteria (e.g., errors from learners who share the same first language [L1]). Thus, any feedback may be evaluated in the light of a representative set of similar examples, giving the learner more of a sense of the degree to which the feedback may be extended and applied in other situations. Granger et al. (2007) concluded that this combination of technologies is especially beneficial for raising language awareness and focus on form.

This enrichment of the context within which feedback is given may be further enhanced by a multimodal concordancer and corpus, allowing the learner to retrieve video and audio segments from a tagged corpus (Ackerley & Coccetta, 2007). Although there are many existing prospects for more sophisticated programs for grammar learning, they do not yet appear to have reached the wider language education market, and it is fair to say that most grammar programs are still very basic in the ways they process learner input, diagnose errors, and provide feedback.

Vocabulary in CALL

Vocabulary is a core component of language proficiency, and provides much of the basis of how well learners speak, listen, read, and write. Vocabulary, alongside grammar, has been one of the traditional areas of focus in CALL (Levy, 1997). Vocabulary continues to attract attention because of the sheer size of the task for the learner, its obvious importance for students with varying goals and proficiency levels, and the inherent capabilities of the computer that are more attuned to dealing with the more discrete aspects of language learning. Not surprisingly, the range of technologies is broad and includes courseware (commercial and self-developed), online activities, dictionaries, corpora and concordancing, and computermediated communication (CMC) technologies (Stockwell, 2007a).

Discrete-point activities for vocabulary learning practice are common and have been employed for many years. The well-known Hot Potatoes (<http://hotpot.uvic.ca/>) software is a good example, which includes six straightforward tutorial activities for vocabulary and grammar learning. Although the six activities are discrete and conceptualized largely around the word and the sentence, which some teachers may consider a limitation, there is a considerable amount of flexibility provided within the default formats, such as the option of including a simple Flash audio player to play sound files so that learners may listen to new vocabulary items separately and in context.

Beyond simple links to resources and mechanical practice, L2 vocabulary learning requires systematic recycling of new items at optimal intervals, re-contextualization, memory supports to promote recall, and production and feedback opportunities. A valuable example of a vocabulary learning site is the Lexical Tutor (<http://www.lextutor.ca/>), which illustrates well the breadth of online vocabulary applications that have been created. In vocabulary learning, multiple meanings of high-frequency vocabulary need to be addressed. Technologies invoked to address these challenges include Software developed by Nakata (2006) to provide optimal scheduling of feedback and rehearsal opportunities to Improve the effectiveness and efficiency of vocabulary learning. Computer-based lexical activities are also being developed using carefully formulated design principles drawn from insights from current research in cognitive psychology, psycholinguistics, and sociolinguistics. A good example is the in the work of Lafford, Lafford, and Sykes (2007), who have proposed 10 design features to underpin the creation of Spanish CALL materials for lexical acquisition. Such work is aimed at engaging learners in deep processing and in furthering their understanding of the layers of meanings associated with lexical items in different contexts. With broadly similar intent, using a depth of

lexical processing scale, Loucky (2006) described how a wide range of CALL tools could be used to promote learners' receptive and productive vocabulary development.

To date, vocabulary learning has also been a focus for developing applications and materials for the mobile phone (Kennedy & Levy, 2008; Stockwell, 2007b; Thornton & Houser, 2002). Like the computer, the mobile phone is a multifunction device, and with recent innovations such as the iPhone, it is to be expected that further applications will quickly emerge to address other areas and skills of language learning. Common features of these devices include Internet access, voice messaging, short message service (SMS) text messaging, photography, and video recording. An example of recent work on the use of CALL to acquire vocabulary is by Levy and Kennedy, who exploited SMS messaging for learning Italian (Kennedy & Levy, 2008; Levy & Kennedy, 2005). From a practical point of view, vocabulary items can be presented through short definitions and examples that suit the mobile phone's screen dimensions and general handling capabilities. The particular advantage of this technology is its ubiquity and, with a message distribution system, the capacity to plan recycling of new terms and to prepare messages in advance for delivery later at specific times. Thus, messages can be distributed at the time they are required to complement face-to-face work in class and the curriculum.

Although these advantages are of considerable potential value, the material constraints of the mobile phone such as the screen size still currently limit its use for language learners, as demonstrated in a research study by Stockwell (2007b). In this study, participants could choose to complete their assigned vocabulary learning tasks via the phone or the computer, and in the findings, the student access log data clearly showed a preference for the computer over the phone. More detailed analysis showed that this preference was related to both material and contextual factors, including screen size, ease of use, the expense of the service (in Japan), and ambient noise while in transit (Stockwell, 2007b, p. 378). Similar kinds of drawbacks are also likely to be encountered with other mobile devices such as personal digital assistants, MP3 players, and digital voice recorders, which are increasingly being tested and used in the teaching and learning of vocabulary for English, French, Spanish, and Chinese (Born, 2007; Chinnery, 2006). The challenge for developers, as is so often the case in CALL, is to work effectively within known constraints.

Pronunciation in CALL

In an overview of computer-aided pronunciation training (CAPT) pedagogy, Pennington (1999) assessed its potential, limitations, and future directions. The strengths of CAPT included the ability to motivate and to raise awareness of individual difficulties using technologies that

were quick, precise, tuned to the individual learner, and highly salient; the main limitation at that time concerned the fact that "certain aspects of pronunciation do not show up well in the visual representations of the speech analysis such as (simplified or modified) waveforms and so cannot generally be trained by such representations" (Pennington, 1999, p. 431). Almost a decade later, Chun (2008) noted "technological advances in acoustic phonetic software have the potential to help learners improve their pronunciation and speaking competence but that sound pedagogically based feedback beyond simply displaying pitch curves is still lacking, yet essential". Turning a simple display into an effective tool for learning is by no means straightforward, and in some ways, CAPT software is still a matter of potential rather than realization. Nonetheless, progress is being made in the design of pronunciation software either by targeting the design to a homogeneous student group (L1 or L2) or by more nuanced approaches to input evaluation and feedback. Commercial ventures such as Carnegie Speech which developed from Carnegie Mellon University's SPHINX speech recognition project, also provide good examples of the state of the art. An excellent example of a package that provides more detailed learner feedback on pronunciation was provided by Tsubota, Dantsuji, and Kawahara (2004) for Japanese learners of English. The software identifies the aspects of English pronunciation with which the learners are experiencing difficulties, specifically searching for 10 areas predicted as being problematic for Japanese learners. After identifying the areas in which the students require more practice, the software automatically provides feedback and practice in those areas where errors were detected.

Aimed at a student group similar in background and goals, Shudong, Higgins, and Shima (2005) described an Internet-based support system that makes use of a corpus of sample data from native speakers. The system identifies specific difficulties and then provides a number of interactive approaches and activity types to address them. Very detailed and precisely targeted feedback is a feature of this system.

As with many of the more tutorial approaches to CALL, feedback's precise nature and timing is critical (Heift & Schulze, 2007). Despite the greater technical sophistication of feedback providing pronunciation software packages, the question of which type of feedback is more effective in improving student pronunciation is still contentious (Hew & Ohki, 2004). Engwall and Balter (2007) provided a detailed examination of the challenges of feedback design in CAPT. Based on data from learner and teacher interviews and on observations focusing on the ways teachers give feedback in the classroom and the errors that should be corrected, the authors created a computer-animated pronunciation coach that pays special attention to the particular

problems that should be corrected and the way in which the feedback should be given. The system targets a narrower range of pronunciation difficulties than is typically encountered while providing a wider range of feedback strategies to suit individual learner preferences chatbots for conversation practice, Coniam concluded that reliable programs of this type are "still some way off being a reality" (p. 98).

On Dynamic Education (DynEd) Implementation

The Dynamic Education Program believes in a principle, "Students master the new language best through a "blend" of private multimedia study and teacher-led classroom activities." Thus, introducing a Blended Learning Environment-- a combination of the face-to-face and online learning models where students and teachers meet each other in real life as well as interact with each other online. Blended learning environment overcomes the challenges the online learners face and has the advantage of the face-to-face classroom setting.

Allison Rossett, professor of educational technology at San Diego State University, supports this "blended theory" approach. "Learning theories aren't like religion," says Rossett. "You don't have to pick Catholic or Baptist or Muslim, and shun the others. The goal is to have the right theory for the right situation." (cited in Zemke 2002). Zemke states that the situation is dependent upon "the people you serve, the nature of the skills they must master and the context in which they are to perform."

Such a "situational" instructional design model fits well with the concept of blended learning by applying learning theories of Keller, Gagné, Bloom, Merrill, Clark, Piaget, Vygotsky, and Gery. Five key ingredients emerge as important elements of a blended learning process: namely,

1. Live Events: Synchronous, instructor-led learning events in which all learners participate at the same time, such as in a live "virtual classroom."
2. Online Content: Learning experiences that the learner completes individually, at his own speed and on his own time, such as interactive, Internet-based or CD-ROM training.
3. Collaboration: Environments in which learners communicate with others, for example, e-mail, threaded discussions and online chat.
4. Assessment: A measure of learners' knowledge. Pre-assessments can come before live or self-paced events, to determine prior knowledge, and post-assessments can occur following scheduled or online learning events, to measure learning transfer.
5. Reference Materials: On-the-job reference materials that enhance learning retention and transfer, including PDA downloads, and PDFs.

Every DynEd session plays an integral part in a student's language acquisition. Each session provides focused practice for the learner, exposing the students to the ways a native speaker would say a word or a sentence. Students will become familiar to standard spoken English used by the different kinds of native speakers. The learners will hear native speakers and have the opportunity to mimic on the way the words/sentences are pronounced; unconsciously, the students become familiar with the structure of the English language and at the same time learn how to blend the letters to say the word, how to connect these words to make the sentence meaningful.

These modules or courseware programs give students more flexibility and engage them more in learning a new language. They no longer just sit in the classroom, listen to the lecture, take notes, and practice at home. Instead of passively learning, they take more ownership in their own learning. In addition to the computer software, common tools such as spelling check, online dictionary, and online translator can also provide students with valuable self-analysis instruction. Therefore, with the aid of the computer programs, Internet, online resources, and CD-Rom based materials, students become more active and self-directed. Computers provide more distinct advantages over traditional approaches.

On Language Proficiency

Proficiency in a second language is one of the most fundamental concepts in Applied Linguistics, and accordingly its character is the subject of ongoing and intense debate. Often this debate is about competing theories or models of second language proficiency and its development, as in the influential discussions by Canale and Swain (1980) and Bachman (1990). Less often, empirical data in the form of demonstrated proficiency at various levels of achievement in second language learning is used as the basis for such discussions. One important source of data for this kind of analysis is performance data from language tests.

Language proficiency or linguistic proficiency is the ability of an individual to speak or perform in an acquired language. As theories among pedagogues as to what constitutes proficiency go, there is little consistency as to how different organizations classify it. Fluency and language competence are generally recognized as related, but separate controversial subjects. In predominant frameworks in the United States, proficient speakers demonstrate both accuracy and fluency, and use a variety of discourse strategies. Thus, native speakers of a language can be fluent without being considered proficient,

English language proficiency (ELP) is used in State and Federal Laws of the United States for assessing any student whose first language is other than English; or who lives in a home where another language is spoken; or who has had significant exposure to another language. Proficiency generally describes one's language ability or skillfulness. Language proficiency emphasizes not only the grammatical rules governing sounds, word forms, and word orders to convey meaning (phonology, morphology, syntax, and semantics) but also knowledge of social conventions of language use (e.g., how to start and end a conversation smoothly; how to enter a conversation without interrupting other individuals; how and when to use informal expressions such as slang as opposed to more formal ways of speaking; how, whether, and when to establish a first-name basis in a formal relationship). Thus as you can see, judgments concerning language proficiency are deeply rooted in social and cultural norms. For this reason, the term communicative competence is often used instead of language proficiency to emphasize the idea that proficient language use extends beyond grammatical forms to include language functions and the social conventions of language to achieve communication (Canale & Swain, 1980; Wallat, 1984).

It is an important linguistic variable for many reasons. First, proficiency, an outcome measure, reflects one's history of language acquisition. Age of acquisition, in particular, has been shown to affect proficiency in processing nonnative phonetics (MacKay et al., 2001) and morphosyntax (Guillelmon & Grosjean, 2001). For bilingual individuals who acquired the second language at a similar age, the importance of proficiency becomes more marked. Several studies (e.g., Flege, MacKay, & Piske, 2002; von Hapsburg & Bahng, 2006) have shown that listeners with low overall English proficiency perform more poorly on their similar age of acquisition English speech perception tasks than those with high proficiency. Similarly, neuroimaging studies have revealed different cortical activity patterns in response to English speech signals in listeners with similar age of English acquisition but different proficiency levels (Perani et al., 1998).

Several studies have used the term proficiency synonymously with the term competency (e.g., Bahrick et al., 1994; von Hapsburg & Bahng, 2006; von Hapsburg et al., 2004). Marian, Blumenfeld, and Kaushanskaya (2007) regards competency as the sum of language dominance, preference, and proficiency, each of which represents a unique construct. Dominance, as mentioned above, is a global depiction of a bilingual individual's relative adequacy across two or more languages and is a largely qualitative measure. Preference is a subjective estimate of one's tendency to use a language and is thus less straightforward a variable than dominance and proficiency measures. Another relevant term, fluency, is used when researchers intend to

describe the degree of automaticity in using a language (Flege, 1988; Segalowitz, 1997). None of these terms are fully independent of one another. A bilingual individual who is more fluent with, reports to be dominant in, or prefers to use one language is likely to also be more proficient in that language.

The interdependence of proficiency with other linguistic variables makes it an important factor in evaluating speech perception. Knowing a bilingual client's proficiency level with a language, such as English, may help the clinician decide whether it is meaningful to advance to the stage of speech audiometer in that language.

In the Philippines, English proficiency is highly valued not only because it is functional and practical and washes over us constantly, but more importantly, because it is an affordable item, a skill that can be used to increase one's position, respectability and marketability. In most cases, the better one's ability to understand and use English, the higher one's chances of career advancement. This is true for both extremes of the socio-economic ladder. English is as important to the Harvard-educated Filipino working in Manila's cosmopolitan business district as it is to the overseas contract worker working as a domestic helper in Saudi Arabia.

In fact, now, more than ever, English is important to the Filipino masses seeking employment abroad. The Filipinos' skill and cheap labor are in demand, yes, but so is their command and comprehension of English which makes it easy for foreign employers to tell them what to do. English, after all, is a global language and, luckily - some say Unluckily - Filipinos managed to unravel this code quite early and easily.

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On Speaking Proficiency

According to Brown (1999), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Bygate (2000) states that speaking is often thought of as a 'popular' form of expression, which uses the unprestigious colloquial register: literary skills are on the whole more prized. The relative neglect may also be because speaking is transient and improvised, and can therefore be viewed as facile, superficial, or glib (1997: vii). Hede (in Spratt, M. Pulverness, A. William, M, 2005) defines speaking as (1) productive skill; (2) use of speech; and (3) express meaning. Rivers (1972) Ventura et.al (2012) states that speaking means expression of metaphor, which illumines many aspects of our foreign language situation. Speaking is a vehicle of delivering meaning which People do not realize they are using it. In other words, language is also a tool to deliver thinking, emotion and feeling and need in order to communicate with each other.

Kayi (2006) adds that speaking is the productive skill in the oral mode. Like the other skills, it is more complicated than it seems at first and involves more than just pronouncing words.

Characteristics of Speaking Proficiency

Characteristics of speakers who are regarded as proficient are often termed as "good," "fluent," "knowledgeable," "bilingual," "competent" and so on. However, it is not always clear what speaking proficiency entails; the term may be used differently from researcher to researcher (Galloway, McNamara). Some studies such as Adams (1980), Higgs and Clifford (1982) have explored proficiency based on scores awarded from rating scales and feedback on ratings collected from teachers and experts employing qualitative approach, while others such as Magnan (1988) and Larsen-Freeman (2006) have conducted in-depth analyses of learner performance through objective assessment. Bygate (2001) in Ventura et.al (2012) states that speaking in a second language (L2) involves the development of a particular type of communication skill. Oral language, because of its circumstances of production, tends to differ from written language in its grammatical, lexical and discourse patterns.

Brown and Yule (1983) regarded the speaking as the most important skill students acquire. Students assess their progress in terms of their accomplishments in spoken communication. Levlet (1989) identified three autonomous processing stages in speech production: (1) conceptualizing the message, (2) formulating the language representation, and (3) articulating the message. Wilson (1997) states that children who can translate their thoughts and ideas into words are more likely to succeed in school. Speaking is an ability when students can judge how accurate their spelling and how they use the sentences they have learned and it merely different

when it is conveyed to writing skill, they usually produce rather mistakes but in free speaking, they have tendency to make mistakes that they wouldn't make in writing. The research conducted during 1980s and 1980s conceptualized that listening as a complex multidimensional process. Although this was a shift from the unitary skills prospective, the research still equated listening with listening comprehension or a unique language comprehension Skills that refers to the "active process of constructing meaning by applying knowledge to ... incoming sound" (Buck, 2001).

Harmer (2001) and Gower at al. (1995) note that from the communicative point of view, speaking has many different aspects including two major categories - accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be 'the ability to keep going when speaking spontaneously'. Oral skill (speaking), like other language skills, deals with or combines different branches of learning initiatives. This explicit skill involves a repertoire of psychological and interpersonal features in terms of language production (syntax, semantics, and speech process) and the way they are developed. Even though speaking skill involves a range of learning perspectives, listening skill manipulates human learning, by and large, and develops other language skills such as speaking to a large extent.

On Writing Proficiency

Robles (1988) stipulated that writing furnishes opportunities for free genuine self-expression which is possible when difficulties of expression cease to be a major problem. In the light of this concern, an investigation on the written language proficiency is hoped to reveal needed solutions to difficulties that will pave the way toward better written expression; hence, this present study is envisioned to take. Rivers (1981: 296) notes that in the relationship between writing and other variables, "Writing is dependent on progress in other skills." Oiler in Jacobs et al. (1981: 2) also expresses similar views regarding writing and its relationships with other skills. He believes that, "writing is not an isolated performance founded in some capacity cut off from the rest of human experience. Rather, writing skills have been shown to be fundamentally integrated with reading, speaking, and listening". the horse (e.g. listening comprehension) before the cart (e.g. oral production).

In a similar vein, Krashen's "input hypothesis" (1981) stresses the close integration of writing with reading, and other skills. These views regarding the inextricable link between writing and the other language skills are echoed by Jacobs et al., (1981: 74) who note that since composing involves many of the same factors as general language proficiency; a test of composition should correlate substantially with measures of overall English proficiency even though a composition requires a writing performance specifically". In this regard, Cumming, Kantor, Baba, Eouanzoui, Erdosy, and James (2005) reported important differences in the discourse characteristics of written responses that were related to proficiency levels. Greater writing proficiency was associated with longer responses, greater lexical sophistication, syntactic complexity, and grammatical accuracy. It can thus be surmised from these views that a symbiotic relationship exist between writing and the other language skills such as listening, reading and speaking as well as the various sub-skills such as phonetics and phonology, vocabulary, and grammar. Cummins (1983), viewed language proficiency as a concept that extends along two continua: context-embedded versus context-reduced, where context embedded communication relies on a code of implicit knowledge, shared by the speakers, and context-reduced communication is based on a lack of common knowledge, which forces speakers to elaborate messages and use very explicit language in order to avoid misinterpretation. Also Cummins emphasized that the two concepts stand on a continuum, never opposing each other in allowing the speaker to cope with different communicative

situations in line with this study, students should be disciplined in writing instead be taught by engaging themselves in the actual writing process.

In Ransdell & Levy (1996) p.93, it states that it is easy to see why a task of this magnitude can be overwhelming and exhausting. However, despite the somewhat intimidating nature of writing, the ability to communicate effectively in writing is a skill that is overtly valued in our society. "One of the central aims of education is teaching students to communicate with the written word" (Hayes & Flower, 1986, p. 1106). And from kindergarten through graduate school, writing is emphasized, evaluated, and expected. We spend countless hours teaching students to write, an endeavor that does not end with graduation from high school. We invest time and resources in making sure college freshmen are placed in writing courses appropriate to their skill level; we expect that college graduates are Competent writers, and we assume that if the criteria for admission to graduate school are met, writing skills are in place. There is a spoken

and unspoken expectation that educated individuals are competent writers. However, in spite of a surface straight forwardness people can either write well or they can't the reality of teaching and assessing writing skills is a complicated undertaking.

Writing using the second language is a good context to study the relationship between self-regulation and learning approach because the specific approaches and strategies in learning are made likely. Self-regulation in writing was demonstrated in the study of Zimmerman and Kitsantas (1999) as cited by Carlo Magno, where the participants who shifted in their writing revision activity from process to outcome goals were better than the participants who focused on outcome goals in their writing revision skill, self-reactions, self-efficacy perceptions, and intrinsic interest. Zimmerman and Kitsantas (1997) in their previous study found that shifting goals from process to outcome among learners had better results in their performance. The self-regulated strategy of shifting learning processes and strategies to outcomes makes the consequences of learning more positive. This indicates a direction in the writing composition activity that individuals who start with an effective process are matched with a better outcome. This theory suggests that learning approaches as processes can help writers become self-regulated.

Writing is an essential skill for all students if they are to be successful in school and in the workplace. In English classes, writing skills are often directly taught and assessed. In social science, humanities, and science classes, writing well is essential for students to demonstrate knowledge and express ideas. Outside of the classroom, writing well is necessary to express

ideas, persuade, create advocate as a citizen, and, increasingly, it is a skill highly valued by prospective employers. Toress and Fischer's (1989) as cited by H.A. Alsamadani, study showed that fluency in L1 (Spanish) increased the probability of becoming competent in L2 (English). It also indicated that for Spanish speakers, English acquisition is mostly related to L1 proficiency. However, studies of languages with orthographic and linguistic systems that are very different from English revealed a weak correlation between L1 and L2 writing capabilities. For example, Carson, et al. (1990) found that writing transfer is extremely difficult from Japanese and Chinese to English.

However cognitive models of writing have tended to define writing in terms of problem-solving (McCutchen, Teske, & Bankston, 2008).

Generally, writing problems arise from the writer's attempt to map language onto his or her own thoughts and feelings as well as the expectations of the reader. This endeavor highlights the complexity of writing, in that problems can range from strategic considerations (such as the organization of ideas) to the implementation of motor plans (such as finding the right keys on the keyboard). A skilled writer can confront a staggering hierarchy of problems, including how to generate and organize task-relevant ideas; phrase grammatically correct sentences that flow; use correct punctuation and spelling; and tailor ideas, tone, and wording to the desired audience, to name some of the more salient rhetorical and linguistic tasks.

Methodology

Research Design

This study utilized a quantitative correlational design to determine whether CALL would influence the college students' English language proficiency. In statistics, the appropriate tool to employ to establish significant correlation is Pearson Product Moment Correlation (Downie & Heath, 1984; Kerlinger & Lee, 2000). This serves as the basis for the use of a descriptive correlational design in this study.

Research Locale

The participants of this study are the college students of SSC from School of Education, School of Nursing and School of Computer Science, Information Technology and Engineering. They are enrolled in Basic Computer Course with integration of English Language Learning, a course designed to develop students' basic computer skills along with their English vocabulary, grammatical, speaking and writing skills.

The participants

The total number of respondents was 489 collage students of SCC. The respondents' mean age was 19 years old. There were 227 males and 262 females. The mean of their parents' income was PhP 17,546. The study used total enumeration – as its sampling technique, of all students who are officially enrolled in Computer I course with the integration of English language learning . This means that all students were considered in order to capture the desired effect size or critical mass when inferential statistics is used.

Research Instruments

The Computer Course with English Language Learning was patterned after Dynamic Laboratory using the Interactive Language Solutions Program. The difference is that the creators, composed of IT Instructors and selected English Faculty built up a program known as the SSC -Computer Course with English Language Learning (CCELL) a local version of CALL. The model speakers were Filipino speakers using the local context. All activities and exercises were validated by expert college English instructors/ professors with master's and doctorate degrees prior to its pilot testing.

To determine the language proficiency of the respondents, a standardized speaking test and writing test adapted from Choo (2010) was utilized. A picture prompt was shown to the respondents for the speaking test, The respondents were instructed to tell what's going on in the picture within three minutes. Another picture prompt was shown to the same respondents. This time they were asked to describe on paper what they saw in the picture in thirty minutes.

Data Gathering Procedure

After a permission was sought for the conduct of the study, the results of the entrance and exit tests administered in the CCELL of the 489 students enrolled in academic year 2018-2019 was sought. The standard for grading the CCELL was based on DynEd International , 2007 rubric as follows:

Level 0.0: Beginner or False Beginner. Not able to communicate in English, even about time and numbers. A False Beginner will have some prior knowledge of basic English and possibly know a few English phrases or expressions but is not able to use it in any practical way.

Level 0.5: Can speak and understand a few phrases In English, including time, numbers, and spelling. Can answer questions about age, family, and job (What do you do? Where do you work?) Has some knowledge of basic English grammar, such as pronouns and simple Wh- question formation.

Level 1.0: Elementary Level: Can use short sentences to answer simple questions about job, family, daily and weekly schedule, likes/dislikes, and weather, but not about life history or future plans. Sentences are short or fragmented, limited to basic patterns.

Level 1.5: Can answer simple questions about the recent past and plans for the immediate future. Speech is low and ungrammatical and/or limited to basic patterns. Unable to explain or understand details and abstract information. Can perform basic tasks on the telephone and simple interactions, such as greeting someone, leaving a message, or buying something at a store. Vocabulary is obviously limited to everyday things, place of business, and basic needs.

Level 2.0: Low Intermediate Level: Can ask and answer most questions about simple sequences of events, life history, dates, time and place of events, spatial relationships, and causal relations, if the questions are spoken slowly and clearly, Can understand and express these basic ideas in complete sentences but with frequent errors in grammar that can cause confusion. Speech is slow and halting or fast and ungrammatical. Unable to deal with abstract information that requires accuracy and degrees of meaning, but can handle basic business situations with assistance.

Level 2.5: Intermediate: Can handle everyday information with relative ease and fluency. Can ask and answer most information questions if the questions are spoken slowly and clearly. Can give directions and handle most daily situations, including normal business transactions independently and successfully. Can express abstract ideas, such as suppositions, though with frequent errors in grammar. Vocabulary is still too narrow to discuss news and current events without difficulty and some confusion.

Level 2.7: High Intermediate. Can handle complex information of a general nature or in area of specialization, though with some errors in grammar that cause confusion. With time for preparation, can give a clear presentation or summary, and can answer questions about it. In social encounters, uses the proper phrases for most situations, including problem solving. Is able to give clear instructions and explanations with relative fluency, The student is ready to take specific training courses for standardized English language test such as TOEFL...

Level 3.0: High Intermediate-Advanced. Can handle complex information and abstract ideas.

Communicates in complete sentences with relatively complex phrases, such as gerunds and relative clauses. Can handle most business

The language tests were administered at the end of the first semester for the purpose of the study. Speaking and writing proficiency were measured through the following proceedings: For the speaking test, a picture prompt—At the Canteen, was shown to each of the 188 respondents. The respondent were asked to describe the picture in three (3) minutes. Their answers were voice recorded and turned over to the evaluators for rating/scoring purposes. On the other hand the same respondents were given another picture prompt—At the Airport, for the writing test. The respondents were asked to describe the picture in not less than 200 words in a sheet of paper. The respondents were given thirty (30) minutes to complete the task. The papers were then turned over to the evaluators for rating. . To score the writing test, a combination of Heaton and Anderson's rating scale used by Amilasan (2002) were used in scoring the respondents' written works. Each paper is scored in the following manner: 4, 3, 2, 1 in 4 components: Content, Organization, Vocabulary ., Mechanics and Language Use.

Statistical Treatment

For the descriptive level of proficiency, mean and standard deviation were used. For the correlational analysis, Pearson Product Moment Correlation was utilized. For the variance between entrance and exit tests, paired sample T-test was used.

Results and Discussion

The respondents' performance in Computer-Assisted Language Learning (CALL)

As shown in Table 1.0 , college students are within the *elementary level* in their entrance test scores while they are *above elementary* in their exit test scores.

Based on CALL's rubric, *elementary level* means that students:

"Can use short sentences to answer simple questions about job, daily and weekly schedule, likes/dislikes, and weather, but not about life history or future plans. Sentences are short or fragmented, limited to basic patterns." (DynEd International, Inc. 2007)

The *above elementary level* rating means that students:

"Can answer simple questions about the recent past and plans for the immediate future. Speech is low and ungrammatical and/or limited to basic patterns. Unable to explain or understand details and abstract information. Can perform basic tasks on the telephone and simple interactions, such as greeting someone, leaving a message, or buying something at a store. Vocabulary is obviously limited to everyday things, place of business, and basic needs." (DynEd International, Inc. 2007)

The students' elementary to above elementary performance in both entrance and exit test is based on the fact that CALL also known as Dynamic Education (DynEd), which later expanded into a program Job Enabling English Proficiency, was funded by USAID project and adheres to an International standard in curriculum development, particularly modern or advance language Instruction and stricter/ higher standards in assessment tools. For example, In Speaking test, the computer generated model of correct English sounds is objectively measured by an American Monolingual sound distinction software. Another example is the grammar computer mediated diagnostic entrance test. This assessment tool is being processed by students on-line under time-pressure. Hence, this high standard may have brought about the students' minimal proficiency or only elementary to above elementary level of performance even among BSED and BSN students who are known to be proficient in the English language given the fact that strict admission procedures are imposed in these colleges in terms of language skills.

In an overview of computer-aided pronunciation training (CAPT) pedagogy, Pennington (1999) assessed its potential, limitations, and future directions. The strengths of CAPT included the ability to motivate and to raise awareness of individual difficulties using technologies that were quick, precise, tuned to the individual learner, and highly salient; the main limitation at that time concerned the fact that "certain aspects of pronunciation do not show up well in the visual representations of the speech analysis such as (simplified or modified) waveforms and so cannot generally be trained by such representations" (Pennington, 1999, p. 431).

Almost a decade later, Chun (2008) noted "technological advances in acoustic phonetic software have the potential to help learners improve their pronunciation and speaking competence but that sound pedagogically-based feedback beyond simply displaying pitch curves is still lacking, yet essential". Turning a simple display into an effective tool for learning

is by no means straightforward, and in some ways, CAPT software is still a matter of potential rather than realization. Nonetheless, progress is being made in the design of pronunciation software either by targeting the design to a homogeneous student group (L1 or L2) or by more nuanced approaches to input evaluation and feedback. Commercial ventures such as Carnegie Speech which developed from Carnegie Mellon University's SPHINX speech recognition project, also provide good examples of the state of the art. An excellent example of a package that provides more detailed learner feedback on pronunciation was provided by Tsubota, Dantsujit and Kawahara (2004) for Japanese learners of English. The software identifies the aspects of English Pronunciation with which the learners are experiencing difficulties, specifically, searching for 10 areas predicted as being problematic for Japanese learners. After identifying the areas in which the students require more practice, the software then automatically provides feedback and practice in those areas in which errors were detected. Aimed at a student group similar in background and goals, Shudong, Higgins, and Shima (2005) described an Internet-based support system that makes use of a corpus of sample data from native speakers. The system identifies specific difficulties and then provides a number of interactive approaches and activity types to address them. Very detailed and precisely targeted feedback is a feature of this system.

Table 1.0 The Respondents' Overall CALL Performance
N489

Variables	Mean	Std. Deviation	Descriptor
Entrance Test	1.2300	.65472	Elementary Level
Exit Test	1.6100	.64553	Above Elementary

Scale: Level 0.0 Beginner or False Beginner; Level 0.5 Beginner; Level 1.0 Elementary; Level 1.5 Above Elementary; Level 2.0 Low Intermediate; Level 2S Intermediate; Level 2.7 High Intermediate; Level 3.0 High Intermediate-Advanced.

The respondents' language proficiency

The data in Table 2.0 below shows that the respondents were *very good* in their language proficiency scores.

According to Bachman (1994), communicative competence, communicative language ability' (CLA) comprises two basic features: knowledge, competence in the language, and, secondly, the capacity to implement or use the competence. Bachman proposes three components that in his view 'communicative language ability' framework includes, they are: language competence, strategic competence, and psychological mechanisms While language competence is a set of specific knowledge component that are utilized in communication via language, strategic competence is the term that Bachman uses to characterize the mental capacity for implementing the components of language competence in contextualized communicative language use; the third component, psycho physiological mechanisms present the neurological and psychological processes involved in the actual execution of language as a physical phenomenon (Bachman 1994). Bachman divides language competence into two categories: organizational and pragmatic competence. Organizational competence, further splitting into grammatical and textual competence, presents those abilities involved in controlling the formal structure of language for producing or recognizing grammatically correct sentences.

Table 2.0 The Respondents' English Language Proficiency

N= 489

Variable	Mean	Std. Deviation	Descriptor
Language Proficiency	33.5689	1.7889	Very Good

Scale: 33-40 Very Good; 24-32 Good', 17-24 Average; 9-16 Low; 1-8 Very Low

The respondents' language proficiency in terms of speaking and writing

The data in both Tables 3.1 and 3.2 somehow validates the results in Table 2 wherein the college students are found to be *very good* in speaking and *good* in writing.

To understand the process of speaking and writing and what it means to be a proficient speaker and writer, we would like to have a blueprint of the speaker and writer that connects speaking and writing behavior and processes to the quality of spoken and written products. Several attempts have been made to model (parts of) the speaking and writing processes as part of the production process and not much of the reception process of language learning (Alamargot & Chanquoy, 2001; Flower & Hayes, 1981; Hayes, 1996; Hayes & Flower, 1980; Sasaki, 2002; Van den Bergh & Rijlaarsdam, 1996) and very few to model writing proficiency.

Table 3.1 The Respondents' Overall Speaking Proficiency in English

N=489

Variables	Mean	Std. Deviation	Descriptor
Speaking	17.8990	1.2315	Very Good

Scale: 17-20 ; Very Good; 13-16 Good; 9-12 Average; 5-8 Low; 1-4 Very Low

Table 3.1 The Respondents' Overall Writing Proficiency in English

N=489

Variables	Mean	Std. Deviation	Descriptor
Writing	16.0301	1.3577	Good

Scale: 17-20 ; Very Good; 13-16 Good; 9-12 Average; 5-8 Low; 1-4 Very Low

The relationship between the respondents' CALL and language proficiency

As shown in Table 4.1 and 4.2 , there is a significant moderate correlation between the respondents' language proficiencies performance and their CCELL entrance and exit tests.

It is interesting to note that the moderate correlation between the English language proficiency and their performance in entrance and exit tests would prove that the SSC CCELL works for this particular batch. The correlation data here is clearly supported by *interactionist theory* that highlight the positive influence of CALL to language performance of students. In fact, input processing and Interactionist theory are concerned primarily with how learners process L2 input and its application to the communication context in general.

Table 4. 1 Correlation: The Respondents' Performance in CALL and their English Language Proficiency

Variable	Sources of Statistical Information	English language Proficiency	Interpretation
Entrance Test	Pearson Correlation r		
		.658*	Moderate Correlation
	Sig. (2-tailed) p	.002	
Exit Test	Pearson Correlation r		
		.559*	Moderate Correlation
	Sig. (2-tailed) p	.001	

* Significant at alpha .05 ; Low Correlation= .3 and below; Moderate Correlation = .4 to .7 ; High Correlation=. 8 and above (Downie & Heath, 1984).

Table 4.2 Correlation: The Respondents' Performance in CALL and their English Language Proficiency

Variable	Sources of Statistical Information		Interpretation
		Speaking Writing	
Entrance Test	Pearson Correlation r	.554*	
			Moderate Correlation
	Sig. (2-tailed) p	.024	
Exit Test	Pearson Correlation r	.672*	
			Moderate Correlation
		.716	

Sig. (2-tailed) p	.015	.001
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* Significant at alpha .05 ; Low Correlation= .3 and below; Moderate Correlation = .4 to .7 ; High Correlation=. 8 and above (Downie & Heath, 1984).

Difference in the respondents' performance in CALL's entrance and exit tests

The data in Table 5.0 shows that the college students vary in their performance between entrance and exit tests in favor of the latter (Mean difference=.3800) as evidenced by the t value of 1.129 and its p value of .002 which is significant at alpha .05. Thus, it implies that students performance in CALL has significantly improved at the end of the semester.

These tests are versions of pre- test and post- test prior to the implementation of the computer course. This is done to determine the college students ' strengths and weaknesses . An entry test is more of a diagnostic test to determine the students ' skills level in both computer and English language competencies . The exit test determines if the students improved on the target skills after undergoing the process of computer and English language learning.

Table 5.0 Difference: The Respondents' Performance in their CALL's Entrance and Exit Tests

N= 489

Variables	Mean	Mean		Sig	Interpretation
		Difference	t		
Entrance Test	1.2300	.3800	1.129	.002	Significant
Exit Test	1.6100				

*Significant at alpha .05

Conclusion

In sum, it is safe to conclude that CALL herewith CCELL is beneficial in improving students' English learning. Thus, the initiative to integrate English language learning in basic computer course in SSC has been a worthwhile academic program that is also being implemented in other leading state universities in Mindanao along with the foreign aid to boost their Education Quest , Dynamic Education programs to help the students' computer and English competencies. As with the SSC's initiative to integrate English language learning in CALL program , the university has maximized its investment to acquire expensive computer hardware and software to develop students to be competitive with the target global skills necessary for their future employment, both locally and internationally as well. The future direction of this study would lead to the investigation involving other universities for bigger sampling to ensure generalizability of results. It may also be a fertile ground of research if extensive profiling and assessment monitoring will be conducted to universities and colleges with CALL programs to determine their real status with due consideration to all stakeholders concerned.

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