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**Title**

Branding Products and Services Linguistically

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**Abstract**

The new paradigm of business has opened up a migration from industrially driven economy to people driven economy. There is an obvious shift from rationality to feeling and from objectivity to subjectivity. Consumer’s decision to purchase is strongly influenced by emotional rather than logical consideration. With the use of technology, products and services are connected to consumers on emotional basis in which the most compelling aspect of human character namely, the desire to transcend material satisfaction and experience emotional fulfillment is highly considered. The present small scale study aims at exploring how this new paradigm of engagement between producers and consumers is realized linguistically in advertorials, to what extent cultural notions contribute to the way the producers communicate with their target consumers and how these insights are reflected in their discursal strategies. Besides, this study will also look at how the new millenium in which chaos and unpredictability becomes a way of life, is perceived and then transferred linguistically by making use of thought-provoking and innovative ideas in the promotional discourse of the text producers. To achieve the objectives, eight advertorials of product and services were scrutinized using an analytical lense of genre proposed by Swales (1990, 2000)

and Bhatia (2004) and insights on branding from Gobe (2000). The textual and discursal analysis is informed by the four pillars of emotional branding advocated by Gobe namely relationship, sensorial experiences, imagination and vision. The present study is expected to be beneficial for the ESP, especially the teaching of business in English.

**Keywords:** *emotional branding, genre, discursal strategy, thought-provoking ideas*

## **Introduction**

In many occasions, the decision to buy something has been more emotionally driven than logically done because “customers are thinking more with their heart or gut than with their head” (Gobe, 2001:xvi). With that notion in mind, companies today begin to see the importance of fostering a creative and caring business environment internally in order that the employees are able to see the miracles of kindness and pass them on to their customers. Sellers and buyers nowadays are engaged in a partnership basis in which the former reach out the latter in a win-win relationship of which the issues of innovation, flexibility and cultural relevance occupy the most significant position.

It is therefore crucial to put a set of clear and consistent features of the products and services, a positive perception and concrete benefit that the customers and prospective customers can obtain from these products and services. Those positive and beneficial mental pictures should reside in the mind of the consumers to make them automatically remember, mention, and be committed with the feeling of thrill, excitement and willingness to be loyal.

Unfortunately awareness on how to pass on the credentials and excellence of the products and services when it comes to words and wordings seems to be low. Language as the meaning bearer has not been used and functioned optimally resulting in the tendency to describe and inform products and services rather than to promote them, to persuade and to motivate people to pay attention to. The consequence is predictable; readers and viewers are not interested and engaged with what is promoted let alone to purchase them as found by Kristina (2015) in the online promotion of tourism destinations of Central Java, Indonesia.

The above mentioned phenomenon has urged the writer to write this article with the idea to show that language can play much more strategic roles than just describing and informing. With eight advertorials of cosmetics and body and skin care from in country and overseas, the linguistic branding of those products and services are scrutinized and explained in terms of language properties and discursal strategies with some implications culturally.

## **Branding and Image Building**

Branding refers to a perceptual entity that is rooted in reality but reflects the idiosyncracies of products and services. A brand resides in the minds of consumers (Kotler, 2001). Kotler further argues that a branding strategy is considered successful only when the consumers have the answer to the questions related to particular products and services like ‘what the product/service does’, ‘who the product/service is’ and ‘why consumers should choose that particular brand’.

In trying to respond to those questions, the answer should be strong enough to make consumers believe that there are apparent significant differences in the products or services provided by the brand than others. Arguably, a brand is a seller’s promise to deliver a specific set of features, benefits and services consistently to the buyers.

In order to create a strong and impactful brand that resides in the mind of customers, the Public Relations Officers (PRO) have to use the soul or DNA of the company as a milestone to pass on a single message consistently and massively. From that starting point, they have to think how would the reputation of the company is built and maintained by using verbal and non verbal communication tools. In this context, reputation refers to the result of what you do, what you say and what others say about you (PRA,1991:1, cited from Harrison, 2000:2).

A good and positive reputation requires trust from the consumers and eventually credibility will be gained by the goods and services producers. An effort done to create trust and credibility is called an image building effort (Kristina, 2011) and this attempt is carried out by describing and claiming for excellence on a product or service, a state of being or an achievement. An image building effort relies heavily on establishing credentials as the main source of persuasion (Bhatia, 2004).

With respect to describing and claiming for excellence, a substantial description of a product or service assists to establish trust. The description of what you do may take the form of a descriptive address and a claim of excellence on the product, service, action or commitment. Additionally, ‘what you say’ may mean any ideas, suggestions, or contributions a company ever made with regard to what it produces in providing solutions to the existing problems. While ‘what others say about you’ may take the form of a description about a company made by customers or general public, the label and stigma they put on the company and the company’s reputation that they acknowledge.

### **Related Works and Their Relevance to the Current Work**

Some works were found to be relevant with the current study, for example the work of Purnanto (2002) on printed advertisements of used cars which made use of *superlativism* in their strategies of persuasion by highlighting the good qualities of the promoted products using specific lexical items such as ‘original body paint’, ‘excellent condition’, etc. Likewise, Hajibah Osman (2005) did a study following Fairclough (1993) on the trend of commercializing the academic products of the universities in Malaysia which was reflected in their university brochures, Another work by Kusrianti (2008) on the grammatical cohesion in the advertisements of Indonesian cosmetic products has a particular connection with the study in question. In her study, she found that the promotion tools of cosmetics products employed referential, elliptical and conjunctive cohesions. Page (2010) did a research on the linguistics of self-branding and micro-celebrity in Twitter, especially the role of hashtags. This study analyses the frequency, types and grammatical context of hashtags which occurred in a dataset of approximately 92,000 tweets, taken from 100 publically available Twitter accounts, comparing the discourse styles of corporations, celebrity practitioners and ‘ordinary’ Twitter members. The results reveals that practices of self-branding and micro-celebrity operate on a continuum which reflects and reinforces the social and economic hierarchies which exist in offline contexts. Kristina (2011) studied the sales promotion letters and company profiles of batik as a genre-set in the initial phase of formal business transaction of batik products. The study concluded that the strong influence of the Javanese culture has made the profit making orientation of batik business to be less explicitly stated. Besides, it showed very clearly how the wider culture of the discourse community contributed to the framing and formatting of the sales promotion letters and company profiles of batik in terms of lexico-grammar, cognitive structuring, intertextuality and interdiscursivity. Chand and Chandery (2012) in their study of advertisements using critical discourse analysis and semiotic analytical lense found that at the face value, the advertisements were projecting notions of challenging the stereotypes related with men and women. To add, they believe that the promotional texts have broken the old norms and welcome the fresh ones embedded in stereotypical norms related to women. Finally, the work of Kristina (2015) on the English online promotion of tourism destinations in Central Java, Indonesia is also relevant to the present study. It addressed the rhetorical and discorsal strategies in that online tourism promotion. She argues that a substantial improvement is needed in the Indonesian online promotion of tourism destinations in order to



make them more persuasive and reaching out the audience with diverse verbal and non verbal modifications and creativities for a more energizing and impactful language of persuasion.

## **Research Method**

Particular sub-topics are set under the research method namely research design, data and data resources, data collecting technique, data analysis, validity and reliability of data.

### *Research Design*

The study in question belongs to descriptive-qualitative and explanative type of research. Descriptive means that this research is an objective representation of phenomena investigated by the researcher. The phenomena investigated were the macro and micro organizational structures of cosmetic products and body and skin care services. The macro organizational structure deals with the occurrence of the main sections and their communicative purposes, positioning of the segments (moves), and realization of the moves linguistically. In contrast, the micro analysis covers the analysis of semantic components used in realizing the communicative purpose of the texts under discussion and the branding strategies for image building purposes.

### *Texts Used*

The texts used were six online advertorials of cosmetic products and two online advertorials of body and skin care services from domestic and overseas producers and business practitioners. The cosmetic advertorials consist of L'Oreal Paris Revitalift, New Pond's BB Cream, Revlon Absolut Radiance+, The Body Shop, Mustika Ratu Biocell, and Sariayu Martha Tilaar while the body and skin care advertorials are Impression Body Care and Aluna Home Spa. The texts selected were considered representative in terms of strong branding impacts ([www.topbrand-award.com](http://www.topbrand-award.com)) of the products and services with relatively loyal consumers.

### *Data and Data Resources*

The data were words, phrases, clauses and sentences taken from eight online advertorials of cosmetic and body and skin care brands retrieved from the internet in February 15, 2016.

### *Technique of Collecting Data*

With regard to the nature of this study as a qualitative reearch, explorations on the phenomena taking place in the advertorial texts and contexts of the domestic and overseas cosmetic and body and skin care brands lead to the techniques of collecting data as follows:

Content analysis refers to the data collecting techniques applied to online promotional documents of cosmetic and body and skin care advertorials.

Direct observation was conducted by drawing insights from routine activities of the researcher as a lecturer lecturing on printed and online public relations tools and media relations communication.

#### *Data and Data Analysis*

The textual analysis of the data was informed by the genre analysis proposed by Swales (1990) and the multi-dimensional approach introduced by Bhatia (2004). Textually, the eight advertorials were scrutinized in terms of formulaic expressions and vocabularies, discourse markers, rhetorical structures and discursal strategies. Institutionally, the texts were seen as media of engagement between the text producers and text consumers. Therefore, it is of great importance to look at how the branding is realized into a specific set of features of the products and services, the promise of benefits gained and services tailorly-made for the consumers. The societal analysis is done by making some predictions and presumptions of how the problems of old age in women is perceived and tackled differently as a consequence of the text producer's different cultural paradigms.

#### *Validity and Reliability*

Validity of the study is obtained from the fact that the sources of data were taken from the internet with a title of *advertorial* set on top of each of the text, therefore they fulfilled the face validity requirement. Besides, they were also triangulated in terms of different kinds of data source and techniques of collecting them. Additionally, the reliability of the study is achieved by making sure that the findings were consistently relevant with the data collected (Merriam, 1998).

### **Results and Discussion**

Textually, establishing credentials is the most important discursal strategy employed by the advertorials (Table.1). Most of them identify this move explicitly, only The Body Shop (TBS) does not have the move. Most probably TBS feels that their brand is strong enough and has been widely recognized as a cosmetic producer who has a great concern to nature and avoids the use of animal extracts and animal experiments.

Although stated implicitly behind the move of introducing the products, Revlon saw the importance of establishing credentials as a strategic move to support their pressure tactics. They even employ two moves of pressure tactics positioned at the initial and final parts of

their advertorial. Typically, pressure tactics is one of the most frequently found moves in the western oriented promotional texts. However, in the last five years a stronger trend of using it is more visible in Indonesian promotional products. In this particular study, only Sariayu who feels the need to employ the move of describing moral and cultural obligation. Likewise, in the company profile of batik this move has been extensively used due to their strong commitment to cultural preservation (Kristina, 2011).

In terms of branding the products linguistically, L'Oreal has been using the framework of a cosmetic producer whose specific product (Revitalift) is the best weapon to combat lines and wrinkles. Even, they promise that this revolutionary product provides a radical new treatment because injections are no longer needed. The cultural paradigm as a conquerer to the old age problems has been intensively used by L'Oreal in their dictions such as *fight against*, *weapon*, *revolution*, *radical* new treatment and *revolutionizing* cream. Most probably, this branding strategy is informed by the western values that nature-based problem like lines and wrinkles should be solved with the attack and conquer approach. Ideologically, the concept of good and attractive skin according to the text producer is the plumper and young looking skin. The following table provides the distribution of *moves* and their frequencies.

**Table 1. Move structure of advertorials**

| No | Name of Brand | Kind of Business | Move Structure   |
|----|---------------|------------------|--|
| 1. | L'Oreal       | Product          | Establishing Credentials (2)<br>Motivating Prospective Customers (1)<br>Giving Pre-pressure Tactics (1)<br>Giving Pressure Tactics (1)<br>Soliciting Response (1)              |
| 2. | Ponds         | Product          | Giving Pressure Tactics (1)<br>Describing Business (1)<br>Establishing Credentials (2)<br>Describing the Product (1)<br>Claiming for Advantages (1)<br>Soliciting Response (1) |
| 3. | Revlon        | Product          | Giving Pressure Tactics (1)<br>Introducing the Product (1)   |

|    |                                |         |  |
|----|--------------------------------|---------|--|
|    |                                |         | Introducing the Preferred Product (1)<br>Giving Pressure Tactics (1)   |
| 4. | The Body Shop                  | Product | Describing Mission (1)<br>Identifying Advertorial Developer (1)  |
| 5. | Mustika Ratu<br>Biocell        | Product | Backgrounding Information (1)<br>Provoking Customers (1)<br>Describing Business (1)<br>Establishing Credentials (1)<br>Giving Pressure Tactics (1) |
| 6. | Sariayu Martha<br>Tilaar       | Product | Backgrounding the Business (1)<br>Describing the Event (1)<br>Establishing Credentials (5)<br>Describing Moral & Cultural Obligation (1)           |
| 7. | ImpressionsBody<br>Care Centre | Service | Describing the Business (1)<br>Establishing Credentials (1)<br>Detailing Services (1)<br>Soliciting Response (1)                                   |
| 8. | Aluna Home Spa                 | Service | Establishing Credentials (1)<br>Describing the Business (1)<br>Giving Pressure Tactics (1)<br>Soliciting Response (1)                              |

On the other hand, Mustika Ratu Biocell perceives the old age problems as a natural phenomenon that should be accepted no matter whether we are happy or upset about it (*suka tidak suka..*). They even invite their customers to stop complaining about it (*berhenti mengeluhkan masalah*) and do something through intensive facial care for a softer (*halus*), gentler (*lembut*), and brighter (*cerah*) skin and promotes skin regeneration. Again, cultural paradigm offers different spectacles in looking at things. The eastern perspective has made this cosmetic producer selects acceptance approach to naturally-driven old age problems like lines and wrinkles. However, this perception does not stop them from encouraging consumers to do something to slowdown that process of getting old using their cosmetic brands.

A different branding route is taken by TBS to gain public mental acceptance by highlighting their commitment to natural resources conservation. Anyone who is aware of saving the earth planet presumably will turn to TBS instead of others. Verbally, they employ wordings like *committed to seeking, sustaining natural materials, using planet resources wisely*. Another angle is used by Pond's to pass on messages and promises through their current product of New Pond's BB Cream as an instant and perfect taylor-made skin-care solution which is expertly designed on the basis of numerous studies. The notions of being instant, perfect, taylor-made and scientifically processed and developed have been the verbal grounds of branding for this cosmetic product.

Revlon Absolute Radiance+ apparently captures their consumers' attention by claiming for excellence in terms of innovation (*inovasi skin care terbarunya*), short term solution to skin problems in only seven days in simple (*mudah*) and practical ways (*praktis*). Those promises to consumers are verbally constructed as branding strategies based on different values.

Sariayu Martha Tilaar employs a moral and cultural obligation perspective with a historical angle to attract their audience' attention. This cosmetic producer believes that profit making orientation in business should also cater for obligations to the community. By verbally showing moral obligation (*mempunyai tanggung jawab pada masyarakat*) and cultural obligation (*mengangkat citra budaya bangsa*) and a strong track record historically (*dimulai pada 1987*), Sariayu would like to occupy a specific mental acceptance in the consumers' mind. To ensure public support, they also add testimony from an influential Indonesian artist and designer.

The two body and skin care businesses whose branding strategies are about to be looked at, the Impressions Body Care Centre and Aluna Home Spa, have different values to be communicated through their advertorials. The former seeks to be mentally perceived as having some positive excellences in terms of completeness and modernity of facilities owned (*terlengkap dan paling modern*), convenience (*kenyamanan*) and high quality of service (*mengutamakan pelayanan*). Besides, they also are proud of their sophisticated and current equipments imported from US, France and Germany. With that branding strategy, it can be inferred very clearly what segmentation of users they are aiming at. Even in their online advertorial, they post a picture showing one of the most glamorous Indonesian artists, Syahrini, as an attention getter for their visual branding promotion. In contrast, the Aluna Home Spa employs another branding strategy by using short distance to town (*hanya 5 menit*

*dari pusat kota*), an oasis in the middle of busy days (*oase di tengah kesibukan kerja*), homy and convenience and traditional Javanese atmosphere (*atmosfir tradisional Jawa yang kuat*) as promises and benefits that customers can gain when using their services.

After looking very closely at the eight advertorials of cosmetics and body and skin care services, a slight difference in focus seems to be existing between these advertorials and that of others. In the advertorial of Djarum Beasiswa Plus (Weekender Magazine, September 2011:7) for example, the component of editorial (story) is more prominent than the promotion (advertisement) as studied by Kristina (2011). These cosmetic advertorials however,booze a more promotional oriented tendency although they are using establishing credentials extensively. To add, describing and detailing the business are two moves both occuring in these advertorials studied and that of Private Banking (<http://www.thefreelibrary.com>).

Drawing insights from Gobe (2001) that branding designers are ambassadors between corporations and the marketplace who link between the two using language of beauty and emotions, the study in question found that most of the advertorials are functionally driven than emotionally driven. Some of the cosmetic industries whose technological resources are limited are likely to use people driven and emotional driven strategies in their branding and image building. So far they have been functionally and emotionally present. The question then is, would it be possible to transform what emotionally present into something emotionally felt.

### **Conclusion and Implications**

The close look at the cosmetic and body and skin care advertorials have made us realize that branding is a total, serious and complicated work that needs a thorough consideration in terms of internal and external values to be communicated. The internal and external publics should be able to clearly indentify their features of visual appearance and linguistic realization of products and services easily, gain real benefits and to be assured that promises are kept. Those efforts are done mainly to get favorable public acceptance, mental acknowledgment, support and loyalty.

The above mentioned challenges have offered many possibilities and opportunities for business education specialists to raise awareness on the notion of interdisciplinarity, multidisciplinary and transdisciplinary of business nowadays. To be a business professional, someone needs to have other knowledge in communication both spoken and written, printed and audio visual..

In the context of teaching and learning business English in the classroom, the use of authentic materials like advertorials will promote the communicative awareness of the students because they are exposed to the real language use, topics and situations in which the language that they have learned so far be put in practice.

With the genre perspectives in mind, students are exposed to linguistic features of advertorials, the way the messages are presented in moves and steps and what specific discourse markers used to show the verbal construction of language logically. Besides, they are also able to assess how the relationship between producers and consumers is built and realized linguistically, for example by making use of politeness markers, particular dictions and rhetorics to impress, to persuade and to show positive attitudes.

In terms of the properties of business text in general, students need to have knowledge on non verbal devices like graphs, charts, tables, etc. Therefore, “the ESP teacher is concerned not with the skills as such but with the strategies to transfer”(Robinson, 1980:25). Regarding the online promotion of products and services, limited space and synchronization of verbal and non verbal properties for a more effective promotional effort again is another challenge seeking solutions.

To sum up, further studies to cross-check whether the branding strategies employed by business industries have been accepted by customers as intended are very much in need. In depth interviews with business stakeholders would be one of the solutions recommended.

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### **Title**

Women Versus Men in Teacher's Professional Development (A Case Study of the Potential for Continued Professional Development for English Teachers in Rural and Disadvantaged Schools in Indonesia)

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### **Abstract**

This qualitative study investigates the potential for Continued Professional Development for teachers in rural and disadvantaged schools in East Nusa Tenggara Province of Indonesia. Three different rural areas in one of the provinces of Indonesia (East Nusa Tenggara Province) were the places to conduct this study. The main purpose of this study is to examine whether or not English teachers of these schools have any potential for Continued Professional Development (CPD), taking into account the physical, cultural and socio-economic contexts. It also aims at finding out if there is gender equality in CPD. Additionally, it assesses whether or not teachers' participation in CPD relates to individual teacher characteristics, such as prior qualifications, gender, age, and years of teaching experience. It also aims to examine the relationship between teachers' CPD and the kind of school they work in, including school size, the profile of the pupils in the school, and eagerness to participate in CPD. The results show that all teachers express their disappointment towards the lack of in-service training. In this case, not many teachers teaching in rural and disadvantaged areas have potential for Continued Professional Development (CPD). Theoretically, gender equality is an important issue to be considered in

CPD. However, practically, it has not been fully considered yet. Another finding is that there is a strong relationship between these teachers' prior qualifications, gender, age, and years of teaching experience and their participation in CPD. There is no relationship between teachers' participation in CPD and the schools size and the profile of the pupils. In contrast, there is a relationship between the teachers' participation in CPD and their eagerness to participate in it, and this eagerness relates to gender. This study only has limited aims and has been conducted for a short period of time, that is why, there are some aspects dealing with the long term issues are not observable.

**Keywords:** *Continued Professional Development (CPD), Female Teachers, Male Teachers, Gender Equality, Rural and Disadvantaged Schools*

## **I. Introduction**

There are many educational problems in Indonesia which can be considered as challenges and barriers to the implementation of successful education. Several schools, especially the ones in urban areas have already been in the stage of having successful education, yet not all schools are lucky enough to get this kind of achievement. Most of schools in Indonesia are still fall in the category of poor quality seen from many aspects, one of them is poor quality of teachers in teaching. If teachers' teaching quality is poor then it is undoubtedly said that students' quality and the overall of school quality are far from good as teaching is at the heart of the schooling system and teachers' teaching quality is as the root of school quality.

Many factors have contributed to teachers' quality in teaching, including Continued Professional Development (CPD). Not all teachers understand what CPD is and how it can improve not only their teaching quality but also the students' achievement. This is the main reason why it is interesting to conduct the study on the potential for Continued Professional Development for teachers in rural and disadvantaged schools in Indonesia. Rural schools have been the focus of this study because there are so many obstacles in teaching (English) in these schools, especially dealing with the issues of professional development.

English teachers must have good English skills and knowledge in order to be able to transfer and share the knowledge to their students. However, not all English teachers in these rural and disadvantaged schools have sufficient skill and knowledge to teach their students, looking from the aspects of their English skills, their knowledge about teaching methods, teaching strategies, teaching techniques, their creativity in designing interesting and various

teaching materials, and so on. Then there come questions such as, how can it be? why is that so? how come? why are they able to become English teachers? and so on and so forth.

There are several logical explanations to answer the above questions, they are; The way to recruit teachers (i.e English teachers) is not really appropriate; the test does not really measure the competence of English teachers to be. All candidates from different educational background have to do similar entrance test to become teachers of English, mathematics, physics, geography, etc. In order to become an English teacher, one does not have to join any English competence test but test of general knowledge.

The placement for teachers (either in urban or rural schools) does not really go through “fair” system. Teachers are not distributed equally. Most teachers, especially, the good ones, will be placed in urban schools, and the rest will be sent to rural schools. Teachers with good qualification and great teaching quality will take place in urban top schools, and those who are not really good will have to be satisfied with the placement in rural schools.

There are challenges and barriers to the implementation of successful education in rural and disadvantaged schools in Indonesia, in relation to many constraints in teaching EFL classroom (physical, socio-economic, and cultural). Physical constraint relates to the shortage of English teachers as well as the teachers’ poor quality in teaching. Responding to the English teacher shortage, many teachers who do not have qualification as English teachers have to teach English. This mostly happens in rural schools.

Teachers tend to compare teaching English in their schools in rural areas and that in the schools in urban areas. They compare the students, teachers, teaching techniques, and resources. According to them, teaching in urban schools is better because they will get more chance to improve themselves, which is true. It is a fact that teaching in rural areas will have many kinds of limitation, such as; human resources, facilities, public services, etc. Considering these limitations, not many teachers are willing to devote themselves to teach in rural schools. Some say that they can hardly improve themselves when they teach in rural areas.

Teachers are not really aware that the best way to improve students’ academic achievement (i.e English skills) is by improving their teaching quality. For them, teaching activities are similar to daily habits, so there is no need to be well prepared. They keep on teaching similar lessons using similar methods for years.

The above-mentioned explanations can at least give a brief picture of the condition of teaching and learning English in rural schools. These also lead to the issues of the potential

for teachers' CPD which have been in a line with the aims of this study, which are, to examine whether or not English teachers of these schools have any potential for Continued Professional Development (CPD), taking into account the physical, cultural and socio-economic contexts. It also aims at finding out if there is gender equality in CPD. Additionally, it assesses whether or not teachers' participation in CPD relates to individual teacher characteristics, such as prior qualifications, gender, age, and years of teaching experience. It also aims to examine the relationship between teachers' CPD and the kind of school they work in, including school size, the profile of the pupils in the school, and eagerness to participate in CPD.

This study is considered important based on two main reasons. The two reasons why this study is essential to be carried out are; first, it is important to introduce the concept of CPD to English teachers in rural schools of Indonesia, and second, by introducing the advantages of CPD, EFL teachers in rural areas can be assisted to find the way to enrich themselves in order to improve their teaching quality that will give direct contribution to the quality of students' outcome.

## **II. Literature Review**

Many experts have studied as well as written about teachers' Continued Professional Development (CPD) because it is considered important to be carried out by all teachers. This has to be done on a continuous basis, so once one becomes a teacher, s/he has to join any professional development activities to support his/her teaching activities. This is supported by Mukeredzi (2013:1) by stating that "teachers' conceptions of what they learn and how they professionally develop through their teaching roles are key to classroom practice and learner achievement because they influence teachers' pedagogic approaches and choice of materials, content, and learner activities". It is clear that there is a positive correlation between teachers' professional development and the way they teach their students in the classroom (how they choose the teaching materials, what methods and strategies they use in teaching, what kind of activities carried out in the classroom, and so on).

However, not all teachers, especially those who teach in rural and disadvantaged schools really understand what professional development is and why it is important for them. In this study, it is considered as physical constraints in teaching English in rural and disadvantaged schools in Indonesia. This issue can be related to the deficiencies and challenges of teaching in rural schools (Arnold, Newman, Gaddy, & Dean, 2005; Pennefather, 2011; Wedekind,

2005). Professional isolation is another physical constraint in teaching in rural schools. Teachers often see this issue as the major concern for not having a long-term teaching period in schools in rural areas (Roberts, 2005). Other disadvantages of teaching in rural schools are dealing with lack of cultural activities, long-distance travelling, and limited facilities (Boylan et al., 1993:112). Despite the disadvantages, there are also some advantages gained by teachers who teach in rural areas, such as; the quiet, safe, healthy, and more caring rural environment (Boylan, et al., 1993:112), rural schools usually have smaller class size which makes possible for teachers to pay attention to students individually and this will create a good teacher-student relationship (Arnold, 2001:34), and teaching in rural schools can create more adaptable, confidence, and independent teachers (the Isolated Children's Parents' Association-ICPA, 1999:16).

Teaching English as a Foreign Language (EFL) in Indonesia is not easy. It is even more difficult to teach EFL in rural schools in this country. Professional English teachers are needed to face this situation. In fact, there is a shortage of skilled and highly qualified English teachers. Most English teachers are not really aware of how important it is to be well prepared to perform in the classroom. In order to be able to implement appropriate teaching practices, these English teachers have to deal with CPD (Porter&Brophy, 1988). *The older, the better* or *the more senior a teacher is, the better s/he can teach* is not necessarily true as better instruction is not automatically created by having much experience. The improvement of teachers' instruction will be gained through several aspects, such as; having better skills as well as good teaching strategies, understanding the lessons, and being able to explain the lessons to students in such a way to make them easy to understand (Hill, 2009).

In Indonesia, there are two major problems in conducting activities for teachers' CPD. First, although many activities for teachers' CPD are offered, but not all teachers can participate in those kind of activities. The number of participants is usually based on quota, so only representative teachers can join. Second, the activities themselves sometimes can not fulfill teachers' needs as not all activities are based on teachers' needs analysis. This has also been stated by several experts. These experts argue that many available programs of CPD for teachers do not really meet the challenges and answer the questions of educational reform movement (Corcoran, 1995; Darling-Hammond, 1995; Hiebert, 1999; Lieberman, 1996; Little, 1993; Sparks & Loucks-Horsley, 1989 in Birman, et al., 2000).

Despite all the constraints, teachers' CPD is essentially needed because teachers' quality is critical to students' success as has been studied by Goldhaber (2002), and Goldhaber,

Brewer, and Anderson (1999) with the result that students can have great knowledge and understanding if they are taught by high qualified teachers. In short, CPD is urgent for teachers who want to improve their teaching quality that will directly lead to the improvement of students' achievement. In this study, the focus will be on whether or not English teachers in rural schools in Indonesia have potential for CPD and other factors dealing with teachers' professional development.

### **III. Methodology**

#### ***Subject***

The study took place in East Nusa Tenggara Province in Indonesia, and the participants were nine English teachers of three different schools in three different rural areas (three teachers for each school). Here are the features of the respondents: Gender (5 female teachers and 4 male teachers), Educational Qualification (2 undergraduates, 4 diplomas, and 3 senior high schools), Ages (1 teacher's age between 26-35, 2 teachers' ages between 36-40, 2 other teachers' ages between 41-45, and 4 teachers' ages between 46-50), and Years of Teaching Experience (2 teachers have been teaching for 3-5 years, 1 teacher has been teaching for 6-10 years, 2 teachers have been teaching for 11-20 years, and the other 4 teachers have been experiencing in teaching for 21-30 years).

#### ***Data Collection***

Questionnaire, interview, direct observation, and field-note have been used as the instruments of this study (the type of interviews was semi-structured with fixed-alternative \_yes/no\_ and open-ended questions), observation sheets as well as field notes (done on a continuous basis and in narrative genre) as the main instruments in order to obtain greater clarity in classroom practices and a true picture of opinions or feelings.

### **IV. Discussion**

Based on the findings, many teachers in rural areas complain about having lack of a professional development program, which is teacher training. There are many kinds of teacher training held by educational institutions but not all teachers are included. The committee usually invites only one or two representative from each school or even each region. In this case, the same old teacher, who is considered as senior, will always get the invitation and participate in the trainings. In this case, gender is not the main concern but seniority.

There are several other issues can be raised here about the potential for teachers' CPD in rural and disadvantages schools in Indonesia as discussed in the following part.

It can be said that not many teachers in rural schools have potential for Continued Professional Development (teachers in urban schools have better opportunity to join CPD programs). This makes teachers in ruras areas keep on comparing themselves to their fellow teachers in urban areas. Some of them feel unsatisfied with all the facilities and services provided in rural areas and think to move out to teach in urban schools. They think that they will have better opportunity to develop themselves well when they teach in urban areas. This can be seen in the following sample of interview extract:

**Interviewer:** If you're given a chance to say something to the government through Educational Department, what would you say?

**Teacher:** Eem..I'd say to them to give more training for teachers, especially, in rural areas by inviting all teachers, not only the same old senior teachers, and also pay more attention to the references. We want more references, not only one, to make us more creative in creating our teaching material.

**Interviewer:** Are you happy teaching here?

**Teacher:** I can't say I'm happy if I complain a lot and keep comparing myself to my other lucky friends who are teaching in urban schools. They can do whatever they want; they can join any kind of teacher trainings and workshops and they can even continue their study to Master Degree because they are so close to the university...

This teacher seems to be pessimistic about whether or not there is a potential for Continued Professional Development for teachers, but they do hope that one day the government will pay more attention to all teachers in rural areas, in terms of involving all of them in teacher training activities. This is one of the reasons why many teachers are not prepared to implement appropriate teaching practices as stated by Porter&Brophy (1988). This teacher also seems frustrating when she answers the question about whether or not she is happy teaching in that school.

However, there are few teachers in rural schools who can make their own effort to join CPD activities. They pay by themselves to join any kind of seminars for teachers and even for continuing their study to higher levels (those who graduated from Senior High School and Diploma continue to undergraduate level, and teachers with Undergraduate qualification

continue to Masters Degree). Some of them have applied for scholarships to continue doing their Masters Degree abroad. But the problem is sometimes it is hard for them to get leaving permission from their headmasters or other decision makers. Why? One of the basic reason is very classic, that is, some teachers might stop being teachers and changing profession to be able to move to urban areas after getting their Masters Degree. In other words, the decision makers assume that continuing their study or pursuing to a higher degree is only a stepping stone to a more lucrative career for these teachers, which automatically makes them leave their teaching activity.

Another finding has been revealed after going through some discussions and questions and answers about teachers' Continued Professional Development (CPD) that there are some teachers do not even know what CPD is and what it is for. This fact leads me to the conclusion that being teachers do not automatically make them know and understand what teachers' Continued Professional Development is and why it is needed. For those who understand about Continued Professional Development, especially young and junior teachers, they express their disappointment towards the lack of in-service training. They also complain that they almost never join any out-of-school training because of the quota system. The same old/senior teachers' always represent them in their schools or regions to join any kind of teacher training activities held by the government. This makes them hard to improve any aspects of teaching as the main part of their profession and always use the traditional ways in teaching that have been inherited by their seniors. The quotation can be seen below:

**Interviewer:** What specific aspects of your teaching are you currently working to improve?

**Teacher:** None, I guess. My others fellow teachers and I just do the things that have been done for many years in this school.

**Interviewer:** What have you been doing so far in teaching and learning process?

**Teacher:** Not much.. We come to the classroom and mostly write the lesson on the board and ask the students to copy down in their note book.

**Interviewer:** Do you do any other teaching activities besides writing on board? Asking questions, explaining, or playing games maybe?

**Teacher:** Other activities, like asking questions and explaining the lesson can only occur after the students write everything in their note book.. if we still have time.

The traditional way of teaching and learning activity still exists in these three schools, which is writing everything on the board and asking students to write down in their note



books. Sometimes, that activity is carried out without further explanation by teachers. Actually, there used to be two teachers who have come up with a great idea to teach in a different way, that is to use supplementary materials, such as games and pictures but it failed eventually and they have started doing like what other teachers do. Unfortunately, there is no clear explanation about why there is not any further implementation of their good idea.

Another issue about teachers' CPD found through the interview is that the representative teachers to join any trainings do not have much contribution on the improvement of teaching and learning in their schools. Not much implementation and sharing to other fellow teachers after joining the trainings. This has been revealed by one teacher in the interview:

**Interviewer:** Any contribution from teachers who've joined training or workshop to the teaching-learning process in the classroom?

**Teacher:** No contribution at all.. Only one teacher out of 4 English teachers in this school always joins the training and workshop held by the government..but after coming back from the training, he never shares with us whatever has been learned and the way he teaches his students is similar to what we have been doing for years. No change at all.. We explain and ask our students to write whatever written on the board in their notebooks.

There is no particular consideration about gender equality in teachers' Continued Professional Development. The fact that group of women outweighs men in CPD is not because of the inequality of the quota system but self-motivation and willingness.. In this case, women are more motivated to join any kinds of CPD than men. It is not because they are more in quantity but they are more willing to develop themselves in any way they can. This can be seen from the interview extract below:

**Interviewer:** Do you think there's a gender equality in professional development among teachers here?

**Teacher:** Well, there are 5 English teachers here, consist of 4 females and 1 male. My female friends and I like to join any kind of teacher trainings and/or workshops, even if we have to spend our own money on those activities. The male teacher is not really interested in those kind of activities, maybe because he's a senior teacher.

Based on the interview and observation, it can be stated that actually, in these three schools, the group of women outweighs men in both quantitative and qualitative ways. Quantitatively

speaking, the number of female teachers is more than male teachers. Looking from qualitative aspect, women surpass men in having higher degree of education. More women than men pursue to their higher degree (i.e. Master Degree).

Generally speaking, all teachers from these three schools think that all teachers in rural areas are pessimistic about the potential for continued professional development for teachers. These teachers believe that that kind of opportunity is just for teachers in cities. This can be the reason why educational quality in rural areas is left far behind that in cities. Teachers think less about their own professional development than about how they can make students like the subject and understand the lesson better. There was a strongly expressed hope that one day the government, through the Educational Department, will pay more attention to professional development for teachers in rural and disadvantaged areas.

There are several aspects relate much to the potential for teachers to participate in CPD which relate to individual teacher characteristics, they are:

### ***Prior Qualification***

There's a strong relationship between teachers' prior qualifications and their level of participation in CPD. Those who have more motivation to undertake CPD programs / activities are the ones who are holding undergraduate degree. The higher their degree, the better their perception about teachers' CPD.

Teachers who graduated from universities (undergraduate level) tend to have more concern on this issue. Some of them are junior teachers who are willing to include themselves in CPD activities in order to professionally develop themselves as professional teachers.

Teachers graduated from diploma or the level of Senior High School do not really care about CPD. These teachers are mostly senior teachers who think that there is no point for them to join this CPD programs because they are about to retire. Although nowadays, few of them have to go back to university to get their undergraduate certificate to be acknowledged as professional teachers, they do not really think that it is a way to professionally develop themselves but a requirement that must be fulfilled.

### ***Gender***

There's a strong relationship between gender and their level of participation in CPD. More women than men are willing to join the CPD programs.

Female teachers are better in motivating themselves to join CPD, both quantitatively and qualitatively.

Female teachers are more active in joining any kinds of PD activities. They even make efforts to pursue to higher degree of education, by either financially supporting themselves or applying for scholarships.

### ***Age***

There's a strong relationship between age and level of participation in CPD. Teachers between the ages of 25-45 (productive ages) tend to be more active in dealing with CPD. Senior teachers, especially, those whose ages over 55 tend to ignore the issue of CPD. The younger, the better in implementing what has been learned. Junior teachers have more tendency to be active and creative in implementing new teaching techniques and methods than the senior ones.

### ***Years of Teaching Experience***

There is a strong relationship between teacher's years of teaching experience and the level of participation in CPD. Some of them see teaching as a part of their daily activity that does not have to be changed or improved. They have been using similar teaching method for years and this gives negative influence to the junior teachers.

Teachers who have been teaching for more than 25 years have lower motivation to join CPD programs / activities. On the other hand, junior teachers, who have been teaching less than 15 years or even shorter, have more effort to develop themselves through CPD programs.

### ***Eagerness to Participate in Continued Professional Development***

There is a strong relationship between teachers' eagerness to participate and their participation in CPD. This point is indeed important in teachers' level of participation. Teachers will join this program if they are eager to participate. Their eagerness comes from their positive perceptions of Continued Professional Development. When they see this CPD as a positive and beneficial program, they will have good motivation to join all the activities relate to this CPD program.

Beside individual teacher characteristic, there are two other aspects dealing with the kind of school the teachers are working which are also important to consider, as follows:

### ***School Size and Profile of the Students***

There is no relationship between school size and teachers' participation in CPD. The size of schools where they are teaching does not have any effect on the teachers' level of participation in joining CPD programs. It might have indirect effect but it does not contribute directly to the teachers' level of participation.

There is no relationship between the profile of the students and teachers' participation in CPD. This aspect also does not have anything to do with teachers' level of participation. There is a strong relationship between teachers' eagerness to participate and their participation in CPD. This point is indeed important in teachers' level of participation. Teachers will join this program if they are eager to participate. Their eagerness comes from their positive perceptions of Continued Professional Development. When they see this CPD as a positive and beneficial program, they will have good motivation to join all the activities relate to this CPD program.

Looking at the findings, it can be argued that there is an inconsistency in them. The results of the questionnaire and interview show that junior teachers, who are mostly females, are better in undertaking Continued Professional Development programs, which means that they have to be better in implementing what has been learned through all the activities. However, based on the result of the observation, there are no differences in the teaching performances between senior and junior teachers and/or male and female teachers. Perhaps this is what one of the teachers means in the interview by saying that in teaching and learning process, they just do whatever has been implemented by their seniors. In fact, teachers have to be able to improve themselves better through CPD in order to improve their teaching quality and their students' quality as a result. This is supported by Mukeredzi (2013) when she says that teachers' professional development is the key issue in classroom practice (i.e. teaching and learning process in the classroom) and learners' achievement (i.e. the students' quality). The more teachers professionally develop themselves, the better they are in teaching quality and the greater their students will be in learning.

When it comes to the issue of gender equality, it can be stated that there is no equality in teachers' Continued Professional Development in these three schools, but it is not seen from the gender aspect but the seniority. So, gender equality is not the main concern in teachers' CPD. Nevertheless, if we compare women and men in teachers' Continued Professional Development then women are more powerful in doing this. They have showed that they make more effort than men to include themselves in CPD programs, including joining educational

seminars for teachers, participating in workshops for teaching as well as researching and writing research reports and articles, and pursuing to higher degree of education.

## V. Conclusion

Through this study, it has been found out that most of the teachers of rural schools in East Nusa Tenggara Province in Indonesia are pessimistic about the potential for CPD since there is no 'Fair Play' system in selecting the teachers to join the PD activities. A better system of management has to be applied in this case. Although there is no issue related to gender equality in the potential for teachers' Continued Professional Development, there exists another issue of equality related to senior versus junior.

Teachers have to really know what Continued Professional Development is and how it can contribute to their professional life as well as their students' achievement. By knowing these, there will be no more ignorance about professional development and teaching quality from all teachers, either senior or junior, male or female.

Finally, it can be concluded that teachers' quality is critical to students' success, that's why, improving teachers' quality through Continued Professional Development is an important strategy for improving students' achievement. Teachers who have already undertaken any CPD programs or activities are very much hoped to be able to professionally implement whatever has been experienced through the programs in the teaching and learning process in classroom. This way will contribute directly to the improvement of the students.

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**Title**

The Role of Native Languages on ESL Learning

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**Abstract**

With increasing numbers of international students in US universities, the multicultural and multilingual population faces a spectrum of challenges: from adjusting to the American education system, to mastering academic English language skills. The complexity of language learning depends not only on the target language (i.e. English) but also on the native language of the learner. More importantly, linguistic (i.e. grammatical and pronunciation) differences between English and the student's native language play a crucial role in predicting which area(s) of English will be more challenging to master. In order to provide effective and practical learning, language instructors should be aware and understand those differences. This paper focuses on three of the most commonly problematic grammatical areas in ESL learning: the article system (1), plural (2), and tense morphology<sup>3</sup>):

- (1) John broke a/the window.
- (2) I have one brother/two brothers.
- (3) She likes/liked Maria.

Seemingly trivial in English, speakers of languages that lack these structures (e.g. Chinese, a language with very little inflectional morphology) tend to show a pattern of errors

in both speaking and writing. In addition to demonstrating these issues, the paper offers practical strategies for identifying patterns and working through the errors; and while the presentation will focus on a small set of languages, this comparative approach can be applied to nearly any language learning situation.

**Keywords:** *ESL, TESOL, interlingual errors, language influence*

## 1. Introduction

All ESL learners have one common goal: they all are aspiring to learn English as a foreign language. This, however, is one of the few areas where ESL learners can be treated as a homogeneous unit, as they learn English for different purposes and are looking to reach various levels of proficiency. As educators, our goal is to give the learners the best instruction and experience to help them reach their individual goals.

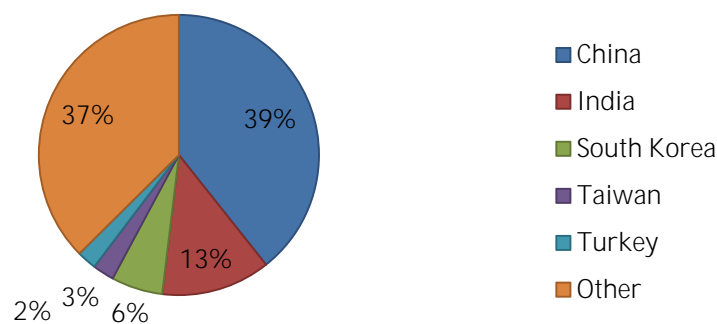
An important area where ESL learners differ is their age and previous language experience and competence. The age of a student is relevant to the teaching approach and strategies in that it may influence various teaching methods, ranging from the time students can devote to a lesson, to the type of instruction that would be the best fit for them. Additionally, age is of further importance because of the way in which learners absorb a new language system. This is where the distinction between language acquisition (LA) and language learning (LL) is crucial: while LA represents a subconscious process of acquiring structural patterns and vocabulary items (Chomsky, 1965), LL entails direct instruction and conscious learning. The main (and the most relevant) difference between these two processes is that LA relies on no language background, while LL relies on learning by making connections between two language systems and, often, by translating during this process. Given that LA starts at birth and continues until puberty, and that multiple languages can be acquired at same time, the age at which a learner is exposed to an L2 is directly linked to how that L2 is processed. In other words, the way in which children process a foreign language (while still having the ability to *acquire rather than learn* a new language system) is different from adults (whose acquisition period has passed, therefore leaving *language learning* as the only possibility). This means that, for adults, L2 (in this case, English) learning is an individualized process with specific characteristics influenced by their L1 (native language), during which they will experience interference and influence from their already acquired and established L1.



### 1.1. Native language

A crucial area that represents the peak of diversity among ESL learners is the different native language that each student may bring into the classroom. Consequently, what areas of English will be more problematic for a student (or a group, if they share a native language) is highly depended upon the characteristics of their L1 and whether the features of L1 and L2 are identical, similar, or completely different from each other. It is widely known that L1 is always present in a student's mind (Cook, 2002), therefore language influence during the learning process is both consequential and inevitable. This influence gives rise to either positive or negative transfers that affects the learning experience and the ability to master a certain concept in L2, leading to so-called interlingual errors<sup>1</sup> (Jackson, 1981). This being an empirical fact, the most practical question is how we can use language influence and turn it into a productive benefit rather than let it be an obstacle in the teaching and learning process.

The main focus of this paper is on answering this question, as well as introducing ways for instructors to familiarize themselves with how students' L1 can provide guidelines for detecting and tackling some of the most problematic areas during the ESL learning. This paper is based on in-class observations during ESL Workshops held at the University of Connecticut Writing Center. These workshops target international undergraduate and graduate students who come from various parts of the world. According to the University of Connecticut Admissions Fall 2012 statistics, the international student body at the University of Connecticut is represented by 98 countries, the top 3 countries<sup>2</sup> based on the number of students being China, India, South Korea, Taiwan, and Turkey (Figure 1):



**Figure 1: Top 5 countries representing the international student body at the University of Connecticut (Fall 2012)**

<sup>1</sup> An interlingual error is defined as "an item or structure in the second language manifests some degree of difference from, or some degree of similarity with the equivalent item or structure in the learner's first language". (Jackson, 1981)

<sup>2</sup> Excluding English-speaking countries like Canada, United Kingdom, and Australia

Due to space restrictions, only a limited set of errors and languages<sup>3</sup> will be discussed, however, this comparative approach can be further developed and applied to nearly any language learning situation. The issues that are going to be covered are related to the noun phrase in Section 2 and the verb phrase in Section 3; Section 4 will conclude this paper.

## 2. The Noun Phrase

The areas that will be covered in this section are English articles and plural morphology.

### 2.1. Articles

Any ESL instructor is aware of the notorious English article system as one of the most problematic areas for L2 ESL learners to master. There are two linguistic reasons for this:

#### 1) Rules

Rules of article use described in language textbooks are imprecise and incomplete due to many exceptions and different usages that cannot be covered by those generalizations.

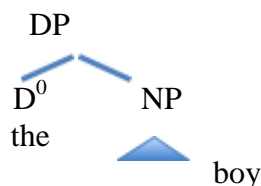
#### 2) Crosslinguistic variation

The article system varies crosslinguistically, i.e. the article system in the student's L1 might be similar to English, different, or, non-existent. As stated above, students' L1 influences their L2 learning, therefore the variation in the article system has a big impact on what kind of errors will occur more prominently.

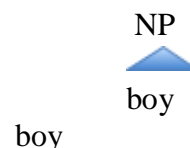
With respect to this, there is a crucial structural distinction between languages that have versus those that lack articles. In formal linguistics, the noun phrase is represented either as a Determiner Phrase (DP) (1a) - if a language has articles, or as a Noun Phrase (NP) (1b) - if it lacks articles. Therefore, NP languages are assumed to have less structure due to the lack of the DP layer<sup>4</sup> (1) (Fukui, 1988; Corver, 1992; Zlatić, 1997; Chierchia, 1998; Lyons, 1999; Baker, 2003; Bošković, 2008a, 2012; a.o.). The DP/NP distinction is more commonly known as the DP/NP parameter setting and structurally looks as follows:

#### 1)

##### a) DP language



##### b) NP language



<sup>3</sup> Languages that will be considered in this paper are: English, Chinese, Serbo-Croatian, Japanese, American Sign Language (ASL), Italian, Romanian and German.

<sup>4</sup> Determiner-like elements (e.g. demonstratives) that are usually considered to occupy a D position in DP language have alternative structural positions in NP languages (cf. Bošković, 2008)

Having either parameter setting set in a language influences the rest of the grammatical structure in that language. So, while this parameter setting directly refers to whether a language has (DP) or lacks (NP) articles, additional properties in fact piggyback on this distinction<sup>5</sup>. Crucially, due to the chain reaction that follows the setting of any parameter, analyses and predictions can be made regarding what areas of the English grammar may be more problematic for speakers of some languages, but not other. Table 1 shows what languages will be considered while looking at this issue, as well as whether they have or lack an article system:

| Languages                    | Article system |
|------------------------------|----------------|
| English                      | ✓              |
| Italian                      | ✓              |
| Romanian                     | ✓              |
| Serbo-Croatian               | ✗              |
| Chinese                      | ✗              |
| Japanese                     | ✗              |
| American Sign Language (ASL) | ✗              |

**Table 1: Article system in selected languages**

Two combinations of language pairs will be discussed below based on whether they consist of two DP languages, or a DP and an NP language.

### **2.1.1. English (DP) and Romanian/Italian (DP)**

Let's begin with DP languages, by comparing English with Romanian and Italian. Although there is an article system in all three languages, the difference in their usage is highly likely to cause interlingual errors. For example, when expressing generic meaning in English, both (2a) and (2b) are grammatical. In other words, expressing a generic meaning in English is done by using the definite article in singular, but not in plural:

#### **2) English**

- a) The tiger is a dangerous animal.
- b) Tigers are dangerous animals.

In contrast, to express generic meaning in Romanian and Italian (3), the definite article has to be used both in singular and in plural.

#### **3) Romanian/Italian**

- a) The tiger is a dangerous animal.
- b) The tigers are dangerous animals.

<sup>5</sup> For a more comprehensive explanation of this phenomenon and a list of generalization, I refer the reader to Bošković (2012).

An even more curious variation occurs when the definite article is used in the object position. More precisely, in English, the sentence in (4),

4) I like the tigers.

means "I like those specific tigers.". In Romanian and Italian, the equivalent of the sentence in (4) still has a generic interpretation and can mean "I like tigers in general."

### 2.1.2. *English (DP) and Serbo-Croatian (NP)*

As mentioned above, some languages have a similar article system to English, while others have no article system at all, like Serbo-Croatian. This difference can be seen in simple cases like (5). For example, English has two different ways of expressing definite or indefinite meaning, giving rise to two separate interpretations.

5) *English*

a) John broke a window.

b) John broke the window.

While the indefinite article *a* (5a) gives the meaning 'there is a window that John broke', when the definite article *the* is used (5b), the interpretation changes to 'there is a specific window that John broke'. In Serbo-Croatian, however, there is only one way to express what English does in (5), and the rest, in this case, can be inferred from the context<sup>6</sup>:

6) *Serbo-Croatian*

John broke window.

This crosslinguistic variation logically leads to the following:

***EXPECTATION:***

Speakers of languages that lack articles will show inconsistencies when learning the usage of the article system in English.

## 2. 2. *Plural*

Let's take a brief detour from articles and consider the second issue that occurs prominently with English language learners: the plural *-(e)s* in English. This area is especially problematic for speakers of languages with little inflectional morphology (e.g. Chinese, Japanese, ASL, etc.). Table 2 shows what languages will be considered in looking at this issue, as well as whether they have or lack a morphologically marked plural system:

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<sup>6</sup> In other cases, demonstratives or prosody may be used for disambiguation.

| Language       | Plural system |
|----------------|---------------|
| English        | ✓             |
| Italian        | ✓             |
| Romanian       | ✓             |
| Serbo-Croatian | ✓             |
| Chinese        | (✓)           |
| Japanese       | (✓)           |
| ASL            | (✓)           |

**Table 2: Plural system in selected languages<sup>7</sup>**

Consequently, the following can be stipulated:

*EXPECTATION:*  
 Speakers of languages that lack the English-type plural will have a harder time supplying the plural morpheme *-(e)s* in English

Similar to articles, there is also crosslinguistic variation in the plural system, that is, there are different ways to form plural across languages. This is illustrated in Table 3, followed by examples below:

|               | ASL | JAPANESE | ENGLISH | CHINESE |
|---------------|-----|----------|---------|---------|
| Morphology    | x   | (✓)      | ✓       | (✓)     |
| Reduplication | (✓) | (✓)      | x       | x       |
| Adverbials    | (✓) | (✓)      | (✓)     | (✓)     |

**Table 3: Forms of expressing plural in selected languages**

English, for example, forms plural by adding the suffix *-(e)s* to singular nouns<sup>8</sup>, as in (7b):

7) *English*

- a) I have one brother.
- b) I have two brother-s.

ASL and Japanese, however, can form plural by reduplication, that is, by reduplicating the noun that needs to be pluralized.

8) *ASL*

- a) I have one brother.
- b) I have two brother brother.

<sup>7</sup> ( ) denote optionality  
<sup>8</sup> Exceptions: irregular plural

'I have two brothers.'

9) *Japanese*<sup>9</sup>

a) person

b) person person

'people'

Interestingly, in Chinese, although plural is not very common, there is a morphological marker for animate nouns which seems optional. When no morphology is present, Chinese nouns can be interpreted as either singular or plural (9a) (depending on the context), however, when the morphological marker *-men* follows an animate noun, it is obligatorily interpreted as plural.

10) *Chinese*

a) nanhai

'man / men'

b) nanhai-men

'men'

Given this very specific rule, a prediction can be made:

**PREDICTION:**

Chinese learners will be more successful in supplying plural for animate nouns.

### 2.3. *Definiteness across languages*

Going back to the notion of definiteness as one of the main roles of articles, it has been documented that languages with no article system can compensate for the lack thereof by expressing definiteness through other elements. In the following subsection, I will illustrate the alternative ways of expressing definiteness in Chinese and Serbo-Croatian (both languages without article systems) and how they affect the ESL learning process.

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<sup>9</sup> Reduplication usually denotes collective plural, which is why the reduplicated noun 'person' yields the meaning of 'people' and not 'two (or more) persons'. Additionally, Japanese has another form of expressing plural, more specifically "associative plural", through the seemingly optional morpheme *-tati*. While some researchers claim that this form is similar to the Chinese plural form *-men* that denotes definiteness Zhang (2008), Nakanishi (2004) shows that this is not always necessarily so. While *-tati* excludes singular interpretation and denotes plurality, it can be encountered with both definite and indefinite readings, excluding it from being inherently definite. For comparisons between the Chinese plural marker *-men* and Japanese *-tati*, I refer the reader to Ishii (2000) and Kurafuji (1999, 2003).

**2.3.1. Definiteness in Chinese**

Recall the curious case of Chinese optional plural for animate nouns. As it turns out, while the morpheme *-men* may be optional in expressing plural, there is additional grammatical information associated with it. Namely, this morpheme is also a marker for definiteness. So, in cases where English would use the definite article and the plural suffix *-(e)s* to express a definite plural noun (11), the Chinese equivalent looks like (12):

- |   |  |
|---|--|
| <p>1) <i>English</i><br/><b>the boy-s</b></p> | <p>12) <i>Chinese</i><br/>nanhai-<b>men</b><br/>'the-men'.</p> |
|---|--|

Therefore, a new prediction arises:

*PREDICTION:*  
Chinese learners will be more successful in supplying the definite article for plural animate nouns.

**2.3.2. Definiteness in Serbo-Croatian**

Serbo-Croatian is also a language without articles, and, therefore, it is fair to assume that it has other ways of expressing definiteness. While Chinese does this by using a plural marker (12), Serbo-Croatian expresses definiteness through adjectives which come in two forms: short and long. These two forms are considered to correspond to definite/specific and non-definite/non-specific interpretation respectively (Aljović, 2002; Despić, 2011; Talić, 2013), as illustrated in Table 4:

|                       | <b>Adjectives:</b> | <b>SHORT FORM</b> | <b>LONG FORM</b> |
|-----------------------|--------------------|-------------------|------------------|
| <b>Serbo-Croatian</b> | <b>Masculine:</b>  | nòv               | nòv-i            |
|                       | <b>Feminine:</b>   | nòv-a             | nòv-a:           |
|                       |                    | '(a) new'         | 'the new'        |

**Table 4: Forms of adjectives in Serbo-Croatian**

This means that where English uses (in)definite articles to distinguish between definite and indefinite contexts as in (13), Serbo-Croatian does this by using a short-form (14a) or a long-form adjective (14b).

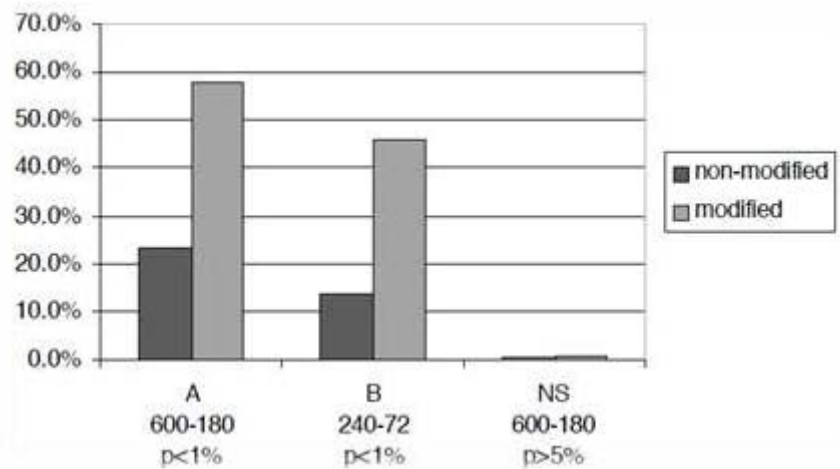
- |  |   |
|--|---|
| <p>13) <i>English:</i><br/>a) <u>a</u> tall guy<br/>b) <u>the</u> tall guy</p> | <p>14) <i>Serbo-Croatian:</i><br/>a) <u>visok</u> momak<br/>'a tall guy'<br/>b) <u>visok-i</u> momak<br/>'the tall guy'</p> |
|--|---|

What English and Serbo-Croatian share here is the means to express definiteness, however, it is done through different grammatical categories. Nevertheless, the concept of 'definiteness' exists in both languages, so a new prediction arises:

**PREDICTION:**

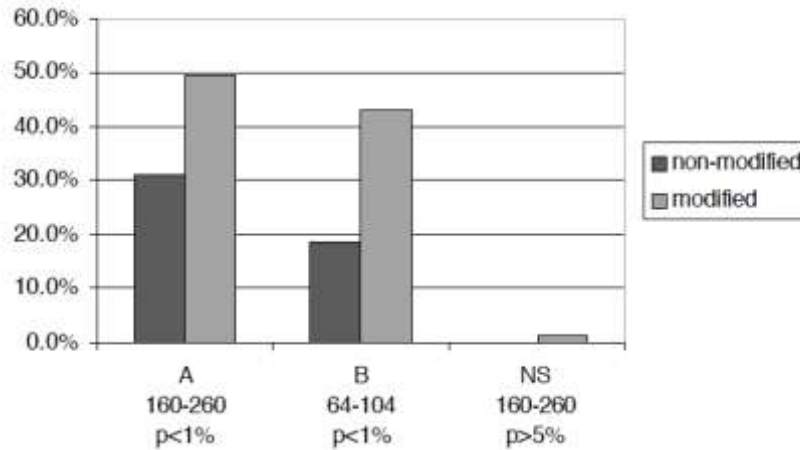
Serbo-Croatian learners will show differences in supplying articles when adjectives are present in an NP.

This prediction was borne out with an experiment conducted in Trenkić (2004). The experiment included two groups of Serbo-Croatian native speakers learning English (A & B), and a group of native speakers of English (NS). Learners from group A were in their 7th year, group B in their 8th year of English instruction, and NS served as a control group. Both A and B groups had the task of translating a text that included 35 non-modified and 10 modified definite NPs, and 9 non-modified and 13 modified indefinite NPs, while the NS were asked to complete a cloze test of the same text. The main results are represented in Figure 1 for '*the*' omission and Figure 2 for the omission of '*a(n)*' (adopted from Trenkić, 2004):



**Figure 2: Omission of *the* with non-modified (35) and pre-modified (10) singular nouns**





**Figure 3: Omission of *a(n)* with non-modified (9) and pre-modified (13) singular nouns**

In summary, the results showed that Serbo-Croatian learners were statistically more likely to omit English articles with nouns modified by adjectives than with non-modified nouns. This language-specific prediction is proof of L1 influence (Serbo-Croatian) on L2 (English) learning, which supports the prediction above.

### 3. The Verb Phrase

This section discusses English tense morphology and different tense interpretations across a selected set of languages, with the main focus on the differences between English and Chinese. In English, tense is expressed through the suffixation of the morphological tense markers:

|         | Present             | Past               |
|---------|---------------------|--------------------|
| English | $\emptyset$ , -(e)s | -(e)d, simple past |

**Table 5: Tense markers in English**

To express present in English, the present tense marker *-(e)s* is used for 3rd person singular (15a), whereas no tense morphology is used in all other cases (15b):

**15) English**

- a) She likes Mary.
- b) I/You/We/They like Mary.

Although no explicit morphological markers are used in (15b), present tense in English is still implied. This means that, in English, tense is indicated even when no morphological tense markers are present. We see this in (16a), where no tense markers on the verb "like" still bans

past interpretation. In contrast, intending to place an event in the past and not marking past tense on the verb results in ungrammaticality (16b). In other words, marking a verb for past tense in English is obligatory:

**16) English**

- a) I liked Maria 2 years ago.
- b) \*I like Maria 2 years ago.

Other languages may have different rules for tense marking. While there is no tense morphology in this case, Chinese and ASL can use adverbials to place an action or event in a point in time. So, for these two languages (and many others), both utterances are grammatical, with (17a) expressing present and (17b) past tense:

**17) Chinese/ASL**

- a) I like Mary.
- b) I like Mary 2 years ago.

This may cause transfers during L2 learning, therefore, the following can be expected:

***EXPECTATION:***

Speakers of languages that lack English-like tense morphology are less likely to supply past *-(e)d* and present *-(e)s* forms in English

More concretely, an experiment reported in Hawkins & Lszka (2003) showed discrepancies in L1 speakers of Chinese, Japanese, and German when tested on the oral production of English past tense morphology. The aim of the experiment was to check the distribution of English past tense morphology on nonce words that were divided into three categories: participles, monomorphemes, and simple past (regular). With the exception of participles (where everyone performed at 100% accuracy), all three groups showed some omission of the English past tense morphological marker. Interestingly, in the last two categories, Chinese speakers underperformed both German and Japanese speakers. The results are shown in Table 6:

|                       |         | L1      |     |          |     |        |     |
|-----------------------|---------|---------|-----|----------|-----|--------|-----|
|                       |         | Chinese |     | Japanese |     | German |     |
| Word type             | -t/-d   | Score   | (%) | Score    | (%) | Score  | (%) |
| Participles           | Present | 10      | 100 | 23       | 100 | 55     | 100 |
|                       | Absent  | 0       | 0   | 0        | 0   | 0      | 0   |
| Mono-morphemes        | Present | 9       | 82  | 27       | 96  | 48     | 100 |
|                       | Absent  | 2       | 18  | 1        | 4   | 0      | 0   |
| Simple Past (regular) | Present | 25      | 63  | 137      | 92  | 52     | 96  |
|                       | Absent  | 15      | 37  | 12       | 8   | 2      | 4   |

**Table 6 (adopted from Hawkins & Liszka, 2003): Absence of word-final -t/-d in regular participles, monomorphemes and regular simple past tense forms compared**

It is important to note that just because L2 learners make errors in supplying English tense morphology, it does not mean that they are not aware of the tense interpretation the sentence might require. Due to crosslinguistic variation, different languages may express tense in different ways, which, when L1 is seen as a potential influence on L2 learning, can shed light on why certain errors are made. In this respect, the table below lists different ways in which a selected set of languages expresses tense:

| Language   | ASL | English | Japanese | German | Chinese |
|------------|-----|---------|----------|--------|---------|
| Morphology | x   | ✓       | ✓        | ✓      | (✓)     |
| Adverbials | (✓) | (✓)     | (✓)      | (✓)    | (✓)     |

**Table 7: Expressing tense in selected languages**

ASL has no tense morphology and expresses tense through adverbials, or it is inferred from the context. English, German and Japanese on the other hand, have obligatory morphological markings, while adverbials may be used for clarification and disambiguation of the context. Chinese, however, is a different story. While it lacks overt temporal morphology (Lin, 2002; Bošković, 2012; Todorović, 2015; a.o.), tense can be expressed through alternative elements that will be discussed in the following section. In addition, the next subsection will illustrate why English tense marking omissions occur in Chinese ESL learners as a product of L1 influence.

### 3.1. *Tense in Chinese*<sup>10</sup>

As mentioned above, in contrast to English, Chinese lacks tense morphology. However, there are alternative ways of expressing temporal relations through aspectual markers and/or adverbials (Lin, 2002, 2006; Smith & Erbaugh, 2005; a.o.). Moreover, in Chinese, utterances may receive different temporal interpretations based on whether the action is stative or eventive (Lin, 2002). The examples below illustrate the contrast between English and Chinese with respect to this division.

In English, a stative verb like "know" can either have present (18a) or past interpretation (18b), based on tense morphology. Similarly, in Chinese, an utterance like (18a) that includes the same stative verb with no morphology on it (and no adverbials) can only have present interpretation.

#### 18)

- a) I know Mary.
- b) I knew Mary.

Eventive verbs, such as 'walk', are treated the same in English: tense morphology (or the lack thereof) yields either present (19a) or past (19b) interpretation:

#### 19) *English*

- a) I walk home.
- b) I walked home.

Interestingly, the same verb in Chinese with no morphological markings will have not present, but past interpretation (19c):

#### *Chinese*

- c) I walk home.  
'I walked home (at some point in the past).'

This difference is not random. Similarly to how English has a fixed tense interpretation depending on whether it is morphologically marked or not, some Chinese rules are based on a different set of generalizations: tense interpretation may vary based on whether the verb denotes a stative or an eventive action. More specifically, stative verbs will yield present,

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<sup>10</sup> Due to space limitations, this section will be restricted to Chinese temporal characteristics relevant for current purposes. I refer the reader to Lin (2002), Bošković (2012), Todorović (2015), a.o. for a more comprehensive explanation of the Chinese temporal system.

**PREDICTION:**

Chinese learners will show differences in supplying present/past morphology when a verb is stative or eventive

while eventive verbs will yield past interpretation<sup>11</sup>. Based on this, the following prediction can be made:

In addition to theoretical assumptions, this prediction has applicable potential. Looking more closely at the results from Hawkins & Liszka, (2003) discussed in Section 3 and illustrated in Table 6, what stood out was that when compared to German and Japanese (languages that have English-like means of expressing tense), Chinese learners had a lower percentage of accurately supplying English tense morphology. Recognizing this discrepancy, Hawkins & Liszka, (2003) further divided tense omissions based on aspectual properties of English verbs. The distribution is illustrated in Table 8 below:

|                         | Statives  | Activities | Accomplishments | Achievements |
|-------------------------|-----------|------------|-----------------|--------------|
| <b>Inflected tokens</b> | 0/4       | 10/14      | 1/2             | 14/20        |
| <b>%</b>                | <b>0%</b> | <b>71%</b> | <b>50%</b>      | <b>70%</b>   |

**Table 8 (adopted from Hawkins & Liszka, 2003): Inflected past tense regular verbs by aspectual type: Chinese speakers**

Although the low and uneven number of tokens across categories may lead to overgeneralizations, an interesting (yet predictable) pattern seems to emerge: while Hawkins & Liszka (2003) illustrated the obvious difference in performance depending on the type of verbs included, they failed to state the reason behind this pattern. Namely, when this division is based on the rules of Chinese grammar, a striking difference arises (Table 9), with stative verbs (yielding present interpretation) at 0% and eventive verbs (yielding past interpretation) at 69% with respect to marking English past tense:

|                         | States    | Events     |
|-------------------------|-----------|------------|
| <b>Inflected tokens</b> | 0/4       | 25/36      |
| <b>%</b>                | <b>0%</b> | <b>69%</b> |

**Table 9: Modified results from Hawkins & Liszka (2003) divided into States and Events**

<sup>11</sup> This interpretation can be modified with aspectual morphology, adverbials and context manipulation, for a more detailed explanation, I refer the reader refer to Lin (2002).

With a more controlled experiment that would elicit a bigger and an equal number of verbs denoting these two types of actions, the prediction from above indeed may be borne out, as hinted by this study.

#### 4. Conclusion

I have shown the crucial role and influence that native languages may have on English learning for ESL students. While instructors and educators should still be focused on areas of English from a native speaker's perspective, it is very important to be aware of all the diversity brought into the classroom by students with different language backgrounds due to the different structures available in their native language. The native language is always present in the student's mind and, as I have demonstrated, will influence what areas of English will be more problematic to master. By being aware of this influence and by examining how English relates to the relevant native language, language instructors can bridge the gaps between two language areas, as well as shorten the time and effort needed to learn a certain structure. These issues can be addressed by offering more effective, efficient, and on-point customized instruction that takes into consideration the relation between English grammar and the grammar of various native languages present in the classroom.

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**Title**

Gender Mainstreaming in EFL Learning: The Case of Vongchavalitkul University

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**Abstract**

This study was done to assess the English instruction in EFL class in accordance with the United Nations call for equity in education. The study is intended to reduce the gender discrimination in classroom situations where girls usually suffer in terms of academic achievement. The result of the study will help the teachers as well as curriculum developers in devising methodologies and approaches that will ensure the inclusivity of learning in English classes which is one of the thrust of Jomtien Declaration on Education for All, the 2000 Dakar Framework for Action and the 2000 Millennium Development Goals. The study concluded that English lecturers at Vongchavalitkul University can mainstream gender in their EFL classes even without proper training or knowledge in gender equality. Although



Thailand has a highly gendered language, in English classes it is not applicable. In fairness, although most of the respondents are female lecturers, the male lecturers were also unconsciously aware of the equality between male and female students when it comes to performance. This is not, however, a sweeping statement that it is the same in the Thai society.

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**Introduction**

Thailand has a very unique characteristic when it comes to sexual orientations and gender preferences. LGBTQ (lesbians, gays, bisexuals, transgenders and queers) are accepted in the society. In schools and universities across the country, it is ordinary to see young boys slowly turning into gays or girls into lesbians. Many transsexual students; like a male wearing a female uniform or female wearing male's uniform and some males have sex-reassignment, to achieve the desired femininity. However, even though they are accepted, it is still a question whether they are given close attention or discriminated when it comes to education.

Gender plays significant roles in the lives of women and men. Gender refers to the socially constructed roles, behavior, activities and attributes that a particular society considers appropriate for men and women. Because it is culturally determined, gender sets limitations to both sexes which resulted to full development. This is called stereo-typing, wherein men and women are contained in a set of roles or functions mainly designed or expected by the society. The 1990 Jomtien Declaration on Education for All, the 2000 Dakar Framework for Action and the 2000 Millennium Development Goals have all put emphasis gender equality in education by including specific gender goals.

Equity, on the other hand, is the process of treating girls and boys fairly. To ensure fairness, measures must be available to compensate for historical and social disadvantages that prevent girls and boys from operating on a level playing field. Equity does not imply treating all learners the same because many factors could disadvantage students in having a chance to achieve equitable outcomes. Responses may include “equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities” (ILO 2000).

However, lack of gender awareness and training on the part of the teachers hinder most educational institutions in integrating gender into teaching methods, thereby consciously and unconsciously reinforce gender stereotyping in their teaching methods. For example, in a classroom setting female students are less likely to exhibit aggressiveness during discussions especially if it is with male professor or teacher.

Teaching methods are also confined into conventional teaching specifically in the elementary level where the image of a girl or woman is always confined into domestic spheres, i.e. *My mother cooks lunch* or projecting the image of women as always caregivers like nurses, helpers or teachers.

In the tertiary level, gender biases may not be that evident compared to elementary level, yet it is observed that in teaching history subjects or management subjects, the concrete referral to “he” as the representative of human race is very common. Thus, it is become generally accepted that women are always in the shadows of men.

In EFL class, using English books are oftentimes problematic because these books reflect the lifestyles of the Western countries which may not be acceptable in some Asian countries. However, it is the teacher's responsibility to ensure that all students regardless of their genders must be given enough attention to assure quality learning.

Thus, this study was done to assess the English instruction in EFL class in accordance with the United Nations call for equity in education. The study is intended to reduce the gender discrimination in classroom situations where girls usually suffer in terms of academic achievement. The result of the study will help the teachers as well as curriculum developers in devising methodologies and approaches that will ensure the inclusivity of learning in English classes which is one of the thrust of Jomtien Declaration on Education for All, the 2000 Dakar Framework for Action and the 2000 Millennium Development Goals.

Further, it is a pioneering study in Thailand regarding the gender mainstreaming in teaching EFL.

### **Gender Mainstreaming in Education**

Gender Mainstreaming is defined as taking account gender equity concerns in all policies, programs, administrative and financial activities, and in organizational procedures, and thereby contributing to a profound organizational transformation services of organizations and agencies. It is also defined as a strategy for making women's policies, projects and men's concerns an integral dimension of the design, implementation, monitoring and

evaluation of programs and policies- in all political, economic and societal spheres. This is to ensure that women and men benefit equally, and that inequality is not perpetuated. (*Gender Mainstreaming*. [www.undp.org/gendermainstreaming](http://www.undp.org/gendermainstreaming))

Based on a gender analysis, mainstreaming is a strategy for making women's, as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres, so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality ( [www.undp.org/mainstreaming](http://www.undp.org/mainstreaming)).

### **Gender biased materials and pedagogy**

The Asian Development Bank (ADB) (2009) in its Gender Checklist in Education recognizes that education is a human right and an essential tool for achieving equality, development, and peace. Nondiscriminatory education benefits both men and women and ultimately equalizes relations between them. Thus, in education projects, ADB stresses the need to assess the project whether it significantly benefits the women particularly the poor women. Moreover, the projects that focus on textbooks and curriculum improvements should aim to remove gender stereotypes in the contents and images of the textbooks since school textbooks play a crucial role in determining pupils' worldview of female and male roles in society (Byrne, 2001; Harrison, Azzarito, & Burden, 2004; Kobia, 2009). Sunderland (1992a) points out that coursebooks representations affect students as language learners and users. However, she also stresses out that most English western books reflects the life in the English English-speaking country. Teaching books of today are biased and stereotypical regarding the issue of equality. Major efforts are needed in the areas concerning gender equality. Furthermore, gender awareness amongst teachers and society is strongly needed (Oden, 2005).

FAWE (Forum for African Women Educationalists) (2005) also cites that the attainment of quality in education has to include the elimination of the gender constraints in the teaching and learning processes. This calls for the development of a pedagogy that incorporates the gender dimension in the curriculum teaching and learning materials, teaching methodologies and the overall learning environment.

In 2001, the Women and Gender Institute of Miriam College conducted a study on 6 selected Philippine Schools under the United Nations Children's Education Fund. The study aimed to see whether and how gender advocacy and concerns were integrated into schools

supported by the UNICEF Country Program for Children V (CPC V). It was found out that gender biases existed—(i) spontaneous remarks made by some teachers in the classroom; (ii) visual teaching and informational materials, particularly posters, which were strongly gender stereotypical; (iii) English-language subjects, which were fraught with gender bias; and (iv) some science teachers, who favored boys and overlooked girls for activities that involved risks and physical challenge. According to the study most teachers equated gender sensitivity to rights, emphasizing that women and men must be treated equally and given equal opportunities. Revaluing and respecting the tasks and responsibilities performed by women in the same manner as those performed by men, as well as being equally sensitive to the needs of the sexes, were principal notions the teachers related to gender sensitivity. The undertaking of social activities and roles by either sex, which the school heads focused on when they spoke of gender sensitivity was just one notion teachers attached to the same concept. Teachers had a more developed notion of gender sensitivity and gender fairness than school heads.

Kane (1996 as cited in Allana, et al, 2010) posits that teachers reinforce gender roles by creating an environment “in which boys are encouraged to succeed while girls are allowed to fail”. Unfortunately, many teachers are unaware that their treatments of the students based on gender are different.

Mamud (2010) in his study on the impact of gender differences in English Language Teaching reveals that that female than male students were reluctant to speak to different sex; females preferred the direct way to express opinions (writing), work with the same sex, and tended to be passive in class. In addition, females saw the high possibility to increase their English skills by working with the same sex but the reverse is true for males. These different styles of female and male students in learning English were affected by the notions of women’s language. Sunderland on the other hand, (1992b) problematizes also the “gendered” grammar the English language. For example the use of “he” pronoun for an unknown person. She also points out that the gender of the teacher as well as the socio-cultural upbringing are factors in the gender sensitivity of the teachers, thus critical reading and listening are suggested part of the pedagogy.

Kuo (2005) reasons out that fairy tales which are usually replete with gender bias and stereotypes are the materials usually used in EFL/ESL classrooms. Consciously or not, teachers help in stereotyping gender.

Foreign teachers bring their own cultures inside the classrooms. Thus, it is suggestive that the types of reading materials given to the students could be the cultural context of a particular teacher. Further, Kuo suggests that “teachers should empower students with critical thinking by utilizing resistant or oppositional reading practices” and they should both challenge the gender aspects of a given reading material.

Moreover, giving gender-biased readings could stimulate the creative thinking of the students therefore a way to start a discussion and comparison on the treatment of men, women and the LGBTQ in different societies.

According to Appleby (2005) when the classroom was seen as a relatively autonomous educational domain, detached from the outside world, the teacher exercised a certain control over gender equity inside the classroom, using her authority to improve what she saw as inequitable access to educational resources. However, the imposition of teachers’ authority was seen as more problematic when attempts were made to impose ‘outsider’ values or ideals in matters to do with gender relations of the host culture outside the institutional domain of the classroom.

Mlama, et al (2005) claim that gender responsive teachers understand and respond to the specific needs of girls and boys in the teaching and learning processes. They do this by being aware of the special needs of girls and boys such as sexual maturation issues and by encouraging equal participation and involvement of boys and girls in class activities and ensuring equal access to learning materials.

This study is guided by the theory of gendered organization by Joan Acker (1990) which posits that the system of two-gender in society is something “grown”, that we are confronted with institutionalized conditions of activity and role fixations, so called “gendered institutions” such as school, institutions of further education, university, family, language and so on and Instructional-design theory which is a theory that offers explicit guidance on how to better help people learn and develop. The kinds of learning and development may include cognitive, emotional, social, physical, and spiritual. (Reighluth,1999). The theory offers the following guidance to for what the instruction should be: clear information, thoughtful practice, informative feedback and strong intrinsic and extrinsic motivation. Thus, it is relevant on the teaching strategies, contents of subject matter and over-all classroom environment is very crucial in promoting or downgrading ones gender.

## **Statement of the Problem**

In teaching English as a second language, all teachers are using books published abroad where the culture is different from the locale. However, it implies that the Western presentations in the lessons are more or less gender equal in terms of examples used. However, due to dependency on the books, the teachers may overlook gender disparity or equality in giving examples which in turn could confuse the students on their perceived roles as male and female. Thus, this study answered the following questions: How does the teacher present gender awareness in the contents of the subject matter, strategies in teaching and classroom environment? What are the teaching strategies employed by the teacher in raising gender awareness among the students?

## **Setting**

In terms of gender equity Thailand is much better compared to its neighbors like Burma and Cambodia. Both men and women are receiving education (<http://www.socialwatch.org>, 2012). However, there is no data on the courses commonly taken by male and female students. But generally, women are more inclined to take soft-courses and service oriented courses like education, nursing and tourism while men are into hard courses like engineering, medicine and science courses. This study will focus on the Faculty of Education at Vongchavalitkul University in Nakhon Ratchasima, Thailand where there are mixed-nationalities teaching English subject.

## **Participants**

Native-speakers and non-native speakers teaching EFL in the Faculty of Education at Vongchavalitkul University in Nakhon Ratchasima, Thailand participated in this study. There were 8 females and four male respondents.

## **Methods and Methodologies**

The study utilizes descriptive method of research.

To determine the extent of gender mainstreaming in the following: Contents of the Subject Matter, Teaching Strategies, classroom environment and participation. Likerts Scale was used in the study to determine how the lecturers mainstream gender in their teaching approaches.

The descriptive part of the study is the analysis of the answers on the feedback form which has two more additional questions requiring their views regarding gender equality.

### **Data Gathering Instrument**

The respondents will select their answer from the five (5) options given where five (5) is the highest, namely:

| <b>Value</b> | <b>Interpretation</b> | <b>Description</b>  |
|--------------|-----------------------|---|
| 5            | Very Often            | This means that gender mainstreaming is implemented at all times.     |
| 4            | Often                 | This means that gender mainstreaming is implemented most of the time. |
| 3            | Seldom                | This means that gender mainstreaming is implemented occasionally.     |
| 2            | Very Seldom           | This means that gender mainstreaming is implemented rarely            |
| 1            | Not at all            | This means that gender mainstreaming is not implemented at all        |

### **Analysis of the Study**

The majority of the respondents are women and all has Master's Degree and PhD. The average age of the respondents is 42.25. Most of the respondents are married. Except two respondents, the majority has been teaching English for 11-15 years. Some taught in different countries like the Philippines, United States and Spain.

The study found out on the **Contents of Subject Matter** that the respondents often emphasized that men and women are born equal, and so they must be given equal opportunities to develop their potentials. They seldom ensured awareness of students on their gender roles and rights. The respondents however do not included gender issues such as gender violence and discrimination, stereotyping etc. in the coursework. The respondents also seldom used textbooks and supplemental materials that depict women and girls in a wide

range of activities; and seldom encouraged girls to seek out a wide range of careers in the subject area. Perhaps due to highly patriarchal society, respondents seldom included success stories of female leaders and heroines in lessons whenever it is applicable and appropriate to inspire them to do heroic acts in English readings. However, they often acknowledged gender influences, and seek ways to incorporate them appropriately in the lesson. Because of using westernized books in English, the respondents seldom pointed to the students the cultural and sociological background of the books they are using which may not be applicable to their culture.

On **strategies of teaching**, this study found out that the respondents often expected the same academic success for female, and for male students. They often used parallel terminology in describing both genders, such as "men and women," or "boys and girls," not "girls and men." They often avoided asking males the critical thinking questions and females the factual and easier questions. All are equal when it comes to recitation. They called the male and female students by name very often.

Since teachers-students relationship here is hierarchical, lecturers are stern and avoided stories, jokes and comments that denigrate women and girls and other genders very often. They also directed equal amount of casual conversation at male and female students very often. They responded with the same attentiveness to female as male requests for clarification very often. They often used English textbooks and supplemental materials that conform to non-biased language guidelines. However, some English textbooks show pictures of male students as lousy and lazy when it comes to cleaning the room. They often used small groups to foster cooperative, rather than competitive learning. They often provided practical situations where females can prove that they can do as much as males can do such as in role-playing. They gave credit to students' contributions, ensuring equal recognition to males and females very often. They often exerted efforts to shift from the belief that males belong to stronger sex and women to weaker sex among students to the belief that men and women are equal in all aspects of being a person. They judged females' and males' contributions to the class by the content of their ideas rather than by the style of their speed very often. They often grouped students not by gender since groupings often imply that females are not as qualified as males.

On **classroom environment**, this study found out that females and minority groups were seldom represented in non-stereotypical ways in the visuals, bulletin boards, and audio visuals used in class background shown being sensitive and tender. Textbooks and



supplemental materials often conform to non-biased language guidelines. Females, and males were very oftentimes equally represented when displaying students work in the classroom. Classroom seating plan often allowed equal access to teacher from males and females. Leadership roles were often equally distributed between female and male students when working in groups or doing laboratory exercises/activities. Female students have equal access to tools when working in groups or doing activities and assignments very often. Male and female students very often worked together to complete a task when looking across the classroom at random times during a class period. Rules apply the same for all students regardless of gender in my classroom management very often.

### **Conclusion**

The study concluded that English lecturers at Vongchavalitkul University mainstream gender in their EFL classes even without proper training or knowledge in gender equality. Although Thailand has a highly gendered language it is not applicable in English classrooms. In fairness, although most of the respondents are female lecturers, the male lecturers were also unconsciously implementing equality and equity between male, female and members of LGBTQ students when it comes to performance.

Members of LGBTQ do not feel different because the treatment of the teachers to them are not based on gender but on their performance in the English class.

Despite of the result, the researchers still feel the need to conduct gender orientation and assessment of reading materials used by English lecturers to ensure that gender stereotyping will not be reinforced and gender mainstreaming is strongly implemented in the classrooms.

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<http://www.socialwatch.org/node/14579>  
[http://www.tki.org.nz/r/language/curriculum/english\\_for\\_all\\_e.php](http://www.tki.org.nz/r/language/curriculum/english_for_all_e.php)  
<http://www.who.int/gender/mainstreaming/en/>



**Title**

Where are All the Women?

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**Abstract**

Female rates of participation in academia are shockingly low in most countries around the world, but Japan was recently found to be the lowest amongst 400 of the top universities in the world (Grove, 2016). There are a number of reasons for this, but the difficulties of having children and maintaining a career seems to be one of the major reasons that women drop out of the workforce. This paper will argue that offering greater flexibility in the work place, especially regarding professional level part-time work, will lead to higher rates of participation in the work force by working mothers, and in the long term enable these women to return to full-time work. The author will also make some suggestions as to how governments, employers, and co-workers can help to improve this situation through providing flexible work options, encouraging women to return to work after maternity leave, either full-time or part-time, and increasing opportunities for part-time workers to return to full-time positions when they are ready. Increasing the number of women in the work force may aid the economy, as well as improving gender equality.

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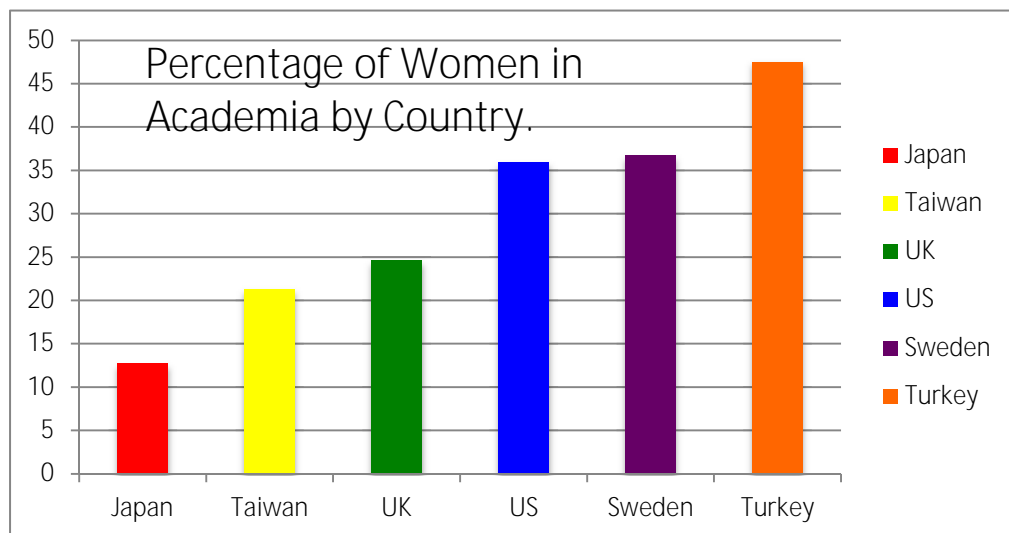
1-2-1 Shinohara Oba Noyamacho, Nada, Kobe, Japan, 665-0015

**Introduction**

Despite the fact that in many countries there are more women entering and graduating from university than men (Vincent-Lancrin, 2008) there are still very low rates of women working in academia. When you move up to senior faculty positions, women are a rarity at most institutions. Mason (2013) stated that at faculty meetings in the United States she saw only about one in four women. The dearth of female role models for students, male and female, is a huge problem. How can there be any acceptance of gender equality, when young people see so few women in senior positions in education? Higher female participation in the work force can also have a very positive effect on the Gross Domestic Product of a country “Results of a new simulation model suggest that closing the gender gap could generate a 30% increase in the per capita income of a hypothetical average Asian economy in one generation.” (O'Brien, 2016).

**Gender Comparisons in Higher Education Around the World.**

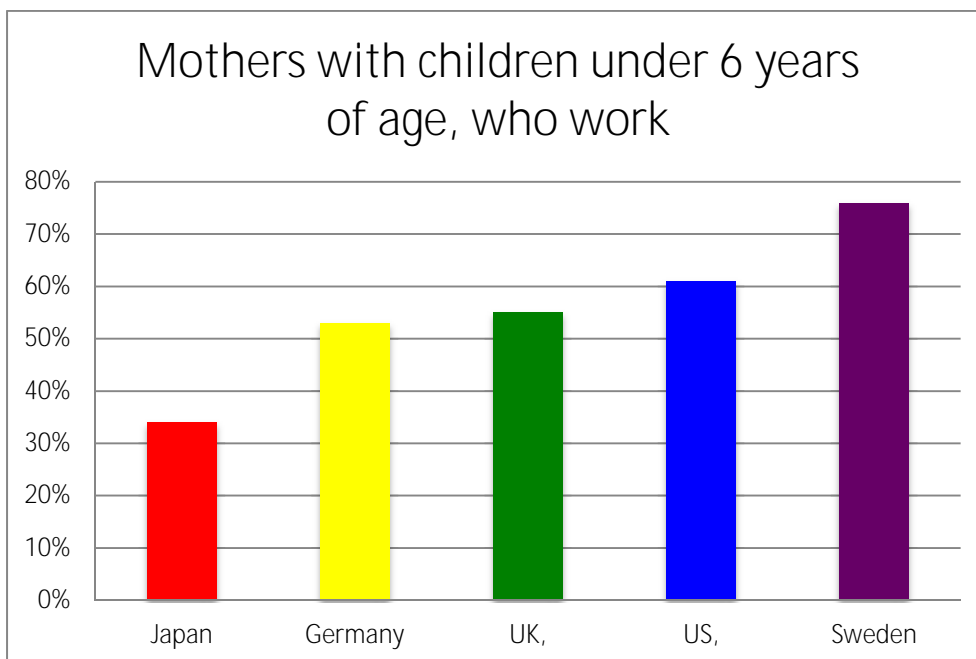
Among the top 400 universities from Times Higher Education World University Rankings, Japan was found to have the lowest female participation in Academia at 12.7% (Grove, 2016). Even in countries generally regarded as having a good gender balance such as Sweden, women are only just over 35% of the total number of academics. Turkey has the highest participation at close to 50%, but this seems to be mainly due to historical factors and is not an indication of gender equality across Turkish society (De Cruz, 2013).



Source: Grove, J. (2013, May 2). Global Gender Index, 2013

In other countries there are similar statistics. In Australia although over 50% of the lecturer and below lecturer positions are held by women, less than 30% of the above senior lecturer positions are held by women (Catalyst, 2015). This shows that although women are getting positions at universities, they are either not being promoted or they drop out of the work force before they reach senior lecturer positions. In Canada female academics earn on average 87.8% of what male academics earn, and in the UK female academics earned 11.3% less than their male counterparts (Catalyst, 2015). There is no suggestion of double pay scales; it is far more likely that this disparity is caused by women not being promoted to senior positions. This is supported by data from the United States of America, which found that women held 48.4% of all tenure track positions in 2013, but only 37.5% of tenured positions (Catalyst, 2015).

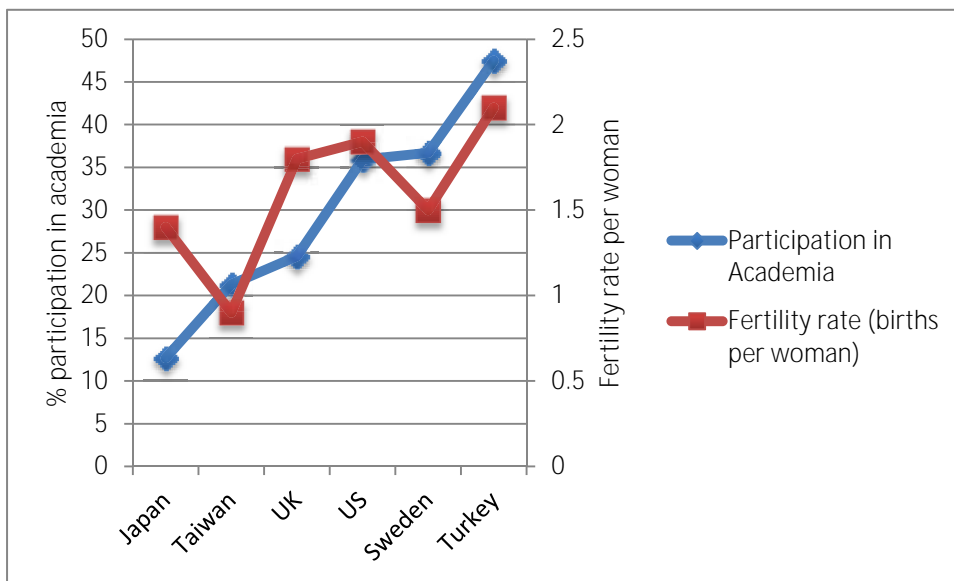
So why is there this disparity? It is easy to say that there are more men in the work force than women. This is partly true, but there are other factors at play. A telling statistic is that 44% of female tenured faculty in the United States of America had children compared to 70% of male tenured faculty (Mason, 2013). Furthermore in Japan only 65% of college educated women are employed and approximately 70% of women quit work after giving birth to their first child (Catalyst, 2015). As can be seen from the statistics below, most developed countries have far higher percentages of working mothers than Japan, but they are still only slightly above 50% on average.



Source: Catalyst. (2015, July 9). Quick Take: Women in Academia. *Catalyst*.

These statistics seem to indicate that it is not just being a woman that prevents women from getting positions and rising to the top in academia, but having children. However in a recent Japanese government survey 86% of Japanese women stated that they want to continue working after having children (The Japan Times, 2012).

Mapping fertility rates and participation in academia on the same map indicates counter intuitively that as the fertility rate rises the participation in academia also rises. Meaning that countries where women have more children are also countries where women are more likely to work in academia.



Source: Grove, J. (2013, May 2). Global Gender Index, 2013 Glass ceiling remains in place for female academics. *Times Higher Education* . and The World Bank Group. (2016). *Fertility rate, total (births per woman)*.

Slaughter (2012) stated that “Juggling high-level government work with the needs of two teenage boys was not possible.” as a reason for her leaving the prestigious job she had in the American government. She returned to a full-time job as an academic at Princeton University. In her case the pressure of working for the government was too much, but being an academic allowed her to attain a good work-life balance. Based on this, universities should have some of the best gender balance statistics among different professions. With modern Internet access, research in many fields can be done anywhere and anytime. Academia should be one of the most flexible professions. Teaching is also done during term times when children are at school, allowing mothers more flexibility to look after children during the school holidays.

**What is the best way for parents to achieve a work-life balance?**

Everyone has a different way in which they would like to achieve a work life balance. Some parents want to keep working full-time with very little maternity leave. Marissa Mayer, CEO of Yahoo has been widely criticized for choosing to take only two weeks maternity leave (O'Brien, 2016). Other parents want to take long maternity and paternity breaks. Parents need to be able to choose what best suits their circumstances.

The reality is that women will have to work more and more outside the home. This is especially true in Japan due to the country's dramatically falling birthrate (The World Bank Group, 2016). In a survey of Japanese women aged between twenty and forty-nine with children under the age of nineteen, 45.3 % said that they wished to work part-time, but another 14.9% said that they wanted to work part-time at first and later as a regular employee, and 25.8% said that they would like to be regular full-time employees (The Japan Times, 2012). This indicates that there is a large proportion of women with children, who want to work part-time for at least part of their career.

In the book 'Lean In' by Sheryl Sandberg (2013) she encourages women to engage more with their job. She implies that the reason that more women do not reach the top is because women do not push themselves forward at work. It seems to ignore the fact that working full-time whilst bringing up small children is nearly impossible for some women. If there were more options for women rather than full-time work or quitting work after having a baby, more women might stay in the work force and in time move up to higher positions.

**Difficulties with Part-time Work**

In Austria, Germany, Switzerland, and the United Kingdom, the percentage of women who work part time because of family responsibilities is above 40%. However, while part-time work might allow women to combine employment with childcare, it could also trap them in lower-quality jobs because career-track and management jobs are rarely designed with reduced workweeks in mind. Part-time work also gives less time for networking in professional jobs, and thus fewer possibilities for promotion. Added to which, the hourly rate is significantly lower for both men and women in part-time work, as the following statistics from the Japanese Ministry of Health, Labor and Welfare shows.

|       | Part-time hourly wage | Full-time hourly wage |
|-------|-----------------------|-----------------------|
| Men   | 1098                  | 2667                  |
| Women | 936                   | 1724                  |



Ministry of Health, Labour and Welfare (2004) *White Paper on the Labour Economy 2004* Gyosei, Tokyo cited in Abe (2006)

Working part-time often means earning the minimum wage in a menial job. Women should be able to work part-time at the job they did before they started a family. There is no reason why higher-level university jobs could not also be offered part-time. The Centre for Work-Life Policy study in Japan found that only 43% of women trying to return to the work place were able to find a job similar to the one they left. Taking time off to raise children is usually the end of a career, rather than a temporary break in a lifetime career. Most companies do not want to rehire women once they have left (The Japan Times, 2012).

There are other serious barriers to working flexibly in Japan. Most daycare is full-time or nothing; parents must have evidence that both parents work full-time in order to register for daycare. Most women working part time cannot put their children in public daycare. Offering women three months or even one year maternity leave is also inappropriate. Most women cannot go back to working full-time schedules when their child is less than one year old. Now that the Japanese Ministry of Education has decided that university semesters should be 15-weeks-long, more and more universities are demanding that classes be held on national holidays. Schools and daycare centers are not open on national holidays, meaning that parents have to find alternative childcare on those days. Schools and kindergartens are also adding to the problem, demanding that parents (invariably women) spend large amounts of time ‘volunteering’ at school (The Japan Times, 2012). In other countries with high rates of female participation in the work force employers either have onsite crèche facilities or employees are not expected to work outside the hours of the daycare centers.

### **A Flexible Solution**

Women should be helped to create a work-life balance through flexible work options. By offering women part-time job opportunities after maternity leave, and then opportunities to return to full-time positions at sometime in the future parents can make their own choice on how to maintain a work-life balance. If parents step out of the workplace completely, they are in danger of losing confidence making it much more difficult to get back onto the career ladder at a later date. If they work full-time it can be very difficult to maintain a work life balance.

The solution must involve encouraging women to return to the workforce after having a baby, full-time or part-time, and if they do return to work part-time, creating opportunities for

them to continue with rewarding work, similar to the work they did as a full-timer. Then, when they are ready, creating opportunities to return to work full-time. In Sweden, which has the highest female participation in the workforce in Europe at 73.1%, of those 38.3% are working in part-time positions. (European Union, n.d.). Vanderkam (2015) found that 45% of women earning six figure salaries work split shifts. This means that they leave work early and then start work again in the evening after their children have gone to bed. This supports the theory that in order for women to have successful careers they need flexible working hours.

### **Necessary Changes**

The government obviously needs to provide enough daycare centers, but more than that, they need to change the tax system, that penalizes families with two working parents. The government also needs to encourage employers to offer professional level part-time work. Employers need to create a flexible working environment with options for people to work less than full-time without losing their career prospects. They also need to encourage part-time workers to apply for full-time positions. Employers need to be understanding of the commitments that working parents have. This involves not expecting parents to work on national holidays or Sundays, when day care centers are closed. It also involves allowing staff to leave work in time to collect their children from daycare centers. As children get older the problem can get more complicated with children coming home from school and having to spend long periods alone in the house. The evidence from Turkey is that many working mothers rely on employed domestic help, which enables them to work irregular hours (De Cruz, 2013). In Japan employed domestic help is too expensive for most working parents to pay.

Finally friends and colleagues need to encourage women to stay in the work force. It is actually easier to take on a little extra work while your colleague is on maternity leave or has very young children than it is to hire a new member of staff and train them to do the job. It is also important that colleagues encourage women to move back into full-time positions once their children get older. Only by working full-time can women move up the career ladder and obtain positions of responsibility.

### **Conclusion**

Increasing the number of women in the work force has numerous benefits for children's health, education and the economy. "The rise of women is not the result of any ideology or

political movement; it is a result of the widespread realization, sometime after the Second World War, that families in which women work are families that prosper. And countries in which women work are countries that prosper.” (Marche, 2013).

However, something needs to be done to encourage women to join the workforce and to remain in the workforce throughout their career. The idea that one size fits all in terms of female participation in the work force is wrong. Governments need to keep increasing places at daycare centers, and improving maternity leave conditions, but there are also many more policies, which need to be implemented. Flexibility in the workforce allows parents to make their own choices as to how much they want to work and increases the probability of women returning to full-time work and achieving high-level positions in the work place. Through supporting women to take part-time positions after having children and then encouraging part-time workers to become full-time there is a far higher possibility of increased female participation in the work force in the long-term. The total working life for most adults is forty-five years. If five of those years were spent in part-time work there is still sufficient time for women to reach senior positions in the work place. The government, employers, and co-workers all need to work together to make work-life balance better for parents. This will improve gender balance and help the economy. There is no doubt that women in Japan will have to work more in the coming decades. There are just not enough people to support the ageing population.

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**Title**

The Effect of Creative Reading Instruction: A Comparison of Technique between Number Head Together (NHT) and Make a Match in Narrative Text at the Seventh Grade of Junior Level

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**Abstract**

This quantitative research investigates the student's creative reading instruction. Comparing between using Numbered Head Together (NHT) and Make a Match to teach narrative text. The main purpose of this study is to examine whether NHT or Make a Match is effective or not to teach narrative text. Regarding, that each techniques has different characteristics the researcher used cluster random sampling to take the sample. The sample is in the same level of seventh grade which consists of heterogeneous students. This research

was held in a school that located in rural area, where English is become unfamiliar and even strange for students.

Consequently, reading especially in English is become bizarre habit for students. Further, this paper show significant result of students' reading narrative score by using NHT technique. The data were collected from pre-test which was conducted at first meeting and the post-test was conducted at the last meeting. A three-week treatment by implementing of two learning techniques; NHT in experiment class while Make a Match in control class to teach reading comprehension in narrative text.

**Key Words:** *Numbered Head Together, Make a Match, Reading Comprehension, Narrative Text*

## **Introduction**

Reading plays as vital part which interprets learn English means learn reading. The aim of reading to get the main message of the text; it does not involve studying every word (Pollard, 2008). Reading is a difficult task, especially in foreign language; in this case it is English reading (Krashen, 2003). Lems et al. (2010) maintained that reading comprehension is the ability to construct meaning from a given written text. Regarding, reading comprehension is the key point for basics English, in particular teaching reading become the main concern for the teachers. The students need prosperous reading skill for acquiring fresh information. Using various learning techniques of reading comprehension strategies enhances readers' reasoning (Duke, Pressley, & Hilden, 2004; Paris & Paris, 2007; Pressley, 2006). In fact, the students have to learn many genres endorsed by the curriculum of Indonesia. Many students got low score in reading test due to some reasons, i.e. unattractive teaching strategy provided by the teachers. Consequently the teachers have to be creative to build the students' enthusiasm in learning English.

Based on preliminary study, the students reading score from the English teacher is drawn as the following. There are 70% or 20 students got bad score, 12% or 9 students got enough score, 12% or 9 students got good score and not more than 6% or 7 students can pass the examination with excellent score. Considering the information of students reading score, it also aim at finding out how far the result of comparison by using NHT and make a match technique toward students' reading comprehension in narrative text.

## **Methodology**

This method of investigation was held through quantitative research. This experimental design deal with two classes: one as experiment class and one as control class which both class were received pre-test, treatment and post test. The aim of this quantitative paper is to determine whether NHT or Make a Match is effective to increase students' score of reading comprehension in narrative text.

## **Participants**

The study was conducted at junior high school in Lampung, Indonesia. The sample of this research was taken by using cluster random sampling. There are two classes as the object, first class as experiment and the second class as control. Participants were the seventh grade students which consist of heterogeneous capacity. Furthermore, the experiment class got treatment through NHT and the control class got treatments through Make a Match. All participants had a major problem namely reading.

The participants live in the rural area, where reading especially in English becomes crucial problem. The students did not have reading habit due to lack of English book. The students do not speak Indonesian as their daily conversation but in local language (mother tongue). Actually the students have good ability to compete and learn English, because the teaching-learning used by the English teacher, they get low score at reading test. The teacher only used textbook and monotonous teaching technique that does not encourage the students to be active in learning activity.

## **Materials**

Reading is a good way of receiving input because it is accessible and full of input (Chiang, 2014). Some of the obstacles which discourage the language learner are lack of English book, doing no reading for English subject. As earlier explanation, it also supported by Mikulecky (2008) reading is the basic of instruction in all aspects of language learning; using textbook for language course, developing vocabulary, acquiring grammar and using computer-assisted in language learning program (p.1). Krashen (1985) argue that the best way to improve reading comprehension is by reading. The more students read, the better their vocabulary becomes and the better vocabulary they know, the better they can read. While, reading comprehension means making sense of what you read and connecting the ideas in the text to what you already know (Harmer, 2001). By having good reading comprehension, the

students will be easier to understand the content of the text. As previous study, most of students do not have interested in reading text due to monotonous teaching strategy held by the English teachers. Narrative text become one of difficult type of reading, some students have difference background knowledge. For instance, when the teachers talk about folktale from another tribe, they do not really understand what the teacher talk about. Turmudi (2010) points out that reading comprehension in narrative text is a kind of reading text which describes about specific things, places or people. Narrative is text which contains about story (fiction/nonfiction/tales/folktales/fables/myths/epic) and its plot consists of orientation, climax of the story (complication) then followed by the resolution.

From this point of view, the researcher give bridge of this gap by providing variety of teaching strategy to encourage students enthusiasm to learn reading. Cooperative learning strategy promotes discussion and both individual and group accountability. NHT is one of cooperative learning strategy that held each student accountable for learning material. Kagan (1989) maintained that NHT offered the cooperative approach of whole-class question-answer, in which the teacher asks a question and then call one of the students with a raised hand, in this technique approach the students number off (e.g. 1-4) ask a question, and tell the students to “put their head together” to develop a complete answer to the question. When the teacher out a number, the students with that number raise their hands to give respond. This structure facilitates positive interdependence, while promoting individual accountability. This strategy ensures that each member knows the answer to problem or question asked by the teacher, because no one knows which number will be called, all team members must be prepared, that is why this strategy gives confidence to lower achievers.

The cooperative learning of make a match is finding partner (Curran, 1994). This teaching technique spurs the students to read the text and comprehend the content. In other words, Make a Match is one of cooperative learning technique lead the students find their partner by matching the “Question” and “Answer”. The participant is divided into two big groups, “A” bring the question card and “B bring the answers card where everyone get one card that should be matched. During the activity the teacher played the music, while students were fully active to match their card by finding the correct answer of the question. The researcher who acted as teacher gave high score for who were fastest and correct card. This automatically built the students’ enthusiasm to learn narrative text, it also improves the students’ understanding of the material being studied.



Group learning methods encourage students to take greater responsibility for their own learning and learn from one another, as well as from the instructor.

### **Procedure**

This paper consist of some instruments which used to collect the data, to elicit the required data, three set of instrument were administrated;

#### (1) Pre test

Students were asked to do reading narrative test that held at first meeting in order to know the students mastery of narrative text. The researcher distributed 20 multiple choice question whose four options (a,b,c,d) that have been measure by expert judgment and try out instrument. They finished them in 60 minutes long to answer the question related to narrative text.

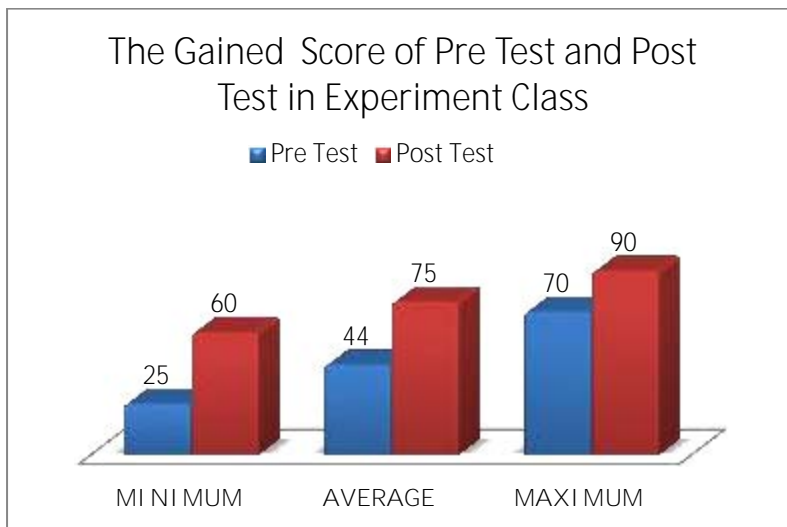
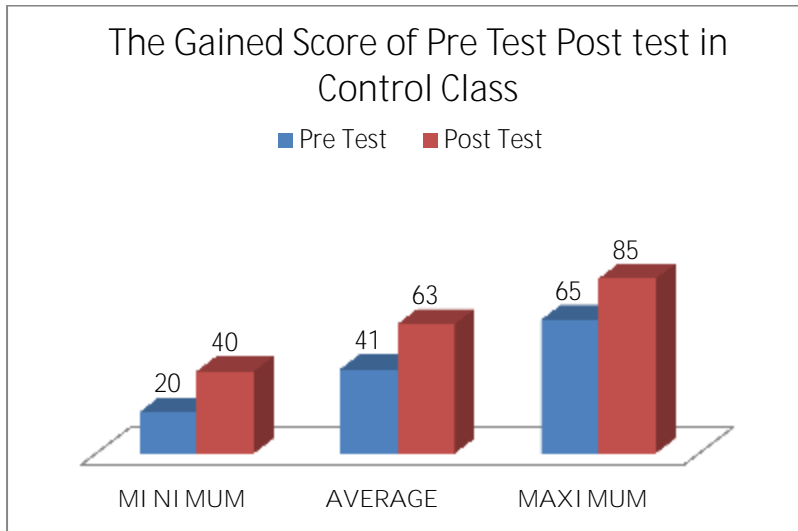
#### (2) Treatment

There was three weeks of implementation teaching technique to both experiment and control class. The participants learned narrative text using these previous techniques. The classroom activity in control and experiment class is different but the final goal is same. During the treatment, the researcher act as the teacher to explain the material and observe the students activity. NHT applied as teaching technique in experiment class, while make a match applied in control class.

#### (3) Post test

Post test is given at the end of the research in order to know the effectiveness of techniques that has been applied. It is aimed to know the result of students learning narrative text both experiment or control class. The researcher distributed 20 multiple choice question whose four options (a,b,c,d) as same as pre-test but in different type of question. The students finished them in 60 minutes long.

The pre-test and post test data were derived from teaching and learning process in the classroom.



As can be seen in the charts of pre-test and post test both classes, there are escalation difference result between two techniques applied in teaching activity.

### Result and Discussion

It can be seen from the above studies, the result of this study also indicate that students' reading comprehension in narrative text using NHT at junior level show significant increasing. The participants were fully active to join the activity during learning process. It is easier for the students to learn and comprehend the text provided by the teacher, most of students express their idea in group activity by sharing the information they have got. It supported by Novitasari & Abdullah in 2013 that NHT enhanced the interaction among the students and let them did the task easier also encouraged the students participate actively in

the whole activity. It helps the students to overcome their difficulties in reading, creating a positive atmosphere in the class, and building a good interaction for the teacher and students.

### **Limitation of the Study**

The effect of these techniques is directly related to the amount of the time students spend on reading and comprehending the text. Those who active in learning activity and following the teacher instruction were gain significant progress. Both of techniques were spurred the students to be active in activities even group discussion, but in the same time, there were less students who did make a lot of progress due to their slack.

### **Conclusion**

In line with the research objective, the findings of this study were to find out whether NHT or Make a Match is effective or not to teach narrative text. The conclusion of this research confirmed that NHT is more effective to teach reading comprehension in narrative text than make a match technique. The statement is supported by the result of finding that the highest score in pre-test is 60, while the highest score of post test is 90. It proves that the students' score of reading comprehension in narrative text have significant increasing.

Moreover, the students who lived in rural area are like to learn English by having a group, they can comprehend and discuss the text easier. It also helped the students enlarge their understanding of narrative text and answer the followed question.

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**Title**

The Strategy of Implementation of Bilingual Program of First Grade Students at SD Islam  
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**Abstract**

The aim of the research was to observe the activities that teachers do in implementing bilingual program in teaching math and science deals with students' characteristics of first grade students at SD Islam Raudah, analyze the problems that may occur in implementing bilingual program in teaching math and science, analyze the teachers' strategy in implementing bilingual program of first grade students at SD Islam Raudah, identify the students' special needs in the bilingual program class; particularly math and science, identify the appropriate assessment of the bilingual program in teaching math and science. The

research was conducted to the first grade students of SD Islam Raudah. The subject of the research was the first grade students which consist of 32 students at SD Islam Raudah.

The design of the research was qualitative research, in which the researchers started from the phenomena of bilingual program in the reality and collecting the data by using observation and interview. The researchers applied two meetings on class observation and interviews for the teachers, parents and principles.

The findings show the strategies of implementation of bilingual program of first grade students at SD Islam Raudah still need improvement in order to achieve the goals of bilingual program. Moreover the parents have the important roles in developing students' language competency.

**Keywords:** *Bilingual Program, Young Learners, Teaching English to Young Learners.*

## **1. Introduction**

As far as the foreign student is concerned, the history of language teaching shows emphasis on a very limited range of competence which has been called "classroom English." Dealing with it, the age of students is a major factor in taking decisions on how and what to do in teaching English in the classroom activities. In contrast, the age at which foreign language instruction should begin has been debated (Agulló, 2006).

The activities in the classroom are to be adjusted to the students' characteristics in order to achieve the success of the learning. Consequently, Harmer (2007) states that during the lesson a good scenario that involves consideration of the characteristics of certain age group, young children, is believed to promote students' motivation in learning.

According to McKay (2008) young language learners are those who are learning a foreign or second language and who are doing so during the first six or seven years of formal schooling. In English as Foreign Language (EFL) setting, McKay (2008) said that young language learners are foreign language learners who learn a language in a situation where the language is seldom heard outside the classroom. In this type of setting understanding the concepts used in the field of EFL is a necessity for teachers. By understanding the concepts, teachers can tap into the resources that English language learners bring with them. Thus, teachers cannot only make the transition to the mainstream classroom easier for the English language learners but also enrich the experiences of all the children in the classroom.

As a researchers mentioned previously, English teachers need to consider their students' age which supports the basis of their teaching practices and materials, including media. Teachers need to recognize their students' characteristics and deal with their students with certain age. Here, teachers would take the factors of the students' age into account in formulating a topic to deliver, starting from the learning objectives, activities, media and assessment. Harmer (2007) claims that people of different ages had different needs, competence, and cognitive skills. Thus, by being aware of children development of learning, teachers will be better in providing appropriate learning experiences for their students.

McKey and Pinter (2012) believe that English is taught best at the early stage. They believe that the earlier children learn English, and the more exposure to the language, the better it will be (cited in Saerhim). Nevertheless, there are still many other factors that have to be considered to make sure that teaching English to Young learners will be effective, such as the nature of language instruction given, psychological and social factors, teaching materials, individual differences in cognitive and learning styles, and many other factors.

In contrast, Harmer (2007) states that younger learners are not necessarily better learners compared to older learners. Younger children are indeed more likely to develop native-like English proficiency than adult learners, as suggested by Cameron (2007: 81) says that children "reproduce the accent of their teacher with deadly accuracy" (cited in Harmer). Yet, research in language acquisition has shown that older learners exhibit more learning gains than younger learners.

Nowadays, there are lots of bilingual and international schools where English is used as the language of instruction as well as the increasing number of English courses aimed especially for children in Indonesia. Related to the various language programs for young learners, foreign language program in SD Islam Raudah is designed to ensure greater language learning gains. Here, the students learn through the target language for every day of the week and every week of the year which is called bilingual program. The implementation of bilingual program in SD Islam Raudah has been implemented at the first grade of the school since 2011. Furthermore, in implementing bilingual program SD Islam Raudah starts with two subjects: math and science.

Related to the children who are learning a language in bilingual program, McKay (2008) states:

Children learning in bilingual program have opportunities to advance quickly and in more depth in their language abilities because they have additional time to use the language, and expectations of what they are expected to do in the language are high.

The importance of bilingualism has been highlighted by the Indonesian Government in “*Panduan Penyelenggaraan Rintisan SD Bertaraf Internasional Direktorat Pembinaan TK dan SD*”. International Standard Elementary School (SDBI) is one form of efforts to improve the quality of education at primary school, whose existence as mandated by the Law No. 20 of 2003 on National Education System (Mudjito: 2007).

Furthermore, the implementation of SDBI based on the demands of nation-building needs in the foreseeable future in order to have the ability and competitive with other nations in the world. So, the child need to be prepared as early as possible through a process of education in primary schools who pay attention to potential differences in intelligence, skills, talents and interests of learners, so that primary school graduates are relevant to the needs of both the needs of individuals, families and the needs of the community and nation building in various sectors, local, national, and international levels.

Regarding to the implementation of bilingual education program, Mudjito (2001) mentions that there are two models of organizing SDBI developed in Indonesia, namely: (1) New School Model (Newly Developed), (2) The Existing School Development Model (Existing Developed).

New School Model (Newly Developed) established with a completely new condition with all its contents. This model was chosen to make the assumption that international schools should have the characteristics of international standards, ranging from students, curriculum, teachers, principals, facilities and infrastructure, and so forth. This model is ideal because it can meet all the requirements of international standards. The new admissions system can be done by: (a) accept new students in grade 1, (b) transfer students from other schools. In achieving international standards of the new school model will need a program of the coalition or partnership with a school similar/ equivalent in foreign countries.

Another SDBI development can be done by developing the existing schools, particularly primary schools that have met all the national standards. In addition the school has professional and powerful teachers, principals, educational staff as well as the infrastructure that allows could be developed further. In developing SDBI of the existing school, the school should be implemented step by step plan as follows: the current school conditions (existing condition), the condition of schools that are expected (expected condition), strategies/ stages



of achievement, and how to achieve them. By comparing current conditions with ideal conditions will be known as a SDBI gaps, good facilities, teachers, management, and school culture and so on.

Based on those two models of SDBI in Indonesia, the implementation of bilingual education program at SD Islam Raudah was implemented the new school model (Newly Developed) established with a completely new condition with all its contents. The researchers observed and investigated the strategy of implementation of this program, whether the school has met the characteristics of international standards, ranging from students, curriculum, teachers, principals, facilities and infrastructure, and so forth.

## **2. Research Methodology**

This research was investigating the strategy of the implementation of bilingual program of the first grade students at SD Islam Raudah. This is also called “Grounded Study” which was conducted at one of the elementary schools “SD Islam Raudah,” Tangerang Selatan. Corbin and Strauss (1990: 4) state:

Grounded theorists share a conviction with many other qualitative researchers that the usual canons of ‘good science’ should be retained, but require redefinition in order to fit the realities of qualitative research and the complexities of social phenomena.

In short, the grounded study was used to seek a collection of instances from the data in the hope of the issue of the problems occurred. Thus, it hopes that the strategy of the implementation of bilingual program of first grade students at SD Islam Raudah emerged. The participants in this study were the principle of the school, teachers, and one class of the first grade students of 6-7 years of age at SD Islam Raudah which consist of 32 students. The students in this school were from the average to high level of family where the background of family was different one to another. There is a family who use to use English as their daily communication, and other families who never use English as their language use.

## **3. Research Findings and Discussions**

In this section, the researchers try to discuss the findings of the research. These findings include the teachers’ strategy deals with the problems concerning the implementation of bilingual program of the first grade students at SD Islam Raudah Tangerang. Based on the

findings, the teachers' strategy in overcoming the problem in bilingual class was optimal, but it still need improvement and support from the principle of schools and parents.

Based on the research finding of Krashen (1999), the School of Education at the University of Southern California, developed an overall theory of second language acquisition known as the *monitor model*. The core of this theory is the distinction between acquisition and learning—acquisition being a subconscious process occurring in authentic communicative situations and learning being the conscious process of knowing about a language. Krashen puts his theory into practice with the creation of the *natural approach* and the *gradual exit model*, which are based on a second tenet of bilingual education—the concept of comprehensible input.

Moreover, the teachers at SD Islam Raudah particularly of the first grade level, they mostly used role play, games, experiment, fun leaning, work group, discussion, playing by learning and lecturing method as their teaching method in the classroom. These kinds of method quite successfully in math and science class, because most of students were understand about the materials that teachers gave in the classroom. In other words, language teaching must be designed so that language can be acquired easily, and this is done by using delivery methods and levels of language that can be understood by the student.

In contrast, at the end of classroom activity of the first grade students at SD Islam Raudah, the teachers used to ask the students to read a book. Unfortunately, the availability of bilingual book was limited so that the essential of bilingual program cannot be reached optimally. It was also the biggest problem in Krashen's finding in his research, is the absence of books—in both the first and second language—in the lives of students in this program.

### *3.2.1 The activities that teachers do in implementing bilingual program*

The finding showed that the teachers always do the preparation before teaching in the classroom. They prepare the learning media, such as projector, power points, pictures, or flash card. They also prepare to control the classroom by using any variation of teaching methods.

Moreover, the teachers tried to give the students some questions in order to do the warming up. The teachers not only provide some questions to the students but also provide games or songs to make them enjoy in the classroom. It also hopes that the students could be easily to understand the materials.

Furthermore, the teachers tried to implement the bilingual class atmosphere when they were teaching in math and science class. It can be seen from the classroom activity; the teachers used English when they give the instructions to the students.

According to Krashen (1999), the best bilingual education programs include all of these characteristics: ESL instruction, sheltered subject matter teaching, and instruction in the first language. Non-English-speaking children initially receive core instruction in the primary language along with ESL instruction. As children grow more proficient in English, they learn subjects using more contextualized language (e.g., math and science) in sheltered classes taught in English, and eventually in mainstream classes. In this way, the sheltered classes function as a bridge between instruction in the first language and in the mainstream.

### 3.2.2 The problems in implementing bilingual program in teaching math and science

Based on the observation and interview to the teachers, the graph of problems in implementing bilingual program in teaching math and science could be seen as follows.

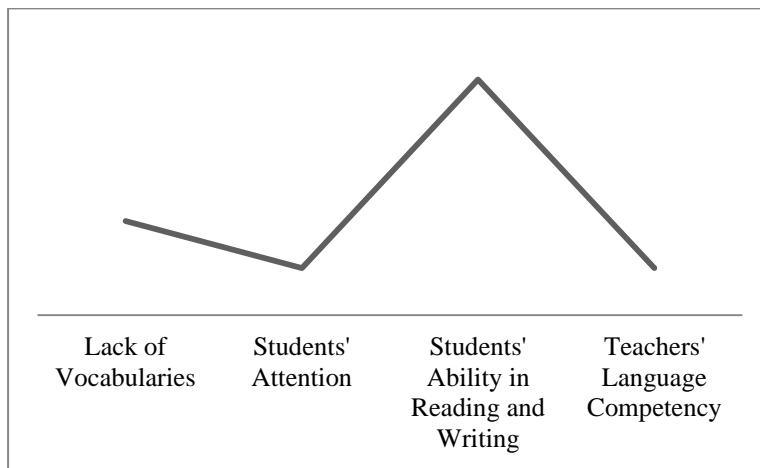


Figure 1. The Problems in Implementing Bilingual Program in Teaching Math and Science

The figure showed that the problems in implementing bilingual program in teaching math and science were control the students' attention to get them involved and interested in the materials presented by the teachers, guiding the students who lack of vocabularies particularly English vocabularies, guiding the students who were not able to read and write, and improve the teachers' language competency because most of them were not from English department.

3.2.3 *The teachers' strategy in implementing bilingual program of first grade students at SD Islam Raudah*

Dealing with the problems faced by the teachers in implementing bilingual program of first grade students at SD Islam Raudah, the teachers should have a strategy to solve those problems. The findings showed in graph 2.

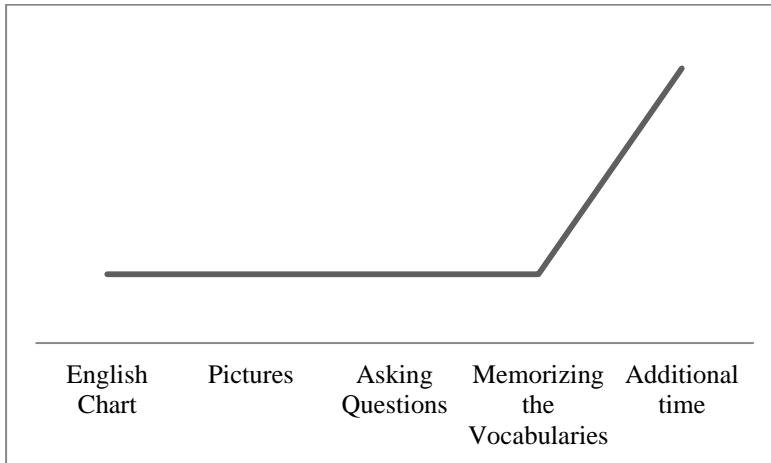


Figure 2. The teachers' strategy in implementing bilingual program of first grade students at SD Islam Raudah

The English chart, pictures, asking some questions, and memorizing the vocabularies given as warm to the students to the previous materials, and additional time provided for the students who cannot read and write both in Indonesia and English yet.

Moreover, dealing with the strategy that teachers used in math and science class; here were the teaching methods that they mostly used in the classroom.

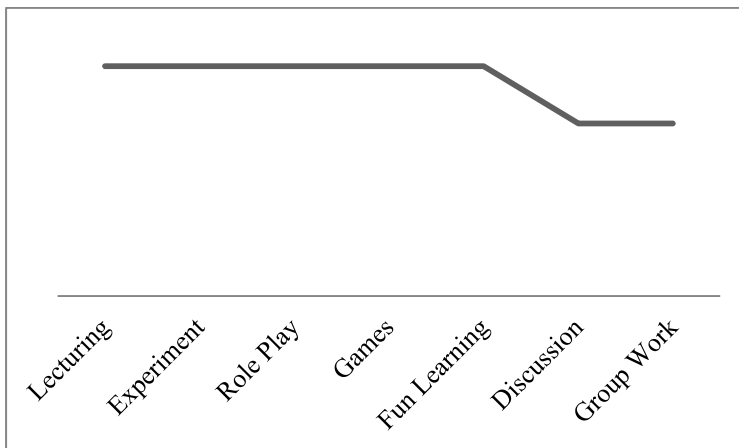


Figure 3. Teachers' Teaching Method

Based on the figure above, the teachers at SD Islam Raudah particularly of the first grade level, they mostly used lecturing, experiment, role play, games, fun learning, discussion, and group work as their teaching method in the classroom. These kinds of method quite

successfully in math and science class, because most of students understood about the materials that teachers gave in the classroom.

In other words, language teaching must be designed so that language can be acquired easily, and this is done by using delivery methods and levels of language that can be understood by the students.

#### *3.2.4 The students' special needs in the bilingual program class*

Dealing with the model of bilingual program at SD Islam Raudah, New School Model (Newly Developed) established with a completely new condition with all its contents. This model was chosen to make the assumption that international schools should have the characteristics of international standards, ranging from students, curriculum, teachers, principals, facilities and infrastructure, and so forth. In achieving international standards of the new school model will need a program of the coalition or partnership with a school similar/ equivalent in foreign countries.

Based on the research findings, the students in the bilingual program class need preparation, exposure and motivation from the teachers and parents; the teachers should get the students to speak English in the classroom and the parents should facilitate the children deal with the English activity in their home.

Moreover, students learn about their world in different ways, using their preferred learning styles. They may be characterized as visual, auditory or kinesthetic learners.. Those variation of characteristics of the students demanded that the teachers must be creative to attract the students' interest. Furthermore, SD Islam Raudah still lack availability of bilingual books; it makes the bilingual classroom activity will seems like regular class.

#### *3.2.5 The appropriate assessment of the bilingual program in teaching math and science*

In science and math of bilingual class, the findings showed that the teachers only followed the test which available in the books. It caused the difficulties to the students which have problems in understanding the test. Bilingual children are often over-represented in special needs education, and this is much due to biased assessment.

Based on the research findings, the teachers used worksheets as their daily assessment for the students. All the worksheets in math and science class were appropriate to the students' characteristics because before the worksheets were given to the students, the teachers as team teaching of math and science check the appropriateness of the questions.

#### 4. Conclusion

Based on the findings presented in the previous chapter, it can be inferred that the strategy of the implementation of bilingual program of first grade students at SD Islam Raudah has not run well yet. The school has just implemented this program since 2011, so it is still a new program that needs improvement. The researchers divided the factors that could affect the success of the implementation of bilingual program into three: teachers, schools, and parents. Moreover, the problems in implementing bilingual program in teaching math and science are (1) students' attention, (2) students who lack vocabulary, (3) students who cannot read and write well, and (4) the teachers' education background. Due to the problems, the students' special needs in the bilingual program class were (1) preparation, exposure and motivation from the teachers and parents, (2) appropriate teaching techniques and method, and (3) availability of books.

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**Title**

Fostering Student-Writers' Writing Self-efficacy With Wordle

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**Abstract**

Much has been written on the vital roles of writing self-efficacy and its influences on learners' writing performance. Additionally, numerous of strategies have also been proposed to improve writing self-efficacy for learners of English as a foreign language. However, there seems to be a lack of research on the application of *Wordle*, a text visualization tool, to foster learners' writing self-efficacy. This paper examines if introducing *Wordle* into writing instructions can bring about significant changes in learners' perceptions of writing self-efficacy or not. Two groups of 30 undergraduate English-major students at Tra Vinh University were invited to participate in our investigation. Statistical results from quantitative data analysis revealed positive influences of *Wordle* on student writers' level of confidence in their writing abilities including beliefs about capabilities in idea generation, using relevant vocabulary and developing paragraphs. Pedagogical implications for incorporating digital tools into foreign language classrooms to enhance independent learning are also discussed.

**Key words:** *Writing self-efficacy, Wordle, idea generation, digital tools, independent learning*

## **I. Introduction**

### ***1.1. The Vietnamese students and their problems in writing English***

“I’m sorry teacher! I don’t have any idea to write about this topic.”

“I’m sorry. I don’t know what to write.”

These are the frequent complaints from Vietnamese students when we assign them a writing task. From our observations, it seems that most of Vietnamese learners of English do not feel confident when they are asked to write an essay on a certain topic in English. Additionally, there exists a general assumption that students' problem in writing may originate from their educational history and cultural background (Nguyen, 2012; Thanh, 2011; Quoc Lap, 2005). It is undeniable that the Vietnamese education system is significantly influenced by the Confucian approach. Following such a traditional approach, Vietnamese students tend to be expected to maintain a high respect to the teachers not only in social communication but also in learning. Quoc Lap (ibid., p.8) pointed out that “In such a teaching context, students are expected to be the good *listeners* and good *imitators* of their teacher.” This may result in the fact that the Vietnamese students appear to be not confident in expressing their stance in a writing classroom (Nguyen, ibid.) In other words, Vietnamese student-writers appear to hold a low writing self-efficacy in English writing and there is a need to seek for solutions to this issue.

### **1.2. Writing self-efficacy and English as a Foreign Language Learners’ (EFL) writing performance**

#### ***1.2.1. What is writing self-efficacy?***

In the literature, the term *self-efficacy* is used to refer to the “beliefs in one's capabilities to organize and execute the courses of action required to manage prospective situations” (Bandura, 1997, p. 2). It is also considered as a significant factor exerting a powerful effect upon one’s performances and achievements because “if self-efficacy is lacking, people tend to behave ineffectually, even though they know what to do” (Bandura, 1986, p. 425).

In the field of language teaching and learning, previous studies have shown that EFL students’ writing competence is not an exception from the influence of self-efficacy. More precisely, the concept of *writing self-efficacy* has received increasing attention from researchers. According to Shell, Colvin, and Bruning (1995), students' writing self-efficacy can be understood by their level of confidence in the possibilities of a successful performance in writing tasks. This definition is close to the view of Chea & Shumow (2014) who defined writing self-efficacy as “students’ ability to perform in writing tasks” (p. 254). In other

words, writing-efficacy can be generally understood as how students confidently evaluate their writing ability. For the context of this study, writing self-efficacy is considered as students' perceptions of their capabilities to express their own ideas in written words, to use relevant vocabulary in a certain writing topic and to successfully develop text structure, i.e. essay development.

### ***1.2.2. The relationship between writing self-efficacy and EFL students' writing performance***

In consulting relevant literature, it is reported that there is a positive correlation between writing self-efficacy and writing performance. In particular, student writers' motivation and attitudes are likely affected by their writing self-efficacy. As Parjares (2003, p. 141) reported, "students' confidence in their writing capabilities influence their writing motivation as well as various writing outcomes in school." In recent years, a large number of similar arguments about the importance of self-efficacy has been published. In addition, it has been affirmed that the higher self-efficacy we have, the greater achievements we get (Shell, Colvin & Bruning, 1995, p. 396). In other words, efficacy belief is an essential element leading to successful task performance, together with the required skills (as cited in Broaddus, 2012, p.22).

Moreover, aiming to investigate how writing self-efficacy influences writing achievement and learning strategies of 244 Cambodian EFL undergraduate students, Chea and Shumow (2014) pointed out that the higher writing self-efficacy learners' hold, the more they are focused on improving and mastering their writing skills and performance. Additionally, the positive relationship between writing self-efficacy and writing performance has also been affirmed by Öztürk and Saydam (2014) in a study which investigated two factors: anxiety and self-efficacy in foreign language writing in an EFL context. This study revealed that learners may perform better in given writing tasks if they feel themselves proficient and confident enough.

A strong relationship between writing self-efficacy and EFL students' writing performance has also been reported in several studies, and based on this proportional connection, writing self-efficacy was considered as "a better predictor than the ACT (English entrance exam) in predicting success in writing" (Broaddus, 2012, p.32). This research has shown a considerable appreciation to the reliability of writing self-efficacy in the field of education where always requires high accuracy. Therefore, it is safe to understand that "writing self-efficacy, as expected, was significantly and positively correlated with writing

achievement” (Chea & Shumow, 2014, p. 259). It has been also been suggested that necessary strategies and counseling should be provided to increase the EFL students’ writing self-efficacy (as cited in Öztürk & Saydam, 2014). However, the major challenge is to find out effective tools or methods which can help to achieve this goal.

### ***1.3. Strategies applied to improve learners’ writing self-efficacy***

Consulting relevant literature, there have been several studies aiming to investigate the usefulness of some pedagogical practices to enhance learners’ writing self-efficacy. For example, Schunk and Swartz (1993) conducted an investigation on the effect of setting goals and giving feedback on learners’ writing self-efficacy. The results revealed that periodical feedback may have a strong impact on writing achievement and writing self-efficacy. In 2005, a group of researchers including Graham, Harris and Mason conducted a study on the Self-Regulated Strategy Development (SRSD) application in a writing classroom to examine how such a practice influences learners’ writing performance, knowledge and self-efficacy. Findings from this study reported that self-efficacy variable was not influenced by SRSD although to a certain extent, improvements in learners’ writing performance and knowledge were found. In contrast, an investigation of Wong et al. (2008) into SRSD usefulness in enhancing learners’ writing self-efficacy showed that students in the SRSD group perceived better than the group on measures of clarity and organization.

Overall, several attempts have been made by experts aiming to enhance learners’ writing self-efficacy. However, reported methods to promote self-efficacy tend to primarily concern the effectiveness of writing strategies. There have been little studies on the potential of digital tools in increasing learners’ writing self-efficacy. Therefore, this paper aims to examine if the application of Wordle in writing instructions could bring about changes in learners’ writing self-efficacy.

## **II. Wordle and its applications in education**

### ***II.1. Wordle – What is it?***

In consulting relevant literature, the notion of *Wordle* or *Word cloud* is defined as “a tool for presenting data that is formed by a colorful words collage that makes the concept easier to understand” (Monalisa & Al-Hafizh, 2014, p.166). Jonathan Feinberg, the creator of the *Wordle* system, named it as a “toy for generating *word cloud* from text” – words from the original text will be re-organized visually in form of ‘clouds’. In general, *Wordle* can be used to refer to “a special visualization of text in which the more frequently used words are



For language teaching, Baralt, Pennestri, and Selvantdin (2011) conducted a project on using Wordle to facilitate the teaching of writing and to improve students' writing in Spanish classrooms. In this study, the researcher firstly generated 18 participants' Spanish writing texts by Wordle and then used them to discuss with participants the quality of their compositions as well as strategies improve vocabulary and grammatical structures. The qualitative results of this investigation showed that learners of Spanish gained significant improvements in terms of lexical range, grammatical complexity as well as learning motivation. Commenting on the usefulness of Wordle in their writing classrooms, scholars of this action research stated that:

*Not only did the class discussions and workshop days become more student-centered, students also improved in their writing by incorporating new vocabulary into their essays, using grammar more accurately, and incorporating more content in their writing.* (Baralt, Pennestri, & Selvantdin, 2011, p. 20)

As a follow-up of the above positive findings in language classrooms, Tafazoli, Chirmbu and Dejica-Carțiș, (2014) suggested several ideas for implementing Wordle in teaching the four skills to English students.

In sum, although there has been little literature on the potentials of Wordle in foreign language teaching, the above findings obtained in field of educational research and language teachings suggest that an investigation into the applications of Wordle in teaching English as a foreign language is worth pursuing.

### **III. Research design and methods**

#### ***III.1. Research question, participants and research design***

This study aimed to find answer to the following research question:

*“Does the application of Wordle in writing instructions improve Vietnamese EFL learners' writing self-efficacy?”*

This research question has one null hypothesis below.

H<sub>0</sub>: There is no significant difference in the perceived writing self-efficacy levels of students in the control and experimental groups after the introduction of Wordle into the writing instructions. It is worth noting that the concept of writing self-efficacy in our study mainly concerns participants' perceptions of their capabilities in performing three sub-groups of

writing skills including (i): idea generation and transferring ideas from L1 to L2; (ii): using relevant vocabulary and synonyms; (iii): paragraph and essay development.

The participants were 30 third-year undergraduate English major students (7 males, 23 females) at the School of Foreign Languages, Tra Vinh University. They are taking a 45 hour-IELTS preparation course (Academic Writing module, target band 4 – 5). Our study was conducted in total of 24 hours of classroom instructions, 6 formal meetings respectively. The investigation was carried out in the model of *Quasi experimental design*. Among the 30 participants, 15 participants (3 males, 12 females) were in a control group and the other 15 participants were assigned in the experimental group (4 males, 11 females).

For data collection, participants were invited to complete a set of writing self-efficacy questionnaire twice (pre/post- test phases) during the period of six meetings.

### **III.2. Research instruments, procedures, data collection and data analysis**

#### ***III.2.1. Instruments***

The primary research instrument of this study was the questionnaire consisting of 7 items measuring three general aspects of writing self-efficacy, i.e. self-efficacy for idea generation and transferring ideas from L1 to L2 (2 items), self-efficacy for using relevant vocabulary and synonyms (2 items), and self-efficacy for text structure development, i.e. paragraph and essay development (3 items). This set of questionnaire was adapted from the original versions used by Honeck (2013) and adjusted to fit the scope and the purposes of this study. The questionnaire aims to measure learners' writing self-efficacy rated on the 100-Likert-type scale with three basic ends: *cannot do at all (0)*, *moderately can do (50)*, and *completely certain can do (100)*. In total, on the scale of 0 to 100, there are 11 ratings for participants to choose. Each choice was valued at 10 points. No numerical value is represented for choices falling between these main categories, e.g. 45. (Honeck, 2013). The Cronbach's Alpha of the writing self-efficacy questionnaire used in this study was 7.69.

Several academic IELTS writing tasks (task 2) extracted from writing sections of the course book *Complete IELTS, Band 4-5* (Brook-Hart, Jakeman, 2012) were also used for the purpose of data collection. Additionally, for the purpose of our study, the classroom setting was the School of Foreign Languages' LAB with computers and Internet connection.



### ***III.2.2. Research procedures, data collection and data analysis***

As stated above, the study was conducted in the period of six formal meetings. Each meeting lasts for 4 hours respectively. There were two phases of this study.

For the first phase (3 meetings), 30 participants were placed in the same classroom and received the same writing instructions. In particular, all of the participants were introduced to general information about the IELTS Academic writing task 2, the general grading criteria and strategies to generate ideas for writing argumentative essays such as free-writing technique, using mind mapping tools, and how to develop a 5-paragraph essay with practice exercises for each section.

To measure the students' existing perceptions of their writing skills, a writing self-efficacy questionnaire was then administered for the first time of data collection at the end of the third meeting. All the participants' responses were coded as pre-test data collection.

In the second phase (the last 3 meetings) 30 participants were divided into 2 groups attending two separate classrooms from the fourth to the sixth meetings.

For the control group, 15 participants were given time to review strategies and techniques introduced in the previous meetings. Additionally, the instructor followed writing task 2 sections designed in three units (Unit 2, 4, and 6) extracted from the course book *Complete IELTS, Band 4-5* (Brook-Hart, Jakeman, 2012). For each unit, participants were given traditional writing instructions such as introducing relevant vocabulary, working with tasks provided in the textbook, brainstorming for ideas, practicing paragraph developing techniques, working with model texts on IELTS writing topics, writing the first drafts, peer-reviewing and teacher feedbacks. At the end of the sixth meeting, the participants were asked to rate their level of writing confidence for post-test data collection.

For the other 15 students in the experimental group, during the last three meetings, they were firstly given a brief introduction to Wordle and its potential applications in learning how to write. Then, instead of working with the tasks designed in the textbook, they were instructed how to make use of Wordle in their writing tasks, especially generating visual representation of words from model essays. Next, the participants were given time for real practices with three writing topics appearing in three units (Unit 2, 4, and 6) extracted from the course book *Complete IELTS, Band 4-5* (Brook-Hart, Jakeman, 2012). Similar to the control group, the participants were asked to generate ideas and write drafts for each of the three writing topics. They were then instructed to use Wordle to assist these processes. For instance, the participants were asked use at the Wordle of the writing topics (see Appendix)

and practice generating sentences based on one of the words they could see from the Wordle. Moreover, the participants also used the *Word frequency count* function available on the Wordle to resolve the issue of using repeated words in their essay, and to revise their first drafts in addition to the instructor's feedback. Before the 6<sup>th</sup> meeting ended, the students had been asked to complete writing self-efficacy questionnaire for the second time of data collection.

In order to compare the differences of learners' writing self-efficacy between the control and experimental groups before and after introducing Wordle into the writing instructions, the pre-test and post-test writing self-efficacy scores of the students in the experimental and control groups were compared using the *Mann-Whitney U test* in SPSS.

#### IV. Results

As stated above, three aspects of writing self-efficacy were considered: (i) Idea Generation and transferring ideas from L1 (Vietnamese) to L2 (English), (ii) Using relevant vocabulary and synonyms, (iii) Text structure development. After the pre-test and post-test data were collected, the mean scores of writing self-efficacy concerning the above three aspects in the control and experimental groups were computed in SPSS 20 and compared by *Mann-Whitney U Test*. The results of pre-test writing self-efficacy scores in the two groups are illustrated in the tables below:

**Table 1 and table 2:** Results of the Mann Whitney U Test to Compare the Groups' Pre-test/Post-test mean scores of writing Self-efficacy

| Ranks   |                    |    |           |              |
|---|--------------------|----|-----------|--------------|
|   | Group              | N  | Mean Rank | Sum of Ranks |
| Pre-test Scores for three aspects of writing Self-efficacy  | Control Group      | 15 | 17.00     | 255.00       |
|   | Experimental Group | 15 | 14.00     | 210.00       |
|   | Total              | 30 |           |              |
| Post-test scores for three aspects of writing self-efficacy | Control Group      | 15 | 10.23     | 153.50       |
|   | Experimental Group | 15 | 20.77     | 311.50       |
|   | Total              | 30 |           |              |

**Test Statistics<sup>a</sup>**

|                                   | Pre-test<br>Scores for<br>three aspects<br>of writing Self-<br>efficacy | Post-test<br>scores for<br>three aspects<br>of writing self-<br>efficacy |
|-----------------------------------|---|--|
| Mann-Whitney U                    | 90.000  | 33.500   |
| Wilcoxon W                        | 210.000   | 153.500  |
| Z                                 | -.935   | -3.285   |
| Asymp. Sig. (2-tailed)            | .350  | .001   |
| Exact Sig. [2*(1-tailed<br>Sig.)] | .367 <sup>b</sup>   | .001 <sup>b</sup>  |

a. Grouping Variable: Group

b. Not corrected for ties.

An examination of the findings in Table 2 reveals the results of the Mann Whitney U test for the pre-test writing self-efficacy scores of the students in control and experimental groups in three aspects did not show any statistical difference ( $Z = -0.935$ ;  $p = .350 > .05$ ). The results in table 1 shows that in pre-test phase, on a scale of 100, the average scores of self-efficacy in the control group concerning students' beliefs in their abilities to generate ideas, to use vocabulary in writing argumentative essays, and to develop paragraph following an argumentative essay structure was 17.00 while this figure was 14.00 for the experimental groups. The statistical results, and the small gap in the averages of the writing self-efficacy scores in the control and experimental groups suggest that writing self-efficacy levels of students' of the two groups are not significantly different in the pre-test phase.

In contrast to findings of pre-test writing self-efficacy scores, the results of the Mann Whitney U test applied to the post-test writing self-efficacy scores of the students in the experimental and control groups showed a statistically significant difference at the level of  $p < .05$  ( $Z = -3.285$ ;  $p = .001 < .05$ ). In the post-test phase, the rank average scores of writing self-efficacy of students in control group was 10.23, while this figure of the students experimental group was 20.77. This demonstrates that in the post-test phase, the students in the experimental group gained a higher level of writing self-efficacy beliefs than those in the control group. Additionally, in comparison to the pre-test rank average scores (17.00), there was a decline in post-test scores of perceptions of writing self-efficacy in the control group (10.23). More specifically, findings of three aspects of writing self-efficacy of students in the control and experimental groups in the post-test phase are illustrated in table 3 and table 4 below.

**Table 3 and table 4:** Results of the Mann Whitney U Test to Compare the Groups' Pre-test/Post-test mean scores of writing self-efficacy in three aspects of writing skill

| Ranks                                |                    |    |           |              |
|--------------------------------------|--------------------|----|-----------|--------------|
|                                      | Group              | N  | Mean Rank | Sum of Ranks |
| Post-test Idea Generation            | Control Group      | 15 | 12.10     | 181.50       |
|                                      | Experimental Group | 15 | 18.90     | 283.50       |
|                                      | Total              | 30 |           |              |
| Post-test Using Vocabulary           | Control Group      | 15 | 9.83      | 147.50       |
|                                      | Experimental Group | 15 | 21.17     | 317.50       |
|                                      | Total              | 30 |           |              |
| Post-test Text Structure Development | Control Group      | 15 | 11.73     | 176.00       |
|                                      | Experimental Group | 15 | 19.27     | 289.00       |
|                                      | Total              | 30 |           |              |

| Test Statistics <sup>a</sup>   |                           |                            |                                      |
|--------------------------------|---------------------------|----------------------------|--------------------------------------|
|                                | Post-test Idea Generation | Post-test Using Vocabulary | Post-test Text Structure Development |
| Mann-Whitney U                 | 61.500                    | 27.500                     | 56.000                               |
| Wilcoxon W                     | 181.500                   | 147.500                    | 176.000                              |
| Z                              | -2.134                    | -3.563                     | -2.366                               |
| Asymp. Sig. (2-tailed)         | .033                      | .000                       | .018                                 |
| Exact Sig. [2*(1-tailed Sig.)] | .033 <sup>b</sup>         | .000 <sup>b</sup>          | .019 <sup>b</sup>                    |

a. Grouping Variable: Group

b. Not corrected for ties.

Results in Table 3 and table 4 show that the post-test scores of students' level of confidence in generating ideas to write were significantly different between the control and experimental groups ( $Z = -2.134$ ,  $p = .033 < .05$ ). For the control group, average scores of students' beliefs of their abilities to generate and transfer ideas from L1 to L2 after six meetings was 12.10, while this figure was 18.90 for those in experimental group. Similarly, it is revealed that between the control and experimental groups, there were statistically significant differences in the learners' level of self-efficacy in using vocabulary ( $Z = -3.563$ ,  $p = .000 < .05$ ) and developing paragraphs ( $Z = -2.366$ ,  $p = .018 < .05$ ) for writing argumentative essays after experimental period.

Based on the above results, it could be argued that the use of the application of Wordle significantly increased writing self-efficacy levels of the experimental group students. This allows us to reject the null hypothesis and accept an alternative hypothesis, i.e. There are

significant differences in students' perceived writing self-efficacy levels between the control and experimental groups after the introduction of Wordle into the writing instructions.

## **V. Discussion, limitations and suggestion for future studies**

This study was set out to examine the effectiveness of applying the text visualization tool – Wordle on learners' perceptions of writing self-efficacy in a foreign language writing classroom. Quantitative results demonstrate that overall, the participants' perception of their writing capabilities significantly increased when they were able to use Wordle as a tool to facilitate their writing process. As far as students' level of confidence about their abilities to write an argumentative essay are concerned, findings from quantitative data analysis showed 7 observed sub-skills of essay writing concerned by this study improved after the Wordle intervention. In a general sense, this finding indicates that the application of Wordle may be beneficial to learners' confidence in their writing skills. Based on such a positive effects, learners' writing performance could be improved as well (Broaddus, 2012; Chea & Shumow, 2014; Öztürk & Saydam, 2014). Quantitative results of this study are in line with qualitative findings reported by Baralt et al. (2011). Altogether, while there have been several issues relating to second/foreign language student writers, digital tools such as Wordle can be worth considering for language teachers to bridge the gaps in their writing classroom.

Several explanations could be suggested for the positive effects of Wordle in students' beliefs about their writing capabilities. Firstly, Wordle helps to visualize words from sample texts from which relevant vocabulary relating a specific topic can be quickly obtained. In the 21<sup>st</sup> century, sample essays especially IELTS writing sample texts could be found in a matter of seconds by Google search. Therefore, the benefits of Wordle is that it allows students of a foreign language to make use of sample texts in their own way without having to learn every sentence in the sample essays. Secondly, by using Wordle, students can personalize sample texts they find on the Internet by choosing various forms, shapes, sizes of the texts on Wordle website. This may indirectly enhance learners' positive attitudes toward foreign language words. More importantly, by using Wordle to get relevant vocabulary for a topic from sample texts instead of memorizing them, EFL students may become less dependent on their teachers for proper lexical items to write about. In sum, once students have mastered the technology and know how to make it beneficial to their learning, they could become more independent in the learning process.

It is also worth noting that students in the control group experienced a decline in their sense of confidence after six meetings working with traditional writing instructions. This can be explained by the possibility that learners may over-estimate their capabilities when they lack of previous experiences to rate their abilities accurately (McAuley, et al., 2011). Such sense of efficacy may decline throughout the experimental period when they encountered challenges or experienced failure their writing performance.

One limitation of this study is the small population of participants (30 students). This is due to the nature of class size for English major students of the School of Foreign languages, Tra Vinh University. Another limitation is the availability of Wordle tool in language writing classroom. At present, the Wordle website cannot be used offline. This means students need to have computers with Internet connection available so that they can use Wordle. Future investigations can be conducted to examine the usefulness of this digital tool in combination with other digital tools as well as traditional writing techniques on larger scale. Also, potential factors contributing to students' decline of writing self-efficacy is worth pursuing in future studies.

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## Appendixes

### A. *Self-efficacy Writing rating scales (adapted from Honeck , 2013)*

*Directions: On a scale from 0 (no chance) to 100 (completely certain), please rate how sure you are that you can perform each of the writing skills described below by writing the appropriate number.*

|                     |    |    |    |            |        |    |    |    |    |                              |
|---------------------|----|----|----|------------|--------|----|----|----|----|------------------------------|
| 0                   | 10 | 20 | 30 | 40         | 50     | 60 | 70 | 80 | 90 | 100                          |
| cannot<br>do at all |    |    |    | moderately | can do |    |    |    |    | completely<br>certain can do |

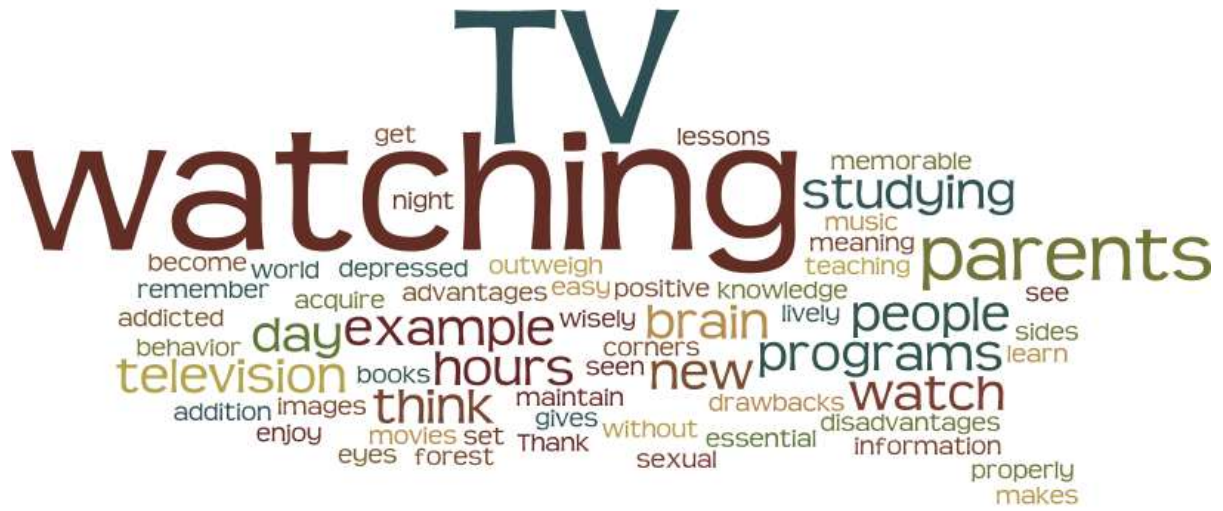


|   |   |   |  |
|---|---|---|--|
| <b>Idea generation</b>                  | 1 | I can easily generate ideas to write about                                |  |
| <b>Transferring ideas from L1 to L2</b> | 2 | I can transfer my ideas in Vietnamese to English                          |  |
| <b>Using relevant vocabulary</b>        | 3 | I can use a wide range of vocabulary in my essays                         |  |
|   | 4 | I can use synonyms instead of repeating the same word over and over again |  |
| <b>Text structure development</b>       | 5 | I can write a proper introduction   |  |
|   | 6 | I can write good paragraphs with strong supporting ideas                  |  |
|   | 7 | I can write a proper conclusion   |  |

**B. Two samples of Wordle for students to practice in the experimental group**



**Figure 2: Wordle for writing topic on environmental issues**



**Figure 3: Wordle for writing topic on the advantages and disadvantages of watching TV in children**



**Title**

Maintaining English Speaking Skill in Their Homeland through Technology:  
Personal Experience

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**Abstract**

How are children still able to speak in English in their homeland where the English language is not readily available there? The ability to speak English in a setting where the language is not readily available there, is not as easy as people think. Moreover, it becomes a major concern when the status of the language is only a foreign language, meaning that the language is not widely used as a tool of communication. However, in global era where technology develops very rapidly, proficiency in English, in particular, speaking skill is highly demanded. Increasingly, every year international students from Asian countries such

as Japan, Korea, Vietnam, China, and Indonesia continue their study in English speaking countries such as the United States of America, the United Kingdom, Canada, New Zealand, and Australia. Their family such as their wife or their husband as well as their children goes with them for some years to live in an English speaking country. This study investigates a set of efforts concerning the ability of those children to sustain their spoken language in a country where the English language is not there after returning back from an English speaking background. This study employs observation and interview to obtain the data. This study argues that technology is a tool that can be used to maintain children's ability to speak in English under a foreign language setting. This study documents how children keep talking in English where an opportunity to use English is very limited in their country.

**Keywords:** *maintain, speaking in English, foreign language setting, technology*

### **Background of the Study**

Fulan just came back from Australia a year ago. He is living in his home country, namely Indonesia after living for five years in Australia. He is now 15 years old and is able to speak in English very well. He first arrived in Australia when he was six years old and lived in Australia for two years. During two years in Australia, he is able to speak English perfectly in his second year. He returned to Indonesia for one year and learned how to speak and write in Bahasa Indonesia. When he started settling in Indonesia, he had to go to Australia to follow his mother who continued her study there. For his second visit to Australia, Fulan had spent five years for living in Australia. He had got difficulty to cope with the English language for his first year in Australia. He forgot how to speak in English after returning back to Indonesia for one year. However, after he started interacting with Australian children and some other children from different cultures and countries, he started feeling confident to speak in English. His willingness to interact with other people helped him to speak in English. In this situation, environment (Lightbown and Spada, 2011) and his motivation to speak in English (Dornyei, 2001b) as well as opportunity to learn English (Carroll, 1963; 1975; 1989) help him to speed up his ability in speaking skill.

The 15 years old boy is now going to high school in Indonesia. He has to listen, read, write and speak in Bahasa Indonesia as a tool of communication at school and in his surrounding environment. He is able to speak in Bahasa Indonesia although he still needs some assistance to understand some vocabularies in Bahasa Indonesia. The question is: is he

still able to speak in English? The answer is yes, Fulan is still able to speak in English although the English language is not widely used as a tool of communication at school, for business affairs, as formal communication tool at the Government level, formal language at court as well as formal language for broadcasting. In this circumstance, the status of the language is merely as a foreign language. This study is conducted under the setting where English is not used as a tool communication.

The Function and Status of the English Language in Indonesian Education in Schools.

English has been recognized as the first foreign language in Indonesia since 1955 (Alisjahbana, 1976; Dardjowidjojo, 2000; Nur, 2003). The English language in Indonesia is not: (a) widely used as a means of general communication in society; (b) is not a language used as the medium of instruction in education; (c) is not the language used in law courts; and (d) is not the official language used in government. However, English is seen as a major foreign language to be taught both in schools and universities (Simatupang, 1999, p. 64) with high priority, and is identified as a compulsory subject to be taught at the secondary school level. Moreover, English is also allowed to be taught at the primary school stage, starting at the Grade 4 level (Komaria, 1998, p. 29). However, there is also the possibility of learning foreign languages other than English (Komaria, 1998, pp. 25-31).

## **Introduction**

Speaking in English conducted in a foreign language setting is not easy. Office of Standards in Education (2008) reported that children who studied English as a foreign language found it difficult to speak English although the quality of teaching and learning had been improved. Moreover, at all levels, it was found that among the skills of English, speaking was the least developed skill that led to the negative impact on children's confidence and enthusiasm. Even, children who got A grade in English classes do not mean that they are proficient English users. It is common to happen that children who learn English under foreign language setting often complain for their inability to speak in English although they have learned English for many years.

This study investigates a fifteen years old boy who is able to speak in English because he had lived for five years in an English speaking country, namely, Australia, and he returns to his homeland, namely, Indonesia. This study investigates how the child maintains his spoken English, in particular, speaking when English is not readily available in Indonesia. There have been many studies about language learning, however there has no study about

maintaining spoken language for a case who migrates from an English speaking country to a non-English speaking country. Such study has not been investigated effectively. In this study, ICT is named technology.

### **Methodology**

This is ethnographic case study “which involves single in-depth study usually by means of participant observation and interview” (Legewie, 1991; Stenhouse, 1985). Case study investigates individual, group, or phenomenon (Sturman, 1997). This study investigates an individual that includes qualitative technique. This study is identified as ethnography case study because the researcher participates in some parts of the normal life of the participant and uses what the participant learns from that participation to produce the research findings. Taft (1997, p. 71) argued that “participation in a group provides investigators with an understanding of the culture and the interactions between the members that is different from that which can be obtained from merely observing or conducting a questionnaire survey or an analysis of documents”.

### **The Research Plan**

There is not much different between the research design employed in ethnographic case study and in field research. However, in order to serve the special interests of the research, the nature and the content individual steps may have a small difference. Berg (1995) listed some steps to conduct an ethnographic case study:

Accessing a field setting (getting in). In this step, researchers enter the setting of the study with the assistance of “gatekeepers” or informants who help with this task. Researchers can enter the setting openly and officially, or anonymously, and unnecessarily the participants knowing their real identity.

Becoming invisible. Researchers are not necessarily to expose their identity, research plan or aim, but researchers interact and observe or record without giving an influence. Researchers need to ensure the safety of self, notes and subjects.

Watching, listening, and learning. This step requires researchers to observe or listen to the subgroups; takes notes, films event, records communication; works with notes, and coding. Disengaging (getting out). This step involves exiting, dissolving relationships, emotional disengagement.

These above steps are very clear, however, with regards to Step b, the researcher is not invisible, but the researcher sinks into the web of the culture, live together with the participant during the study, presents herself as outsider and researcher, disclosing not only her identity but also the nature and purpose of her study.

### **The Research Site**

The study is carried out in Surabaya, Indonesia in particular, under the scene where the participant lives.

#### Collecting the data

Qualitative inquiry does not offer a set of rules and procedures to follow. Consequently, the researchers themselves play critical roles in the investigation. Patton (1990) argued that the validity and reliability of qualitative data depended on to what extent the methodological skills, sensitivity, and integrity of the researcher. This study enabled the researcher to use skills acquired through research methods training, practicing interview and observation techniques and learning how to conduct data analysis. The intense nature of the skills preparation enabled the collection of rich data that was consistent with the research objectives.

Denzin and Lincoln (2003) explained that qualitative research involves a variety of data sources. This study involves in-depth interviews and observation for data collection. Each data source had its strengths and weaknesses. Hence, combining observation and interviews enabled the researcher to crosscheck the findings and therefore increase the meaningfulness and strength of the research findings. Patton (1990) argued that combining observation with in-depth interviews significantly increased the validity of the data.

#### Respondents' Observation

In order to compensate for any shortcomings of the interviews, descriptive observation of the dimensions of space, activities, objects, or time were recorded. Observation has been seen as a major component in all research methods design (Robson, 1993; 2002), Even interviews employ direct observations of interviewees' gestures and impressions which might provide specific meaning about what the respondents are trying to say (Angrosino & de Perez, 2003). Observation, Patton (1990) argued, enabled the researcher to understand the context within which the case operates in order to build a holistic view. Participant observation was conducted extensively throughout the data collection.

**What to Observe**

The following section is items that are observed during the data collection. They are:

Technology home resources that the respondent has at home.

Opportunities to maintain his spoken English.

Time to take opportunities

*Result of Observation*

Table 1.1 records the results of observation during the data collection.

Table 1.1 Notes about What to Observe

| No. | What to Observe                          | Items  |
|-----|--|--|
| 1.  | Technological home resources             | Smart-phone, laptop, head phone, ear-phone, television, Play Station 03, i-pad, i-pod, external hard drive, and unlimited internet connection. |
| 2.  | Opportunities to maintain spoken English | Utilizing technological home resources in a variety of usage   |
| 3.  | Time investment                          | After school hours, weekend, and holiday time  |

Table 1.1 shows that the respondent has some technological tool facilities at home that help him to maintain his ability to speak in English. Moreover, the results of observation inform that the respondent takes some opportunities to activities by utilizing facilities provided at home after school hours, on the weekend, an on holiday time.

*Research Questions to be Investigated*

How can the ability to speak in English be maintained in the setting where English is identified as a foreign language?

Why can technology be used to maintain spoken language?

What opportunities or activities can be done through technology?

What can technology and websites be offered to maintain spoken language?

What is the website visited by the respondent mostly?



## Results and Discussion

### **Question 1: How can the ability to speak in English be maintained in the setting where English is identified as a foreign language?**

#### *Technological Home Resources*

The ability to speak in English can be maintained in a circumstance where English is not readily available there by providing some literacy technological tools. The results of observation recorded in Table 1.1 show that the respondent has many technological home resources, such as that can be used to maintain his ability to speak in English. The results of observation indicates that the availability of technology at home help the respondent who is non-native speaker of English, who migrates from an English speaking country to a non-English speaking country, to maintain his spoken language, namely, speaking in English.

Moreover, with those technological tools and the connection to the internet, the respondent has many opportunities to surf all around the world by using English that consequently assist him to maintain his spoken English.

The respondent commented that

I am still able to speak English because I have some technological tools such as laptop, smart phone, i-pod, and i-pad that are connected to the internet at home. I am a young man, I like playing around with technology. With these tools, I am able to communicate to my old friends who are native speaker of English in Australia. Moreover, when I am playing game on-line, I have a chance to communicate in English to other people around the world.

The statement indicates that the respondent is still able to speak English in his home country with the assistance of some technological tools provided at his house. It is consistent with Nallaya (2012) who argued that technology had a marked influence on English language proficiency. In addition, Nallaya's study (2013) found that the use of technology was able to bridge both formal and informal learning.

Moreover, these tools provide the respondent opportunity to use English with other people around the world without meeting at the same place. The emergence of multimodal sophisticated technology in this global age and the rapidly changing nature of the tools, such as the facebook, the Internet, computer, Skype, webcam, video-conference, ipad, and iphone enable people around the world to have so-called 'virtual interaction'.

Additionally, the results of observation show that the respondent allocates time to use these technologies to maintain his spoken language, such as after school hours, on the weekend,

and on holiday time. It is in line with Carroll (1963; 1989; 1994) who argued that time investment has a positive influence on English language achievement.

Therefore, there are four things, namely, (a) availability technology as a media or tool to learn English, (b) access to technology, and (c) opportunity to use English as well as (d) time investment that have positive contribution to maintain spoken English in a non-English speaking background.

*The Language of Technology is English*

Pimienta (2005) argued that English was the most common language used on the internet and on web pages. It is undoubtedly true that the language of ICT is now English. English is the language most commonly used on the internet, although it has been argued by some that this situation might change (Nihalani, 2008). However, it is far too early to predict that the use of English on the internet in Indonesia may be replaced by another language, such as Chinese, Japanese or *Bahasa Indonesia*.

The respondent commented that

I can still understand English because the language of technology is English. Before I use technology to communicate with my friends all around the world, I have to be able to understand instruction that is written in English. After I understand the instruction, I am able to operate technology and use it to communicate with my friends.

The statement indicates that the ability to maintain spoken language can occur because the language of technology itself is English. Therefore, this assists the respondent to keep maintaining his ability to speak in English.

**Question 2: Why can technology be used to maintain spoken language?**

*Replacing English Speaker*

The respondent is a young boy who is 15 years old. He was born at the age surrounded by technology. He is identified as Net Generation. He is living in a country where English is not used as a tool of communication. One thing that he can do to maintain his spoken language is using technology.

The respondent commented that

I can do everything through technology. Through some technological tools I can have opportunities to chat with my friends from a different country. This is what I can do to use English where there is no native speaker of English around me. I use technology.

The statement indicates that the unavailability of native speaker of English in non-English speaking background can be replaced by technology. It is because technology provides opportunities to interact to other people from different countries and different culture. The interaction provides people opportunities to talk in English. This also implies that interaction does not always occur in face to face situation, but it can also occur in virtual circumstance.

#### *Virtual Interaction*

Technology is able to provide virtual interaction where there are no people around us to talk in English, or when people want to talk in English with other people from a different country.

The respondent commented that

Although I am in my homeland, I still have opportunities to interact to my friends in Australia virtually. Although it is virtual communication, it is like we are close each other. It is because we can chat and do some jokes each other. This is my opportunity to talk in English.

The statement indicates that technology helps the respondent to maintain his spoken language by interacting to his friends from a different virtually.

Therefore, technology can be used to maintain speaking in English in a country where there is no generation who is able to speak English because (a) technology can replace the unavailability of native speaker of English in this setting, and (b) technology provides opportunity to interact to other people virtually with the assistance of internet connection.

### **Question 3: What opportunities or activities can be done through technology?**

Different Websites, Different Tools, Different Activities

Technology offers a variety of opportunities or activities to do. This depends on the website people visit and technological tools people have.

The respondent commented that

Actually, I can do a lot of activities to maintain my English speaking skill by using technological tools I have at home. However, different technology provides different activities. This also depends on the websites I visit since different websites offer different activities.

This statement indicates that different tools and different websites cannot always be used to do the same activities. There is relationship between tools and the websites and activities to offer. There is interdependency between activities the users can do and technology available.

**Question 4: What can technology and websites be offered to maintain spoken language?**

Results of observation and the interview above shows that technological tools such as smart phone, i-pad, laptop with the internet connection offer different activities to do. With these types of technology and the internet connection, the respondent can surf to different websites to do different activities.

The results of interview recorded in Table 1.2 show that the respondent visits some websites such as you tube and face book using his technological tools to do some activities to maintain his English skills.

Table 1.2 Relationship between tools, websites, and activities to offer

| No | Tools                                       | Websites       | Activities Offered  |
|----|---|----------------|---|
| 1. | smart phone, i-pad, laptop, i-pod, internet | You tube       | Sing and listen to the music, watch music videos, game play videos, funny videos, commentary soccer videos, and watch interview videos between idols, for example singer and well-known footballers and interviewer, watch videos that relate to the respondent's previous country, namely, Australia, watch movies without subtitle, and watch documentary science movies. |
| 2. | idem  | Facebook       | Video calling to talk virtually in English, chatting to face book messenger, read the latest news, read news update, read sport news, read new trend technology.  |
| 3. | Laptop, PS 3, internet                      | Gaming website | On-line gaming, chatting orally to gaming community network   |

For example, the respondent commented that

Sometimes I use my laptop, or i-pad, or my phone to visit certain websites. I need internet connection to reach the websites. For example, in you tube, I can sing and listen to the music, watch music videos, game play videos, funny videos, commentary soccer videos, watch interview videos between idol for example singer and well-known footballers and interviewer, watch videos that relate to my previous country, Australia, watch movies without subtitle, and watch documentary science movies.

The statement indicates that internet plays an important role to maintain the ability to speak in English and other English skills. Without the internet connection, although the respondent has very sophisticated technology, such activities are impossible to do.

Moreover, information recorded in Table 1.2 shows that technology offers a different variety of activities. This indicates that the respondent has many opportunities to maintain not only his ability to speak in English but also opportunities to maintain his ability in other English skills.

**Question 5: What is the website visited by the respondent mostly?**

Table 1.3 records the order of websites that the respondent mostly visits.

Table 1.3 The order of websites visited by the respondent and reason for using it

| No. | Website Order  | Reason for Using it  |
|-----|----------------|--|
| 1.  | you tube       | Mobile<br>More entertaining<br>More opportunities to do activities<br>More activities to offer   |
| 2.  | face book      | More mobile than on-line gaming.   |
| 3.  | on-line gaming | It is not as mobile as you tube and face book. We have to sit properly in front of our tools with assistance of the internet if we want to communicate with other people around the world. |

Table 1.3 records the results of interview with the respondent concerning the website the respondent mostly visits. Information recorded in Table 1.3 shows that you tube is the

website that the respondent mostly visits. It can be seen from Table 1.3 that you tube provides more opportunities to do activities compare to other websites, namely, face book and on-line gaming.

## **Conclusion**

The results of study show that ability to speak in English for non-native speaker of English in the context where English is not widely used as a tool of communication can be maintained by using technology. It is because technology provides a variety of activities that can be used to assist people to maintain their spoken English. However, technological tools alone are not able to employ effectively without having the internet connection. Therefore, indirectly internet plays an important role to maintain spoken language.

Moreover, different technological tools provide different activities. Similarly, different websites provides different activities since this depend on types of technology used and activities the websites offered.

You tube is a website that offers more opportunities to do some activities than other websites such as on-line gaming and face book.

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**Title**

Regaining Leadership through Ontological Coaching for Female EFL Instructors

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**Abstract**

There has been a persistent debate about the contradiction of how male and female leaders manage organizations. In education, even though female EFL instructors have been supported in a natural way, certain traits of leadership have been omitted from their position as leaders of their classes or in administrative positions. This qualitative case study describes the leadership skills needed to regain leadership in an educational institution with the approach of Ontological coaching as a tool to enhance body, emotions, and language in order to improve female EFL instruction. The subject leader of this study is a female EFL instructor and coordinator of two academic areas in an elementary school. In-depth interviews were used to identify the perceptions of the administrators, colleagues, and subordinates about her



performance as the leader of her teams; while three self-assessments helped the subject leader identify her most remarkable leadership skills.

Overall analysis indicates that trust, effective communication, support, concern about well-being, tactfulness, and assertiveness are the most common traits that, linked to Ontological coaching, allow female EFL instructors to regain leadership in their classes. One remarkable result that emerged from the findings was that even though Ontological Coaching has not been related to education, its origins are solely based on theories of leadership in education that enables female EFL instructors to accept the fact of being humans with different perceptions in a changing world that affect their personal and professional life.

**Keywords:** *Female leadership, ontological coaching, EFL instruction*

## **Introduction**

This paper advances relationship between female EFL instructors and leadership by analyzing the conditions under which women regain their leadership positions by dealing with the challenges they face in the EFL instruction. Specifically, it seeks to answer three related research questions:

1. How has Ontological Coaching influenced female EFL instructors in this institution?
2. To what extent has a female EFL leader influenced an EFL female dominated working environment?
3. What are the essential traits required for a female EFL instructors to face challenges in this institution?

The purpose of this research is to identify the leadership skills that female EFL instructors need to perform effectively. Booth & Nolen (2009) state that any observed gender differences in behavior are more likely to be due to the nurturing received from parents, teachers or peers than to nature.

The subject leader of the study was the first Science Area and Social Studies Area coordinator in this elementary school. She had been trained in Ontological Coaching, Personal development and Educational leadership to influence her team members on their attitudes towards others, their performance in class and foster collaborative work among female EFL instructors.

## **Theoretical background**

### ***Female Leadership***

Over the last 30 years the presence of women has given great contributions to different areas of knowledge; therefore, manager, entrepreneur, coach, businesswoman, instructor, and leader mark innovated roles that provide a new conception of leadership. Grogan & Shakeshaft (2010) remark that, as leaders, women engage others and their proficiency overlaps with projects related to adjustments. Glass & Cook (2015) emphasize that recent scholarship indicates that female leaders aim for greater innovation and profitability with evident reports on corporate social responsibility. In fact, women as leaders are now beginning to make an impact on organizations using their own leadership style. Grogan & Shakeshaft (2010), along with Helgensen (1990) as cited by Moran (1992), agree to remark that the organizations shaped by these women are treated more like “webs of inclusion”; so there are more points of connection for information sharing in a web where the communication flow is usually vertical to involve others in decision making to make relevant changes.

In contrast, Eagly (2007) demonstrates that even though women leaders manifest effective leadership styles associated with successful business organizations, they may face impediments to leadership within organizations, such as being removed or limited by changes in the organization that looks for women’s improvement and access to leadership styles. Lipman-Blumen (1992) argues that the traditional American concept of leadership is based on a masculine ego-ideal that praises the competitive, aggressive, and self-reliant, individualist approach. This type of leadership is predominantly shown through behaviors focused on task mastery, competition, and power that look for success. For this reason, Lipman-Blumen (1992) emphasizes that females can be either labeled as too masculine or too soft, which is a stereotype related to women. Glass & Cook’s study (2015) revealed that women are more expected to be promoted to high-risk leadership positions than men, but there is also a lack of support or authority to accomplish their goals. This is also supported by Bruckmüller, Ryan, Rink & Haslam (2014) who argue that women will be better crisis managers, better people managers and better marshals of social resources in particular, even though they would rather evade such risky leadership positions. As a result, women leaders often undergo limited tenures compared to male peers.

### ***Leadership Theories that Sustain the Female Leadership Style***

#### ***Metanoia***

Ruether (1995) remarks that “The journey of “soul making” is incomplete without a transformation of the whole” (p.43). This change happens through transformative *metanoia* (meta--above or beyond as in "metaphysics" of mind ("noia," from the root nous, of mind) (Senge, 1990 p. 12), which is sudden insight and also slow maturation of a grounded self in relationship or community, able to be both self-affirming and other affirming in life-enhancing mutuality. This concept of metanoia was applied to “learning organizations,” that are constantly expanding their capacity to create their future through the use of “adaptive learning” along with “generative learning”, a combination that enhances the creativity ability.

#### ***Presence and Leadership***

The essence of human beings is the relationship and connections with others. Starrant (2004) describes presence as the total awareness of self and the other. The affirming presence portrays a leader in the context of the community to work together and reach a transformative impact on authentic learning by building structures and processes that will encourage members of the school family to have a sense of belonging whose main tool is dialogue.

#### ***The Trustworthy Leadership Matrix in education***

The Trustworthy Leadership Matrix is a concept developed by Tschannen-Moran (2004), where five facets of trust (Benevolence, Honesty, Openness, Reliability, Competence), five functions of leadership (Mediating, Managing, Coaching, Modeling, Visioning) and five constituencies of the school (administrators, teachers, students, parents, and public) merge together and complement one another in different levels. All of the elements previously mentioned are associated, the facets of trust can relate to the traits a leader should have, among the functions of leadership, coaching is highlighted and connected to the present work and the constituencies of the school which are important actors in the setting where a leader performs their daily work.

Coaching in education is mainly performed by school principals who foster a culture of trust through institutional management. Abbott, Baker, & Stroh (2004) as cited by Knight, Stinnett & Zenger (2008) remark that 10 out of 10 school districts in the Effective Districts Study use coaching. They also emphasize that leaders in education are defined as teacher leaders, principals, and instructional coaches who work with staff in order to transform student learning. Moreover, discussions and results are the basis for a trustworthy foundation of success where leaders in education contribute to the educational community.

### ***Ontological coaching***

Cox, Bachkirova & Clutterbuck (2014) define Ontological coaching as the study of the being, which is formed by the combination of four interrelated components that establish the theoretical basis of ontological coaching: the phenomenological analysis of being, the biology of cognition, the philosophy of being, and the philosophical investigations of the body. Maturana (1988) stated this first concept of knowledge and called “Ontology of the Human Observer”.

Vaclav Havel (1994) as cited by Sieler (2003) stated that “a man as an observer is completely alienated from himself as a being”. The being is the emphasis on learning as a method to find a stronger connection with individual selves, each other, and the environment. Besides, the way of being has an effect on three linked areas or domains of existence — language, emotions, and body. Sieler (2003) states that language is the essence that enables every human being to create reality and to construct meaning with it. Humans are born and exist in language that is related to the quality of human’s presence. The second domain, emotions, and moods as mentioned by [Ontologicalcoach.com.au](http://Ontologicalcoach.com.au) (2014), has played a more visible role in the way we act because of the influence of where we live. Sieler (2007) emphasizes that Ontological coaching utilizes a framework entitled ‘Some Basic Moods of Life’ that includes interpretative structures organized in four components: the creation of the mood; the linguistic or narrative structure; the behavioral predispositions; and finally, the postural configuration that expresses the mood. In this domain, the coach listens for the language of moods while observing their representation in the coachee’s postural configuration.

The final domain corresponds to the human body, which is affected by the way the world is perceived and consequently, the way of acting can be modified in terms of body disposition and senses that include movement and breathing. Sieler (2007) remarks the importance of this body domain because it is where the embodiment of change takes place.

### **Methodology**

This is a case study, which relies on three self-assessments questionnaire given to the subject leader (Behavior Matrix, a Leadership Behavior Survey, and a Leadership Self-Assessment Questionnaire), as well as in-depth semi-structured interviews with 15 questions for all the participants to identify traits and skills required for an academic coordinator, the

subject leader's performance, and leader's influence on staff members. To add validity to this study, these instruments were taken from previous frameworks.

### ***Setting***

This study research was conducted in a private elementary school in Guayaquil, Ecuador. Female teachers work with girls and male teachers work with boys; however, the English staff is female-dominated, so they may be able to work with girls and boys as well.

### ***Participants***

Fourteen participants who work with the subject leader were organized into three categories: first, the subordinates, who were eight EFL instructors (one male and seven female); second, a colleague, who is the Language Area Academic Coordinator (male), and performs similar duties as the subject leader plus two section coordinators (inspectors) who supervise the girls section and the boys section separately; third, the Academic Heads of the Science Area and the Social Studies Area, as well as the principal of the elementary school who is the highest authority in school.

### **Data collection and Analysis**

The interviews conducted in English and Spanish language were transcribed, coded, and classified into three different tables: profile of an academic area coordinator, perception of the subject leader's performance and personal and professional learning and outcomes. For the three assessments, in the Behavior Matrix, the subject leader placed herself in one of the four quadrants to interpret the descriptor of her characteristics. The Leadership Behavior Survey was decoded by recording the column totals in the Initiating Structure (left side of the survey) and Consideration Values (right side of the survey) boxes. The total number of marks was then charted on the Charting Leadership Style Matrix to determine the quadrant of the subject's leadership style. Likewise, in the Leadership Self-assessment Questionnaire, the numbers were transferred and placed in the Matrix section to draw a horizontal line from the approximate people score (vertical axis) to the right of the matrix, and to draw a vertical line from the approximate task score on the horizontal axis to the top of the matrix. After that, two lines were drawn from each dot until they intersected and that was the leadership dimension that the subject of the study operated out of.

Three triangulations were used to contrast data obtained from the other participants interviewed as a way to show validity in this study:

1. Administrators, coordinators and EFL instructors' perceptions of subject leader's performance.
2. Traits and skills of an academic coordinator, performance of subject leader, and influence or possible learning in staff members.
3. Behavior Matrix, the Leadership Behavior Survey, and the Leadership Self-Assessment Questionnaire

### **Triangulations**

The three research questions for this study were directly developed through the analysis of the participants' insights:

#### ***Triangulation 1***

***1. Administrators, coordinators, and EFL instructors. The perceptions of the performance of the subject leader analyzed from staff who is above her, at her level, and the team she manages.***

In the Profile for the Position, staff members in the three different groups mentioned traits such as responsibility, commitment, and organization. Several instructors mentioned that the subject leader, in this case, sets the example for them because she meets the requirements and expectations for the team.

In the Professional and Academic Duties category, administrators pointed out the great quality of the subject leader's work, her high level of commitment, and the fact that she serves as a connection between them and the teachers she supervises.

Instructors mentioned specific examples such as the help provided by the subject leader in reminding them to meet deadlines, the encouragement to use and implement technology, the strictness she possesses contrasted with and complemented by the motivation and care she provides to each of them through some signs of appreciation.

In the Traits and Management of subordinates' proactivity, ability, and willingness to solve problems were mentioned by the three groups. Administrators remark the subject leader's assertiveness, the right voice tone, and tactfulness; therefore, her teachers feel support from her and give their support in return that has enabled the creation of a bond with them.

#### ***Triangulation 2***

***2. The traits and skills of the academic area coordinator are compared with the subject leader's performance and the influence she has had on staff members***

Administrators mentioned traits such as responsible, proactive, problem solver and ability to approach subordinates with assertiveness, and tactfulness as the expectation for someone who holds a leadership position as an academic coordinator. Those same characteristics were stated as traits that the subject leader in this case study portrays, and she has gained respect and admiration for her organization, as well as her initiative to train teachers.

Coordinators mentioned knowledge in the subject area, ability to lead and guide a team, focus on the human being, tolerance, and willingness to help as the traits and skills required for an academic coordinator. They also remark the subject leader's professional development, her calmness to solve problems, and her interest in doing more than is expected that have made her a pleasant person to be around because of her contagious attitude.

Instructors mentioned knowledge, organization, empathy, understanding, ability to deal with issues, leadership, openness, and role modeling as traits an academic coordinator must have. One of the greatest influences of the subject leader is her role model of what is expected to do and to be. They feel understood, happy to be part of her team and backed up by her; therefore, some of them have learned to approach people in a more respectful way.

### ***Triangulation 3***

#### ***3. Self-Assessments given to Subject Leader***

Each self-assessment questionnaire helped the subject leader analyze her performance, the relationship with her subordinates, and the duties and expectations of her position. The statements that comprised the Self-Assessment Questionnaire related to insights and ideas mentioned by the 14 participants throughout the interviews.

### **Discussion and Conclusions**

Overall, the perceptions of participants matched the results obtained from the questionnaires given to the subject leader. The participants strongly highlighted the way the subject leader focused on them as human beings, which is the essence of the influence of Ontological Coaching in EFL instruction. In fact, the three domains of Ontological Coaching, body, emotions and language, were more naturally evident during the interviews with subordinates. It was also noticeable that they have acquired this Ontology of the Human Observer due to the fact that they also observe the subject of this study, not only as a leader but a human being as them.

Additionally, the results of Ontological Coaching were seen in subordinates' attitude towards teamwork, since they learned to interact collaboratively and effectively by

recognizing strengths and weaknesses of their coworkers based on their own perspectives; as a consequence, the outcomes of the implementation of Ontological Coaching benefited the professional aspects of the stakeholders interviewed. They concluded that the subject leader backed them up and supported them; therefore, she has gained their respect and admiration.

As a concluding point, female EFL instructors in this study have been able to regain their leadership by acquiring and dealing with the mindsets that are key points in Ontological coaching and demonstrate a framework that relates connections between theories of Educational Leadership and Ontological Coaching.

**Appendix 1**

**Table 1: Perceptions of Subject’s Performance as Reported by Participants in the Interviews**

|  | <i>Administrators</i>   | <i>Coordinators</i>   | <i>Instructors</i>   |
|--|---|---|--|
| <i>Traits and skills for the Position</i>              | Responsible<br>Committed<br>Proactive<br>Organized  | Knowledgeable about the subject area.<br><br>Committed to her work and to the education of the students                   | An innate leader with the role model of what is required<br><br>A very well-prepared and organized person  |
| <i>Academic and Administrative Duties</i>              | Communication between teachers and administrators<br><br>Supervisors rest assured in her work                   | Keeps an eye on her teachers<br><br>Makes sure teachers fulfill the expectations & comply with everything                 | Asks for things in advance and helps team to meet deadlines with signs of appreciation<br><br>Loves technology and encourages people to use it.<br>Trust |
| <i>Traits as Person and Management of Subordinates</i> | Proactive<br>Patient<br>Strong and firm (assertiveness, right voice tone and tactfulness)<br>Firm with students | Proactive, problem solver<br>Patient and respectful<br>Goes beyond follow up process<br>Teachers feel safe and supported. | Focusing on the human beings<br>Willingness to help solve problems<br>Rapport with teachers<br>Backs teachers up   |

**Authors:** Martha Castillo & Mirna Romero



**Source:** Recordings of interviews, transcripts, and translations conducted by an external researcher

**Appendix 2**

**Table 2: Traits of Leadership regarding the Subject Leader**

|  | <i>Administrators</i>  | <i>Coordinators</i>  | <i>Instructors</i>  |
|--|--|--|---|
| <b>T</b><br><b>R</b><br><b>A</b><br><b>I</b><br><b>T</b><br><b>S</b>   | Knows and works for institutional objectives<br>Responsible, Proactive,<br>Problem solver, leader,<br>Well-founded and strong character<br>Assertiveness, appropriate voice tone, and tactfulness, rapport<br>Gets along well with people, Collaborative and team work | Knowledge of subject area and how to teach it<br>Ability to lead and guide<br>Focus on the human being<br>Attentive to people in the team<br>Problem solver<br>Willingness to help when needed                         | Knowledge about the subject<br>Organized, responsible, present for team<br>Leadership, Empathy, connection<br>Open to dialogue, open-minded, listens<br>Willing to welcome and work with all the people<br>Deals with all situations, helps the team work together<br>Develops a bond |
| <b>P</b><br><b>E</b><br><b>R</b><br><b>F</b><br><b>O</b><br><b>R</b><br><b>M</b><br><b>A</b><br><b>N</b><br><b>C</b><br><b>E</b> | Aids communication among staff<br>Supervisors rest assured in her work<br>Great coordination<br>Ability to approach instructors<br>Assertiveness, right voice, tone and tactfulness<br>Firm with students  | Knowledgeable about the subject area<br>Constant training, proactive, problem solver, Patient, respectful<br>Committed to work and education<br>Ensures team fulfills expectations<br>Teachers feel safe and supported | Professional, demanding, helps to clarify doubts<br>Helps team meet deadlines, Willingness to help solve problems, encourages people to use technology<br>Concerned about people's well-being,<br>Team members trust her  |
| <b>I</b><br><b>N</b><br><b>F</b><br><b>L</b><br><b>U</b>   | Educates and forms human beings<br>Inspired others with her work and endeavors<br>Gives training and   | Furthering her education inspires others<br>Positive approach and attitude in life<br>Strong tempered personality  | Effort and desire to continue moving forward in a continuous learning process, constantly updated<br>Helps new teachers to adapt and  |

|          |                         |                      |                                    |
|----------|-------------------------|----------------------|------------------------------------|
| <i>E</i> | workshops,              | and strength         | feel comfortable                   |
| <i>N</i> | Connection among staff, | Calm for any kind of | Controls temper, Calms people      |
| <i>C</i> | proactive               | situation            | down                               |
| <i>E</i> |                         |                      | Actions prove that she is a leader |

**Authors:** Martha Castillo & Mirna Romero

**Source:** Recordings of interviews, transcripts, and translations conducted by an external researcher

### Appendix 3

**Table 3: Results of Subject Leader Self-Assessments**

| The Behavior Matrix  | The Leadership Behavior Survey   | Leadership Self-Assessment Questionnaire   |
|--|--|--|
| <p>“<b>Controller</b>” combination of the words <b>dominant and formal</b>.</p> <p><b>Main goal:</b><br/>Results</p> <p><b>Common characteristic:</b><br/>Manage their time to the minute</p> <p><b>In a job, they...</b><br/>Make sure the job gets done, -might feel impatient if action is not taken immediately</p> <p><b>Can’t stand...</b><br/>Discussions about “the best</p> | <p><b>Accommodate (social friendly) behavior.</b></p> <p><i>Initiating Structure ( score 47)</i><br/>Make attitude clear to the group</p> <p>Find time to listen to subordinates</p> <p>Look out for the personal welfare of individuals in the group</p> <p>Schedule the work to be done</p> <p>Maintain definite standards of performance.</p> <p><i>Consideration values (score 54)</i></p> <p>Emphasize the meeting of deadlines</p> | <p><b>Team Leader</b><br/>People Section: 8 / 9<br/>Task Section: 8.8 / 9</p> <p><b>Main characteristics:</b><br/>High task, high relationship</p> <p><b>In a job, they...</b><br/>Lead by positive examples and endeavors</p> <p><b>Goals:</b><br/>Foster a team environment</p> <p><b>Enable:</b><br/>Team members reach their highest potential</p> <p><b>As:</b><br/>Team members and people</p> |

|  |   |   |
|--|---|---|
| <p>way to do things” or “the way to please everybody”</p> <p><b>Outstanding characteristics</b></p> <p>Confidence in their ability</p> <p>Take risks</p> <p>Push forward</p> | <p>Back up subordinates in their actions</p> <p>Treat all subordinates as equals</p> <p>Willing to make changes</p> <p>Friendly and approachable</p> <p>*let subordinates know what is expected of them</p> <p>*make subordinates feel at ease when talking to them</p> | <p><b>Encourage team:</b></p> <p>Reach goals as effectively as possible</p> <p><b>Evidence of their work</b></p> <p>Forms and Leads the most productive teams</p> |
|--|---|---|

**Authors:** Martha Castillo & Mirna Romero

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**Appendix 4**

**Table 4. Characteristics of Ontological Coaching and Educational leadership for female EFL instructors (Original)**

| <b>Ontological Coaching for female EFL instructors</b>  | <b>Educational Leadership for female EFL instructors</b>  |
|---|---|
| <p>1. Leader role: Observer. Ontology of the Human Observer: Able to support people in achieving their goals and creating a new way of being</p> <p>2. Connection of body, emotions, and language to interact with others.</p> <p>3. Understanding of the human person and life plans. It is coaching to the human soul.</p> <p>4. Human development is a priority of strategic importance that is focused on developing better human beings.</p> <p>5. Questions regarding the existence of beings in a constantly changing world to know how to live and behave</p> <p>6. Results affect personal and professional aspects of life.</p> <p>7. Changes in perceptions and attitudes by removing significant obstacles and focusing on the development of efficient patterns of</p> | <p>1. Leader role: Presence: Sensitivity to the signals the other and creates an internal dialogue that later rests in external expression.</p> <p>2. Connection between body and language to interact with others.</p> <p>3. Supplying knowledge to be an effective leader, as teacher or administrator, in the context of educational institutions.</p> <p>4. Professional development is a priority of strategic importance that is focused on developing leaders at all levels</p> <p>5. Questions regarding the implementation of skills and techniques</p> <p>6. Results affect professional aspects of life</p> <p>7. Changes in attitudes to improve the development of efficient patterns of</p> |

|   |   |
|---|---|
| <p>communication and behavior.</p> <p>8. One framework: ‘Some Basic Moods of Life’ that includes four components: mood, linguistic, behavioral predispositions; and the postural configuration. The coach observes the language of moods and the postural configuration in the coachee.</p> | <p>communication and behavior.</p> <p>8. Two frameworks: “Think manager-think male” which is a traditional style, male stereotyped, as a way to gain respect from subordinates; and “Webs of inclusion” which is more related to a female style to lead in a collaboratively environment.</p> |
|---|---|

**Authors:** Martha Castillo & Mirna Romero

**Sources:** Original Framework

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**Title**

Direct vs Indirect indicators in Negotiation of Meaning among High Proficiency ESL  
Learners: Gender Interaction

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**Abstract**

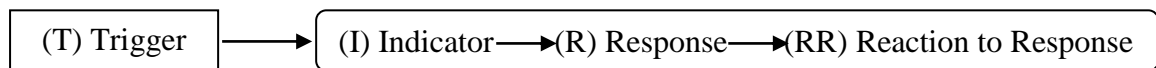
In negotiation of meaning, an ‘indicator’ or signal of non-understanding plays an important role in second language acquisition as it prompts for modified interaction. As indicators have an impact on the type of linguistic responses produced (Pica et al., 1989), it is important to investigate the forms of indicators produced by second language learners during an interaction. This study utilizes Gass and Varonis (1986) categorization of direct and indirect indicators to examine the types of indicators produced by female and male interlocutors in face to face interaction. The different types of indicators produced affect the responses in an interaction. For example, an indirect indicator may trigger in a form of clarification responses while direct indicators may prompt for immediate and explicit responses. 24 high-proficiency learners participated in this study; 12 females and 12 males and paired in mixed gender dyads. Two tasks were utilized to elicit the data. The study found both genders produced higher number of indirect indicators compared to direct indicators. However, the females are shown to produce greater number of direct and indirect indicators where this suggests that females required more input and the males prefer to produce modified output that can be beneficial to SLA.

**Keyword:** *indicator, interaction, gender, negotiation of meaning, SLA*

## Introduction

In the literature of SLA, negotiation routine or negotiation of meaning in an interaction provides learners opportunity to receive comprehensible input (Krashen,1985), comprehensible output (Swain, 1985) and noticing of form (Long, 1983). According to the model of non-understanding (Varonis & Gass, 1985b, p. 74), negotiation routine gives interactants the opening for modified interaction (Long, 1981) which is beneficial to SLA. The proposed model comprises moves which are actually attempts made by learners to comprehend message meaning. These attempts or adjustments made by learners can work in an alternate order, back and forth until the problematic part of the conversation is resolved (Zainal & Hee, 2016). Learners' attempts or utterances come in the form of repetition, modification, expansion and elaboration which are labelled as comprehension checks, clarification requests and confirmation checks (Pica, 1988). The model consists of three or four basic moves; trigger (T), indicator (I), response (R) and reaction to response (RR) (Varonis & Gass, 1985b p.74). The first move, trigger, initiates the process of negotiation of meaning. In this move, the utterance produced by the speaker may be incomprehensible to the listener. This move is followed by indicator where the listener attempts to signal to the speaker that the message is incomprehensible. In the third move, response, the initial speaker attempts to repeat, modify or elaborate the earlier utterances and this is followed by an optional move reaction of response, utterances to indicate the message is finally resolved as shown in Figure 1.

Figure 1



*Model of non-understanding by Varonis & Gass (1985b, p.74)*

As indicator is known for prompting modified interaction, its role seems to give impact on the linguistic responses produced. In other words, the modified responses rely on the types of indicators signaled during the negotiation of meaning. This paper aims to analyze the forms of indicators produced by second language learners, in particular, the types of indicators produced by female and male interlocutors in a face to face interaction. Other than



the study by Gass and Varonis (1986), there appears to be no additional references on gender literature specifically in the direct and indirect indicators. Thus, this study attempts to address this gap by looking at gender interaction.

### **Literature review**

Studies in gender interaction show that males and females interact differently in a language and they have their own style of interaction (Aries, 1976; Tannen, 1990; Ross-Feldman, 2007). According to Tannen (1990), this is visible when they are paired in a discourse either in a matched-gender or mixed-gender discourse. Her findings (Tannen, 1990) reveal that in a matched-gender discourse, the language produced by males and females differ in number of turns of talk, types of talk and topics. Aries (1976) found that in a mixed-gender discourse, men tend to talk more than women and that, men tend to increase the amount of talk to demonstrate their performance ability. Findings from these studies suggest genders tend to alter their style of talk based on the gender of their partners in the discourse (Ross-Feldman, 2007).

Although research on gender interaction seems intensifying, studies in gender differences in negotiation of meaning is still lacking especially among the second language learners (Gass & Varonis, 1986). Gass and Varonis (1986) investigated and found men demonstrated a lack of understanding more than women in picture describing task, but in the conversation task, it was the women who signals lack of understanding more than men. This shows both male and female tend to request for more input but this depend on the types of tasks. Zainal and Hee (2016) examined interaction between learners in a mixed-gender setting and found that the females gave more indication of lack of understanding in a decision making task as in requiring for more input. The males however, produced greater number of turns, words and modified output. In Shehadeh's (1999) study, he claimed that women are eager for more input as in seeking for clarity and understanding of the conversation. Thus, this study is more interested in the forms of indicators produced, indication of non-understanding and how it affects the modified output which is beneficial to SLA.

### **Research Questions**

The present study aims to provide the answers for the following questions:  
What are the frequencies of direct and indirect indicators of negotiation routine between the genders?

What are the features of direct and indirect indicators of negotiation routine between the genders?

## **Methodology**

### ***Participants***

The participants for this study are undergoing a preparatory course in an educational center. They are aged between 18 to 21 at the time of the study. The participants are familiar with task based learning activity as this course equips learners with interactional activity that involves behavioral interview questions, situational questions, pair and group discussion.

Prior to data collection, an English placement test was administered to determine participants level of proficiency. This test comprises of 120 multiple choice questions. The scores for the level is as follows: low-proficiency (0-39), mid-proficiency (40-79) and high-proficiency (80-120). Therefore, 24 Malaysian participants from the high-proficiency were selected for this study, 12 females and 12 males. They belong to the ethnicity of Chinese, Indian, Malay, Sikh and Eurasians. They were paired in a mixed gender dyad; male and female. The pairing was made to identify which gender initiate the conversation, signal for incomprehensibility and as in requesting for more input.

### ***Procedures***

The data collection took 6 weeks. Each week two pairs completed the tasks. This arrangement was organized by the center and the interaction was conducted out of classroom environment, in the office of the center. An audio digital recording device was utilized as the tool to elicit interaction. This device was light and sensitive and the researcher was able to record interactions easily. For ethical purpose, two types of consent letters were obtained. One was from the center to conduct research and collect data, the other was from the participants.

### ***Decision making tasks***

For this study, two decision-making tasks were utilized. According to Long (1981), decision making tasks have the potential to generate interactions. And since it is a convergent task (Duff, 1986), this task type provides learners the opportunity to interact e.g. turn-taking, asking questions and two-way information exchange. The tasks utilized for this study were replicated and modified from MUET (*Malaysian University English Test*) model papers speaking test (Kaur, Subramaniam & Subramaniam, 2013). The tasks were simple; it requires participants to plan a farewell dinner for a friend and to introduce Malaysian delicacies to a

visitor from Europe. No time frame was given to participants to complete the task, however, ten minutes of preparation were allocated prior to task discussion.

### **Analysis**

All interactions were transcribed and labelled accordingly. The gender of the participants was identified and labelled as M – male and F – female. For example, the first pair labelled as (M1) – (F1) and the following as (M2) – (F2). This study refers to Varonis and Gass (1985b, p.74) proposed model for non-understanding to identify and extract negotiation routines occurred in the transcribed data. Then, it utilizes Varonis and Gass (1986, p.328) category of indicators to examine the indicators produced by male and female interlocutors in a face to face interaction. Finally, the numbers of indicators were counted and compared between the two genders. The study will then identify which gender signals for more input as in requiring more comprehensible input and which gender tend to produce more comprehensible output in the modified interaction. An example of negotiation routines is shown in excerpt 1.

#### Excerpt 1

|  |                             |
|--|-----------------------------|
| F : so one person will bring one food....                              | <i>Trigger</i>              |
| M: one food? what do you mean by one food?<br>like ahhh..what food?... | <i>Indicator</i>            |
| F : so for the party...  | <i>Response</i>             |
| M: oh ok   | <i>Reaction to Response</i> |

*Excerpt was taken from the study of Zainal & Hee (2016)*

The above excerpt explains the episodes of occurrences of negotiation routine. The utterance “so one person will bring one food” acts as a trigger, initiating the negotiation routine. The reaction to the trigger was an indicator which signals non-understanding in the forms of clarification request and confirmation checks through the utterances “one food?”, “what do you mean by one food?” “what food?”. In response to the indicator the initial speaker “so for the party”. The utterance ‘party’ provides clarification. Finally, the reaction to response “oh ok” indicates the interlocutor understood the meaning of the message.

For this study, the same method of analysis is applied on the transcribed data. Then the abstracted excerpts are examined further on the types of indicators produced by referring to Gass and Varonis’ (1986) model. The findings of the study will show which gender preferred

to signal for input, whether the signal influenced the linguistic responses produced and the gender preferred to produce modified output.

**Direct Indicator**

According to Gass and Varonis (1986), a direct indicator is a signal from the hearer to the speaker that the message was totally incomprehensible, and that more input is required. In other words, a direct indicator hints immediate incomprehensibility of message prompting the other interlocutor for an immediate response. Examples of direct indicators found in the study of Gass and Varonis (1986) are the question forms ‘what?’ or ‘huh?’. In the present study, direct indicators in the form of questions are also identified as shown in the following excerpts:

Excerpt 2: Direct Indicator female (F) – male (M) matched dyads

Negotiation Framework

|               |   |
|---------------|---|
| T (trigger)   | M5: mmm that’s it...I personally suggest Lavish Jane... |
| I (indicator) | F5: <b>sorry?</b>                                       |
| R (response)  | M5: ah Lavish Jane I mean the café name.....            |
| RR            | F5: ah ha....   |

The above excerpt shows a direct indicator with the question ‘*sorry?*’. This lexical unit indicates that, the hearer is unable to comprehend the message meaning and an immediate response is expected. The response of ‘*...ah Lavish Jane I mean the café name...*’ was modified and elaborated for the hearer to comprehend. This is followed by a reaction to the response ‘*ah..ha*’ to indicate that the meaning of the message is resolved.

Excerpt 3: Direct Indicator female (F) – male (M) matched dyads

Negotiation Framework

|               |  |
|---------------|--|
| T (trigger)   | M6: before that ah we have to think about the details right? |
| I (indicator) | F6: <b>what details?</b>                                     |
| R (response)  | M6: for the restaurant, which restaurant all that....        |
| RR            | F6: ah...ok  |

In excerpt 3 the question ‘*what details*’ indicates that the female did not comprehend the input and required further clarification on the ‘details’. In response, a modified and elaborated answer was given by the male. This input appears to be comprehensible to the female given her reaction ‘*ah ...ok*’.

In this study, the same application was made on the transcribed data. The direct indicators found are examined, quantified and compared within the genders. A paired t-test is conducted to examine the significance.

***Indirect indicator***

It is claimed that the indirect indicators occur in the negotiation routines comes in a form of expression of politeness (Gass & Varonis, 1986). These expressions of linguistic utterances point out that there is a lack of comprehension or the message is incomplete. This type of indicator actually signals and induces the hearer to complete the initial message (Gass & Varonis, 1986). The types of indirect indicators could come in a form of partial repetition of the previous speaker utterance. Examples of excerpts of indirect indicator are presented below.

Excerpt 4: Indirect Indicator female (F) – male (M) matched dyads

Negotiation Framework

|               |   |
|---------------|---|
| T (trigger)   | M3: I think thirty because [maybe]?                   |
| I (indicator) | F3: <b>[thirty?]</b>                                  |
| R (response)  | M3: his friends from the flying school will be coming |
| RR            | F3: ah ha! Alright..uhm..so thirty of us.             |

\* [...] overlapping occurs

Excerpt 4 shows the female’s utterance of ‘thirty?’ acts as an indirect indicator. It is a repetition of a part of the male utterance, signaling that the previous message is incomplete. An elaborated and expanded response of ‘his friends from the flying school will be coming’ aids her comprehension better as noted in her of reaction ‘ah ha!’ which resolves the message meaning.

Excerpt 5: Indirect Indicator female (F) – male (M) matched dyads

Negotiation Framework

|               |  |
|---------------|--|
| T (trigger)   | M2: ahh I think I can get fifty ringgit? |
| I (indicator) | F2: <b>fifteen?</b>                      |
| R (response)  | M2: no...fifty ringgit....               |

Another example of indirect indicator can be found in excerpt 5. The above excerpt shows how the lexical ‘fifteen’ is uttered as an indicator for partial lack of non-understanding

with a phonological error. This has immediately prompted the interlocutor to respond with the right sound and utterance, thus the incited response serves as an indirect indicator.

Other than the above examples of indirect indicator, there is another form of indicator that acts as an indirect indicator and does not belong to the lexical units. This particular utterance is known as hesitation markers of ‘hmmm’ and ‘mmm’ and is shown in the following excerpt.

Excerpt 6: Indirect Indicator female (F) – male (M) matched dyads

Negotiation Framework

|               |   |
|---------------|---|
| T (trigger)   | F5: roughly how many people should we invite?       |
| I (indicator) | M5: <b>hmmm...</b>                                  |
| R (response)  | F5: Do you think there’ll be more than twenty?      |
| RR            | M5: yeah, should be more than twenty...hopefully... |

In excerpt 6, the hesitation marker of ‘hmmm’ was found as an indicator, signals a lack of understanding and requesting for more input. The response of ‘Do you think there’ll be more than twenty?’ shows a modified version from the initial trigger of ‘roughly how many people should we invite?’. The response also indicates a continuous form from the initial trigger. The utterance of ‘more than twenty?’ provides an explicit meaning of the message. This supports Gass and Varonis (1986) definition of indirect indicator, prompting the speaker that the message is incomplete.

Based on the excerpts presented above, the evidence indeed shows that learners utilized opportunities for linguistic modification for producing comprehensible input and output that can facilitate SLA.

## Results and discussion

In the present study, 12 mixed-gender dyads participated in the decision-making tasks. Each pair completed 2 tasks that totaled up to 24 tasks discussions. Prior to task discussion, there were no hints or instruction given to which gender should initiate the interaction. The study found both males and females initiated the interaction equally, females – 12 discussions and males – 12 discussions. Thus, this gives an equal opportunity for both genders to signal for incomprehensibility and produce output.

Table 1 shows the number of direct and indirect indicators produced by the genders. There were a total of 226 indicators found in this study, 43 direct indicators and 183 indirect indicators. The findings reveal that the indirect indicators are the preferred indicator for signaling incomprehensibility of the message meaning. Both genders contributed small numbers of direct indicators compared to the indirect indicators.

Table 1

*Distribution of direct and indirect indicators between female and male participants*

| Gender | Direct Indicator | (%)  | Indirect Indicator | (%)  |
|--------|------------------|------|--------------------|------|
| Female | 27               | 63%  | 104                | 57%  |
| Male   | 16               | 37%  | 79                 | 43%  |
| Total  | 43               | 100% | 183                | 100% |

The results found in this study contradict with the findings from Gass and Varonis (1986) in terms of direct indicators. In their study, both genders of Japanese speakers produced equal numbers of direct indicators. However, in terms of indirect indicators, the findings of this study supports their finding that females contributed the highest frequencies of indirect indicators. This shows that high-proficiency learners preferred a polite expression of indicating lack of comprehensibility during the task discussion. This can be predicted as the proficiency level exposes them to a variety of expressions signaling incomprehensibility. A paired t-test is conducted for statistical testing which is presented below:

Table 2

*Comparison of types of indicators between male and female participants*

| Negotiation routines | <i>M</i> | <i>t</i> | <i>df</i> | <i>Sig. (2-tailed)</i> |
|----------------------|----------|----------|-----------|------------------------|
| Direct Indicator     | 1.250    | 2.611    | 11        | .024                   |
| Indirect Indicator   | 2.083    | 1.236    | 11        | .242                   |

The above table demonstrates there is a significant difference found in the category of direct indicators between the males and females, where females contributed significantly higher frequencies of direct indicators. On the other hand, there is no significant difference found in the category of indirect indicators which contradicts the findings in Table 1.

The study also found some of the common features of direct and indirect indicators that prompt for modified output. As defined by Gass and Varonis (1986), a direct indicator is a signal to indicate that there is no input received and the message is totally incomprehensible. Some of the features that can be categorized as direct indicators are ‘wh’ question forms e.g ‘what...?’, ‘what do you mean by that?’. Other features include ‘sorry?’, ‘for example?’, ‘pardon?’ and ‘for?’ As for indirect indicator, the features found in the study are the repetition of part of utterances spoken by the initial interlocutor but with a rising intonation. A number of indirect indicators occurred is also due to phonological error e.g ‘fifty’ supposed to be ‘fifteen’, ‘Chilios’ to ‘Chilis’.

There is also another different form of indicator found in the negotiation routines that induced a modified response. This indicator which is not similar to a lexical unit is categorized as a hesitation marker (Fox, 2010). This refers to the utterances of the sounds of ‘*hmm*’ and ‘*mmm*’. According to Clark and Fox Tree (2002), hesitation marker is known to fill a gap before the noun or to act as fillers in a conversation (Fox, 2010). The articulation sounds of *uh*, *err*, *umm* and *hmm* function to fill the pauses which arise in the interaction (Fox, 2010). Another researcher, Firscher (2000) explains that the function of a hesitation marker is to signal the other interactant whose thinking is in progress, indicating there are some thoughts going on of what to say. Clark and Fox Tree (2002), however, claim that hesitation marker is also used to indicate the willingness to give up on the turn taking, expecting the other interlocutor to continue with the flow of the speech. On certain occasions, it can also be a signal to the interlocutor to complete the utterance, as in acquiring for more input (Clark & Fox Tree, 2002). This particular role or act is similar to the definition of an indicator from the schema of indicators and responses by Pica et al. (1989) that an indicator induces for a response. In addition, Gass and Varonis (1986) find the occurrences of hesitation marker in the findings function to be a direct indicator requiring a response.

In this study, the findings reveal the occurrences of hesitation markers in the negotiation routine act mainly as an indirect indicator based on the definition of indirect indicator by Gass and Varonis (1986). Based on the function, these signals could only be clear if the utterance of hesitation markers occur solely on its turn and not at the beginning of the turn taking followed with the utterance of lexical units.

A closer observation is made and some of the examples of hesitation markers found in the excerpts, particularly ‘*hmm*’ and ‘*mmm*’, are presented next.



Excerpt 7

Negotiation Framework

T (trigger) F8: Jogoya is buffet...ah buffet restaurant

I (indicator) M8: **hmmm...**

R (response) F8: which is in Starhill next to Pavilion

RR M8: ok

*\* (Starhill and Pavilion are large shopping malls in Kuala Lumpur city)*

Excerpt 8

Negotiation Framework

T (trigger) M2: I think we go to the park or the lake..

I (indicator) F2: **mmm..mmm**

R (response) M2: because ah..ah we actually can have a barbeque there

RR F2: [yeah...yeah]

Excerpts 7 and 8 are the examples of ‘hmm’ and ‘mmm’ found in the negotiation routines categorized as an indirect indicator. The findings reveal that the instances have prompted for an output and the output seems to be modified, paraphrased and expanded. Thus, for the current learners the instances of ‘hmm’ and ‘mmm’ apparently is understood as a sign of lack of understanding and played a significant role of an indirect indicator in negotiation routines.

## Conclusions

Generally, there are direct and indirect indicators found in the negotiation routines among the genders. The preference of signaling lack of non-understanding is similar between the genders, which is the indirect indicator. The difference is rather huge, almost five times the amount of instances of indirect indicators. Both genders seem to be natural in signaling, expressing in a polite way to indicate the lack of comprehension. This also shows that a majority of non-understanding occurred due to partial lack of comprehensibility or incomplete input that lead to modified responses, and thus beneficial to SLA (Pica et al., 1989; 1994)

The gender that contributes significantly higher instances of direct and indirect indicators are the females. Nevertheless, the statistical results specify that there is no significant

difference in terms of indirect indicators between the genders. The result also indicates that females produced higher number of direct indicators than males. With the tabulated results presented, this concludes that females prefer to request for greater input as in comprehensible input compared to males.

### **Limitations**

The present study used a purposive sampling method which involved a small number of participants. Therefore, it could not be generalized to a larger population. The study also does not cover all ethnic groups, social class and the area participants were raised and educated. Therefore, the findings could not be generalized or represent the community of learners.

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**Title**

An Investigation of Teachers' Interpretations and Practice of Teaching Thinking Skills in Chinese EFL Classrooms

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**Abstract**

The teaching of thinking skills has received extensive attention in mainstream education, yet remains under-researched in TESOL (Teaching English to Speakers of Other Languages). More particularly, very little attention has been given to TESOL teachers' understanding of thinking skills. The primary purpose of this case study is to investigate Chinese primary school teachers' conceptions of thinking skills and how they promoted students' thinking in class. Four EFL teachers were interviewed and teaching classes were video recorded (1,120 minutes) and transcribed for discourse analysis purposes. The research findings show that participants adopted different methods, such as questioning techniques, the use of silence, and collaborative learning, to promote students' higher-order thinking. The findings indicate how the Chinese learning style has been misinterpreted; they overturn claims that the Chinese learning style is rooted in a surface approach to learning which does not generate in-depth thinking. Based on the results of this research study, a number of suggestions are made for future research studies and for the development and improvement of the EFL curriculum.

## **Introduction**

The Chinese English Curriculum Standard (MOE, 2011) states that the aim of teaching English is to integrate English literacy (language skills and linguistic knowledge) and thinking into students' application of the language. This entails EFL teaching aims no longer being limited to improving students' linguistic competence, but also to providing students with a tool to enable communication with the world. At a policy level, students should be encouraged to develop creative and critical thinking skills, and the process of language learning should involve skills such as exploration, participation, collaboration, negotiation and communication in order that students' ability to apply English in real-life situations is developed (Li, 2011).

In mainstream education, there have been a large number of research studies exploring the development of students' thinking in classroom teaching worldwide (Alnofaie, 2013; Carpenter, 1988; Mercer, 2004,2008; Robson & Rowe, 2012; Yang, 2016). However, very little research has attempted to investigate teachers' conceptions of thinking skills and how primary teachers promote students' thinking in classroom interactions in Chinese EFL classrooms. Approaches to the development of thinking skills in teaching and learning a foreign language remain unsolved (Li, 2011). As teachers' beliefs regarding the teaching of thinking skills are likely to have a significant impact on their teaching practice, it is important to explore what teachers understand by thinking skills and what their opinions are with regard to developing them. This investigation provides the world with an opportunity to understand Chinese teachers' views on this issue and further explains the challenge of promoting thinking skills.

## **Definitions of thinking skills**

With regard to a definition of thinking skills, there is no consensus as to what thinking skills are in general terms. Different philosophical assumptions, cultural perspectives and disciplines define thinking differently. Generally speaking, the western ways of thinking have their origins in ancient Greece (McGregor, 2007), while Chinese ways of thinking can be mainly attributed to the Confucian tradition (Li & Wegerif, 2014). However, thinking can be understood as mental processes which we apply to make sense of the world. Defining thinking or the types of thinking may be difficult, but one can recognise higher-order thinking, such as critical thinking and creative thinking, easily (Resnick, 1987).

In the discipline of education, creativity is an aspect of everyday actions and ideas, with possibility thinking being at the core of creativity (Craft, 2001). Creative thinking is also a generative process through which individuals expand what they know, actively using their creative imagination to combine aspects of past experience and initiate new possibilities (Craft et al, 2001; Craft, 2005; McGregor, 2007). It can also involve problem-solving abilities and open-mindedness. Similarly, critical thinking has been variously defined as a skilful ability which involves the above features as well as reasoning, rationality, logic, evaluation, analysis and decision making.

According to Dewey (1933), critical thinking is also an active process that requires one to think things through, raise questions, and find relevant information. This is reasonable and reflective thinking. Nevertheless, it is argued that there are large areas of overlap among different types of thinking; for example, the problem-solving skill could be situated in both creative thinking and critical thinking since productive new ideas could be generated through the process of evaluation. Therefore, it is hard to provide precise definitions for each thinking skill and it is impossible to separate each of them. Additionally, it would be of great interest to see how differently the Chinese think and to explore whether Eastern and Western ways of thinking have been stereotyped as being polarised.

### **The Chinese Culture of Thinking and Learning**

A large number of international research studies describe Chinese education as exam-oriented, with a focus on the reproduction of knowledge and an over-emphasising on rote learning and memorisation which hinder the development of students' higher-order thinking (Li & Johnston, 2015). Chinese students are characterised as passive and silent; it seems that they lack the skills of criticality and creativity, and this is attributed to the Confucius heritage of learning (Boyle, 2000; Flowerdew, 1998). A body of cross-cultural research reports that Westerners have a tendency to meet their daily challenges through analytical thinking (Li & Weigrif, 2014), and emphasise logic, science and individualism (that is, individual achievement). The Chinese, on the other hand, are seen to favour a more holistic framework and process than Westerners (Nisbett, 2003). Based on these claims, it seems that Eastern and Western thinking are contrast with one another. Central to the Confucius tradition is the awareness that one's existence is defined by the countless interpersonal connections in one's social matrix (Li, 2015). In this tradition, students are encouraged to be reflective as a way of being responsible for the collective.

As in Western thinking, where criticality is encouraged, Confucius recommends that learners are critical and open-minded; in the collectivist tradition, the manner of being critical can be implicit in a learner's inner dialogue rather than being explicit within the community. Li (2015) has identified this as Chinese reflective thinking. The Chinese tradition advocates engagement in inner-reflection, a complex process which requires time. Inner reflection is a productive, active and silent process (Li & Wegerif, 2014). Within this traditional approach to thinking, Chinese learners are encouraged to take different aspects into consideration before presenting their own ideas: to consider the dialectical views of the problem, to be self-critical, to connect old knowledge with the new problem (Li & Wegerif, 2014), and to think of the interests of others who are in the same situation as them. Besides this, the holistic and unity tradition does not mean avoiding challenging others. Being self-critical means cultivating deep moral values, which are, in turn, a response to and support for the collectivist interests (Li & Wegerif, 2014). The Confucius tradition of self-realisation indicates that individuals should discover wisdom by themselves, and that teachers should speak less and stimulate people to reflection.

Furthermore, the term "silence" should be understood differently from the Western understanding. Students are not sitting and listening passively; rather, they are actively thinking, internalising, integrating and reflecting on what they have learned, but appear to be "silent" during this process. This is hard to identify as it happens implicitly. Because of the character of such active silent thinking, Scholars might have a tendency to misunderstand Chinese learner behaviour as being passive and learners as being unwilling to make challenging comments in front of the class.

### **Research Design**

In light of the above and in order to fulfil the aims of my research (to investigate Chinese primary school teachers' conceptions of thinking skills and how they promoted thinking in their classes), I sought answers to the following research questions:

What are Chinese EFL teachers' perception of higher-order thinking?

What are the opportunities for promoting thinking skills in class?

The selected research field was a state primary school in China, at which 170 students and four EFL teachers participated (see Table 1). Teachers were interviewed and their teaching was video recorded (1,120 minutes) for discourse analysis purposes. All participants including the children, were informed about the purpose of this research and the head teacher,

parents and teacher participants signed consent forms. Information about the school and all participants is kept confidential.

Thematic analysis was used to analyse the interview data, and a sociocultural approach to discourse analysis was used to examine how teachers promote students' thinking during classroom interaction, as this approach to discourse analysis focuses on the "process of joint cognitive engagement with their developmental and learning outcome" (Mercer, 2004:143). The analysis was based on themes generated from interviews and some characteristics of Exploratory Talk (Mercer, 2008):

Knowledge co-construction;

Joint consideration in decision making;

Information sharing; and

The skill of reasoning and challenging ideas

## **Findings**

### *Teacher's conceptions of higher-order thinking*

It was revealed in this study all the teachers were having difficulties in identifying thinking skills. They reported that they were not confident in defining thinking skills due to their limited professional knowledge. Teacher C explained,

*"Thinking happens implicitly which is hard for me to define, I don't know which thinking skills I teach but I know I do it."*

Although the teachers struggled with the definition, they still provided different features of thinking skills which revealed their understandings of higher-order thinking skills, such as creative thinking and critical thinking. According to the participants, there were a number of ways of defining creativity. It was viewed as an ability that could be developed and which involved a variety of skills: being flexible, searching for alternatives, reinterpretation of knowledge, and divergent views on a topic.

Teacher B regards creative thinking as proposing various ideas about a topic. Her understanding of creative thinking is related to possibility thinking proposed by Craft (2005), which is the core of creativity.

Besides, creative thinking was also seen as sharing some features of critical thinking, as can be seen in the example extract below:

*"I think creativity is about presenting different personal views rather than sticking to the only answer; as long as they can be justified and be reasonable."*



*(Teacher D)*

The statement indicates the overlap between creative thinking and critical thinking: that a creative response should be reasonable and justified. Being reasonable and justified are also two features of critical thinking.

In terms of critical thinking, all of the teachers proposed that this was a skilful ability that involved drawing on inferences, evaluating, reasoning, analysing, and problem-solving. Critical thinking has been described as synonymous with problem-solving, as a range of cognitive skills are embedded in critical thinking to solve problems (McGregor, 2007; Wright, 2002). Despite this, teachers considered healthy scepticism (Lipman, 1991) to be one of the features of critical thinking, and they encouraged students to develop this in their EFL learning.

*“Critical thinking is important in discussion. Students should not accept things blindly but have their own thoughts, and be brave enough to express them.”*

*(Teacher D)*

*“Students present opposite ideas and argue for their points. It is a healthy way of questioning other people’s views, as in this way, they learn from each other.”*

*(Teacher B)*

The teachers in this study believed that students who engaged in critical thinking would be sceptical in their approach to things (Moore, 2013) and would be willing to present different ideas.

#### *The role of memorisation and reflection*

Participants assigned importance to teaching memorisation because of a belief that students internalised knowledge through memorisation and that their reflection on the prior knowledge would lead to the creation of new knowledge. Teacher C explained how she understood memorisation with an example of reported practice:

*“In order to memorise a grammar rule, learners need to understand the content through applying different thinking skills, such as critically analysing the given material in order to find out the pattern.”*

This statement implies that memorising new grammar rules means understanding the rules through extracting meanings in order to reach a thorough understanding (Au & Entwistle, 2001). The role of memorisation in teachers’ understanding is associated with understanding and analysing, rather than being limited to lower-order thinking.

The role of memorisation is embedded in Chinese reflective thinking. The teachers did not explicitly define the meaning of reflective thinking yet evidence can be identified from their statements. For example,

*“Students internalise knowledge through memorising, and reflect on the newly received information. Then they find out the correlations and draw inferences.”*

*(Teacher A)*

In practice, this thinking process happens in silence, and as a result, learners are often misperceived as passive learners. What could actually be happening is Chinese reflective thinking: as Teacher A described, students need to find correlations and analyse the materials, which happens in students’ inner reflection. This is a complex process which requires students to recall their prior knowledge and analyse the new information together with this stored knowledge, before critically drawing inferences and correlations, and finally understanding the knowledge which the teacher is focusing on in class. Therefore, Chinese reflective thinking could be perceived as silent active reflection (Li & Wegerif, 2014).

Based on the above evidence, teachers’ conceptions of memorisation contradict the surface understanding of rote memorisation. It is seen as having the capacity to generate in-depth understandings in the foreign language learning class. Memorisation is regarded as a way of accumulating knowledge and understanding. New information would be accumulated along with the increase in knowledge (Watkins & Dahlin, 2000). A teacher’s beliefs about and knowledge of thinking will have an impact on their teaching practice; the following extract shows how teachers developed student’s thinking in practice.

*Opportunities for promoting thinking skills.*

The findings of this study reveal that students developed their higher-order thinking through classroom interaction. Their thinking was promoted through teachers’ questioning techniques, collaborative learning, and the allowance of wait time. Below is one of the examples from the findings which illustrates how the teacher used opportunities to promote students’ higher-order thinking. It is an episode from Teacher D’s (Year 6) class discussing the importance of planting trees, with students’ ideas typed on the screen after discussion. This is an extract which involves moments of promoting students’ creative thinking, specifically possibility thinking, and it has the potential to promote critical thinking through promoting their reasoning skills. In relation to the Confucian tradition, this task has the potential to foster reflective thinking.

Teacher D (Year 6)

T: So, do you think it is important to plant trees?

Ss: Yes

T: Why (1.2), why, why it is important to plant trees? (1.5) I'll let you to think about this (2.4), why? (9.4) Why (3.6) it is important (4.1) to plant trees ((typing the question on power point slides)) (2.1) Why (2.1) any ideas? (2.4) Maybe first you talk about it with your partners.

Ss: ((Student discussion)) (48.3)

T: How about *NAME*?

S5: Trees can be became [sic] a good habitat for animal

T: Trees can↑((typing))

S5: Become a good habitat for animal

T: For animals, right? ((typing))

S5: Yes.

T: Trees can be the home for some animals. For example, what animals?

Ss: Giraffe/ birds/蚂蚁 ((ants))

T: [Birds live in the trees

Ss: [Giraffe/Giraffe/Monkeys

T: Monkeys?

Ss: Giraffe/giraffe/giraffe/giraffe

T: Giraffe[sic] don't live in the tress, but they eat the [leaves] from the::[trees]

Ss: [leaves] [trees]

T: Good idea. Any more, anymore?

Ss: Panda/squirrels/lions/cats/snakes

T: So very good ideas. Anymore? *NAME*?

S6: The:: tree [sic]can make the::sky clare

T: Clear

S: Clear

From this extract, we can see that the teacher used open questions, group work and wait-time as opportunities to promote variety of higher-order thinking skills. Firstly, in lines 3-5, the teacher asked open question - *Why it is important to plant trees?* which potentially could lead to extended responses from students. In the meantime, the teacher also focused on improving students' accuracy which might have indicated that students needed to think more

deeply and that their ideas should be reasonable and appropriate rather than randomised thoughts. In lines 3-6, the teacher paused several times with sufficient wait time. It was a silent engagement which allowed students to think on their own actively and engage in inner dialogue (Li, 2015). This is evidenced in lines 3-4 where the teacher asked students to think. This process confirms the Confucian tradition that one engages in deep thinking through silence: thus, this could be considered as part of the Chinese reflective thinking development. The teacher then asked the students to use group-work. Such collaborative work might further encourage the development of Chinese reflective thinking. Students were situated in a learning community where their thoughts would be further developed in relation to other members within the same group. Students might learn from other group members and examine their own ideas, possibly even sacrificing their own opinion to reach unity (agreement within the group) (Li, 2015). This collaborative learning challenges the stereotypes of the Chinese learning culture; it suggests that students were encouraged to learn collaboratively rather than passively receiving knowledge from the teacher. Additionally, students' critical thinking may have developed during the group-work as they might have needed to evaluate each other's responses and justify their answers with reasoning skills. Overall, this could be perceived as students co-constructing the knowledge together in a dialogic space (Wegerif, 2006). In this case, students' creative thinking might have improved as they produced new meaning and original ideas during the discussion. Regarding the promotion of reasoning skills, Teacher D allowed students to share their reasoning, to explain the importance of planting trees (line 9). In line 9, S5 provided a response which included a new vocabulary item for the students - *habitat*. The teacher typed this response and explained this word (line 12) to the rest of the class as *home*. This response was explored by the teacher when she asked *what animals?* in line 14. The students were actively involved in this topic by providing various answers. Thus it could be that students developed their possibility thinking as they provided possible answers for this question. For one thing, *habitat* was a new concept for them but they took risks and played with different ideas and made connections with what they knew to generate possible answers. The teacher could have used this opportunity to further develop students' reasoning skills by asking them why it was a good habitat for birds or giraffes, rather than interpreting it herself (line 16 and 20). Students could have further elaborated their thoughts to develop their language.

## **Discussion**

The findings highlight creative thinking as an identifiable feature of critical thinking. To think critically about an issue is to consider it from various perspectives, and therefore being open to different possible options is required. With different options, one needs to examine, challenge and evaluate the possible assumptions that underlie the issue, and seek possible alternatives. These features of critical thinking echo the teachers' definitions of creative thinking and the complexity of thinking skills. Teachers' conceptions of creative and critical thinking reveal that these thinking skills are interrelated. In her teaching practice, Teacher D provided an example of the inseparable relationship between different thinking skills, and the overlap in these thinking skills confused the teacher's identification of them. In this study, it seemed that there were two ways of seeing critical thinking - as a way of questioning things and as a reflective process (Li & Wegerif, 2014). In terms of language teaching, it can be seen that students generated their language through thinking, and thinking helped them to develop their language as they needed to deliver their thoughts in English verbally. Therefore, the fact that learners developed their language through social interaction confirms the inseparable relationship between language and thought (Vygotsky, 1978).

Additionally, the findings suggested new understandings of the role of memorisation in learning that challenged the traditional view of memorisation as a lower-order thinking skill. Participants believed that memorisation was an essential thinking skill in the language class which involved understanding and other features of higher order thinking such as creative and critical thinking. As Chinese learning involves reflective thinking, increased waiting time is one possible technique which can be used to improve students' language and their thinking development. Chinese students might have appeared to be silent and therefore passive in class, but were actively thinking and relating the new information to previous knowledge in order to generate new ideas. This is a complex thinking process. Students were able to elaborate constructive responses when provided with enough time to reflect.

Western and Eastern cultures are far less polarised. The findings from the lessons demonstrate this as they show that the teacher promoted students' creative thinking from an individualist approach as their individual response was valued. The findings demonstrate that Chinese education shares the Western approach of valuing problem-solving skills. The teacher encouraged students to reason and provide solutions for an environmental problem. It is argued here that people from different cultures might have some strategies in common, such as problem-solving skills. Hence, the ways of thinking of people across different

cultures do not necessarily contradict each other. To emphasise this point, this paper challenges the widespread assumption that the stereotypical Chinese learner lacks higher-order thinking skills and is a passive and silent learner), and argues that, in contrast, they have developed adequate higher-order thinking skills.

During the investigation, obstacles to the teaching of thinking skills, including teachers' insufficient understanding of these. This has implications for the policy-maker, schools and teachers.

The Ministry needs to publish guidelines for teaching thinking skills.. Reviews of the integration and implementation of the policy and teaching practice need to be carried out. As stated above, there are not enough research studies undertaken in China that consider the issue of teacher cognition in the promotion of thinking skills in general education; encouragement from universities or other education-related institutions could support further research studies related to this field in order to inform the policy-makers and school administrators of updated approaches to teaching. A unit for professional development needs to be established. The theoretical background to the teaching of thinking, and the strategies and techniques for thinking skills development need to be promoted in teacher training institutions. The school should support EFL teachers by providing an ongoing supportive orientation programme. For the teachers, cooperatively working with colleagues to design thinking tasks might save time and allow teachers to exchange ideas and solve problems more effectively than working alone

## **Conclusion**

Overall, the teacher participants reported that they were not confident in defining the terminologies of thinking skills. However, the analysis uncovered the teachers' understandings of thinking skills as well as their descriptions of thinking. A number of features of thinking skills were identified in the interviews and have been categorised as creative thinking, critical thinking, memorisation and reflective thinking. It was interesting to find that although teachers experienced challenges in defining the terms, they identified similarities among these thinking skills. They believed that these thinking skills were different but connected to each other.

In terms of creativity, teachers perceived it as a generative and constructive process which involved critical thinking to validate the creative thoughts. Regarding their conceptions of critical thinking, they pointed out that it is useful for problem-solving, especially when

applied to exams. The interviews also led to the discovery that critical thinking is embedded in Chinese reflective thinking; it was interpreted as a silent active thinking process which implies that critical thinking could be a culturally specific mode of thinking (Atkinson, 1997; Luk & Lin, 2015). Additionally, participants emphasised the essential place of memorisation as a foundation for Chinese reflective thinking and for the development of other higher-order thinking skills.

The findings challenged the stereotypes of passive approaches to learning among Chinese learners, as their silence might not indicate their passivity but their way of engaging in thought. Thinking happened implicitly and was hard to observe, which leads them to learn differently from Western learners.

In these ways, this research study illuminates flaws in perceptions of the stereotypical Chinese learner, and provides a new lens through which scholars can examine and interpret Chinese students' learning processes. Pedagogic suggestions and considerations are put forward for practitioners, teachers and teacher trainers to understand the role of thinking skills in successful language teaching and learning.

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## Appendix

Table 1

Information on participants

| Participants | Year group | Number of students | Students’ ages | English level      | Teaching experience |
|--------------|------------|--------------------|----------------|--------------------|---------------------|
| Teacher A    | Year 4     | 40                 | 7-8            | Beginner           | 10 years            |
| Teacher B    | Year 2     | 48                 | 8-9            | Beginner           | 4 years             |
| Teacher C    | Year 3     | 40                 | 9-10           | Beginner           | 6 years             |
| Teacher D    | Year 6     | 42                 | 11-12          | Lower-intermediate | 16 years            |

Table 2

*Glossary of transcript symbols*

| <b>Example of symbols</b> | <b>Explanations</b>   |
|---------------------------|---|
| (( ))                     | Contextual information  |
| T                         | Teacher   |
| S                         | Unidentified speaker  |
| S1,S2, S3...              | Identified speaker  |
| Ss                        | Several speakers speak at the same time.                                      |
| NAME                      | Name of a student   |
| ↑                         | Rising tone   |
| [                         | Overlapping   |
| ]                         | Overlapping utterance end.  |
| (2.8)                     | Waiting time. The number indicates the length of the elapsed time in seconds. |
| ::                        | Prolongation  |
| Music/music/yes/no        | Simultaneous speech by more than one person                                   |



**Title**

*The Bet, (A Pop Fiction): A Symbol of Achievement and Inspiration*

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**Abstract**

Literature or Latin Literature can be referred to work as the result of creative imagination, such as poetry, drama, fiction, nonfiction, journalism, and song. This definition, without much ado thus confirms that, *The Bet, ( a Pop Fiction)*, written by the author of this paper is a guaranteed work of literature. As a representative literary writing, it has expressed forms of human experiences as created by the author who loves to do imagining sprees, all serving as lessons that any person can relate to himself or can learn from by himself. Truly, the book as a symbol of achievement by the author, as a result of her many challenges during the writing stage, she will gladly recall for future young writers who may attempt to pursue this similar pop fiction-writing-endeavor. Moreover, the remarkable effect from among the readers' milieu, spending some time reading the book has encountered learning experiences too. Lastly, the unbelievable approval and acceptance by one famous movie production company, converting it to a movie adaptation, have all proven that the book has credibility, a source of inspiration and a type of reading material not implying sheer youth awe and wonder, but integrating morals deserving emulation by these promising generation. This qualitative study will include discussions on the Items stated, and correlations as necessary to qualify the book as a literary writing. This important presentation will confidently culminate in leveling-up today's youth on qualities worth taking to heart or not.

**Introduction**

Literature or Latin *Literatura* can be referred to works as the result of creative imagination, such as poetry, drama, fiction, nonfiction, journalism, and song. This definition,

without much ado thus confirms that, *The Bet*, (a Pop Fiction), written by the author of this paper is a guaranteed work of literature.

Esther Lombardi wrote; "For many, the word literature suggests a higher art form, merely putting words on a page doesn't necessarily mean creating literature." Therefore the author of this paper, believes as well that literature is not just something historical or cultural because literature mirrors life. Life, with all the experiences of human beings, young and old, can comprise literary writings in any form or category. *The Bet*, as a representative literary writing, has expressed forms of human experiences as created by the author who loves to do imagining sprees, all serving as lessons that any person can relate to himself or can learn from by himself.

Truly, the book as a symbol of achievement by the author, as a result of her many challenges during the writing stage, and all these she will gladly recall for future young writers who may attempt to pursue this similar pop fiction-writing-endeavor. Robert Louis Stevenson also shared: "The difficulty of literature is not to write, but to write what you mean, not to affect him precisely as you wish. For this, the author believes in having written ideas that would make readers become interested; responding to the needs of many readers was the priority in writing the book.

A person who wants to explore, to dream and discover life, a skill or any undertaking, yes he can as Mark Twain said: "Twenty years from now, you will be more disappointed by the things that you did not or do then, by the ones you did do, so throw off the bowlines, sail away from the south harbor, catch the winds in your sails. So explore, dream and discover. When the book was first published, people have asked the author whether the story was based on a real true story. Also, they asked whether the story actually happened in her life. The scenes and dialogues that appeared so realistic must have their reason as these had easily related to the characters.

*The Bet*, a Pop Fiction was written on September 2010 and was later published by the Pop Fiction, under Summit Media on September 2013. It has 347 pages. So far, more than 25,000 copies were sold.

This study focuses on this pop fiction, *The Bet*, highlighting it as a form of literature, in general that symbolizes the author's achievement and a source of inspiration. By using the qualitative study of analyzing a literary writing, human experiences will be elicited based on the story. These can serve as learning experiences too.

### **Significance of the Study**

This study is significant for several reasons. Firstly, this pop fiction, *The Bet* represents literature. As a form of prose it has discussed human experiences that are reflected in life. Secondly, such a literary writing therefore, it comprises central ideas or known as themes denoting morals or lessons that are worth emulating. The youthful characters can exemplify real young men and women who are vibrant, ambitious and are loving children of their parents.

After sharing of experiences by the writer of the book, inspiration can be drawn from any interested member in the breakout session during the conference or even past or future readers of *The Bet*. Surely, during the presentation of this paper in the conference, those who have watched the movie version, '*Just the Way You are*' will be very eager to know more and learn more from the views/experiences of the author.

Last but not least, aspiring writers will be inspired to follow their own dreams. Anyone who is passionate in his craft and wants to encourage people, as long as he set his heart and mind into it, can actually achieve it. Because at the end of the day, for someone who perseveres, nothing is impossible.

### **Bases of Discussions**

This paper presentation will include the following topics for discussion.

1. *The Bet*, a Pop Fiction is a work of literature.
2. The book is a symbol of achievement.
3. The book is a symbol of inspiration.
4. Human experiences serve as lessons in life.
5. The Bet Part II or Part III, takers anyone?

### **The Methodology**

A qualitative analysis type of study, this paper will elicit the following points as stated above, especially from the book. Quotations will therefore be reflected based on the items, as necessary. Correlations to real life experiences may be presented especially in the human experiences. Proper documentation indicating sources from books, magazines, newspapers, journal and other references will be included.

## Presentation of Discussions

### 1. **The Bet, a Pop Fiction is a work of literature.**

*The Bet* is a Pop Fiction - a book that was published by the Summit Books, an imprint and publisher of bestselling stories written by the favorite Filipino Wattpad authors. This publishing company also opens its doors to aspiring writers here in the Philippines.

Several types of novels, varying from teen fiction, fantasy, sci-fi, mystery, and non-teen fiction, among others are written by different writers. For Pop Fiction, this can also mean popular fiction, the chosen stories from sites, such as *candymag.com* and *wattpad.com* that are transported from online to print. From the pool of literary works, *The Bet* was chosen by Star Cinema, the country's largest motion picture company, to adapt it into a movie, '*Just the Way You Are.*'

*The Bet* tells the story of Drake Swift who lost a bet for the first time. Because of this, his best friend, Andre, made a punishment— make a girl fall in love with him within thirty days. Once she said, “Yes,” on the thirty first, he would tell her that it was all just a game, a bet. That's where Sophia Taylor came in, the girl his best friend chose. She's the total opposite of Drake; she's smart, she loves reading, and she never cares about the school's social status. Drake, on the other hand, is arrogant, confident, the ex-basketball team captain, and someone irresponsible. Drake's failing grades was his problem; their teacher in Literature asked Sophia's help in tutoring Drake. Sophia has no choice but to agree. And that's the start of their interaction.

Sophia has no patience with Drake's antics, especially when he gives her the nickname “Pie”. Their life even becomes complicated when Sophia's parents leave her at Andre's residence. Her parents did not explain anything, only that she has to trust them, and that Veronica, Andre's mother, is Sophia's mom's best friend. When Drake finds out this news, he decides to stay at Andre's house, as well. Sophia takes a trip on memory lane and remembers her young brother who died due to a car accident. Aside from that, she overheard Drake and Andre talking about the bet. She gets angry and hurt. She thought Drake was a good person. Instead of confronting him, she decides to reverse the bet. Instead of falling in love with Drake, she'll make Drake fall for her instead.

Sophia remembers her ex-boyfriend, the reason why she became cynical when it comes to love. She was betrayed once, and now, Drake is playing with her heart. The reason for Drake's behavior was actually because of his dad. When he found out that his dad was having an affair, he realized that love's not worth it. He was carrying that burden alone, not wanting

his mom and his twin sister Driana to know about it. Sophia found out that her parents have gone missing, leaving her at Andre's house and not contacting her. She grows closer to Drake, from watching movies together, babysitting, and hanging out with Andre and Driana. Drake also likes surprising Sophia, and going to different places with her. At Sophia's birthday party, her parents came back, explaining that they left to go to a hospital out of town for her father's treatment. Time passed, their feelings deepened, they got to know each other, and they started to care for another. Without planning to, they start to fall in love with each other. Eventually, Drake cancelled off the bet. Meanwhile, Sophia kept on guarding her heart because she thought it was all just a game for Drake.

Complications happened when Sophia's ex came back, trying to reconcile with her. Drake also talked to his mom and twin sister about his father's secret. Drake's father asked for forgiveness. They reconcile. On the thirty-first day of the bet, Drake confessed his feelings to Sophia, but she told him that she knew about the bet, and that it was all just a game for her. Drake was heartbroken, but he didn't give up and prove to Sophia that it was all true, that he truly love her. In the end, they got back together, both of them preparing for their future.

## **2. The Book is a symbol of achievement.**

*The Bet* became the author's stepping stone. It enhanced her self-confidence and self-esteem. Years ago, she wouldn't have dreamt of standing in front of a crowd and giving a speech. She also became a Wattpad Filipino Ambassador. She hosts and organizes events annually, where readers and writers can have fun together, and learn from each other. It also took her to different places- as far as Davao, Cebu and Palawan, for book signings and seminars (creative writing and achieving one's dream). It opened a lot of doors for her – certificates from the city proper of Porac, Pampanga, and Angeles City, the book became a National Bookstore's Bestseller List, and she was awarded at PupilNingBanua 2015 Award for Literature.

## **3. The book is a symbol of inspiration.**

It is indeed considered a success when people who are inspired by one's craft start to create something on their own. The book became an inspiration to young writers, that anyone who has dreams can actually achieve them, as long as they are determined and patient. During the meet-ups and book signings, people come up to the author and tell her that they are inspired by her words. They get hope, that no matter how it looked impossible in the

beginning, as long as someone did it, they can do it as well. Giving encouragement to other people is an achievement, especially when the non-readers became readers when they read the book. When they also chose *The Bet* for their projects such as play, film making, and book study, it only means that they learned something from it. That no matter what, it left an impact in their life.

#### **4. Human experiences serve as lessons in life.**

This pop fiction, *The BET*, a representative form of literature has its respective themes or central ideas. Such themes are reflected in the story and thus indicate a lesson or moral.

##### Theme 1: Serendipity: A fortunate accident

One of the times that Drake and Sophia bonded is when they watch *Serendipity (2001)*. The movie is about these two individuals who reunite after the first night they met, fell in love, got separated, and are convinced they will get back together again.

Sometimes, a person has to believe in destiny, that the universe is on his side. Just like Sophia and Drake, the bet is the reason why their lives got connected. It was just this game, a joke from a friend that eventually became real.

*“If two people are meant to be together, it doesn’t mean they have to be together right now.”*

Page 38

Be patient. Know that in the end, love is worth it. When one rushes into something and he is not ready yet, he will only get hurt.

This situation is therefore true, as in the movie, *Serendipity*, like Jonathan and Sarah, Sophia and Drake waited for the right time to be together. In the story, Drake understood Sophia. They knew their limits and priorities. They also believed that if something is bound to happen, it will happen.

##### Theme 2: The Heart: What matters most

What matters is the person’s personality, not the color of his skin, or the color of his hair. The important thing is what’s in his heart. Like what the Little Prince said, *“It is only with the heart that one can see rightly; what is essential is invisible to the eye.”* (Antoine de Saint-Exupery, *The Little Prince*, 1943)

*Loving someone because of her physical attribute isn’t love. It’s lust. Truth is, a lot of people look at the physical appearance when it comes to beauty. Isn’t it, when you already love someone, you don’t notice how they look anymore after you get to know them? It’s*



*because you don't just see them anymore. You see who they are inside. And that is love."*

Page 50

Drake is one of the popular guys in school, and that's the reason why girls like him. But Sophia looked behind the surface. What made her fall in love with Drake is his personality, that despite starting their friendship wrong (because of a deal), she realized that Drake was a good person, underneath it all.

Theme 3: Friendship: It can unite individuals and classmates

Such a very common theme on friendship can be experienced by many friends where ever! A person can count on real friends in good times and in bad. One knows that no matter what, he will always have his friend's back. Having a friend means one can rely on him - this is one of the focal points in the story.

*"I'm your best friend! I will never leave you."* Page 57

Andre is the reason why Drake met Sophia. He also helped Drake to get closer to Sophia. He was also there when Drake went to the office to search for Sophia's file in order to surprise her for her birthday. When Drake was devastated when Sophia didn't want to talk to him, Andre gave him encouragement. They are like brothers with different fathers.

Driana is the sister Sophia never had. When Sophia got heartbroken when her first boyfriend betrayed her, Driana was the one who consoled her. They spend quality times together, even sleeping in each other's house. When Sophia revealed the bet to Driana, she didn't leave her side and help her.

Theme 4: Show appreciation when it is most needed.

Don't take anything for granted. One always says: '*next time*,' but the truth is, we don't really know how much time we'll have. Say what you want to say, do what you want to do, before it's too late.

*"Learn to appreciate what you have before time forces you to appreciate what you lost."*

Page 45

People only live once. Making the most out of everything matters. Spending quality time with ones' family and friends is needed. The saying goes: 'the most precious gift one can give is time'.

Just like in the story, Drake's presence brought comfort to Sophia, especially when she went back to their house and found that her parents had left her. Sophia also gave the advice to give priority to what's really important to Driana. Sophia's brother died at a young age,

and that left a hole in her heart. And she doesn't want Driana to know what it felt like to lose a brother.

Theme 5: Education plays a big role in one's life.

In college, a person does not have a choice but to take his life seriously. He knows that it's a step in building his future.

*"College is where real life really takes action. It's a once in a lifetime experience. It is for your future after all."* Page 258

Sophia tutored Drake in his classes, and she helped him achieve his goal— to enter into a university. At the end of the novel, Sophia and Drake were ready for their new adventure— college.

Theme 6: Snowball Effect: Twist of the story

People's lives have strings, and when they meet, they will connect and cannot be broken like cords. One small decision can have a big impact on another person's life. Just like Andre and Drake's game. When they started it, they didn't know about the outcome, but still, they continued on with their plan.

*"Life is unpredictable. It flows in ways we don't plan it to. Unexpected things can happen. One moment can lead to another. In just the blink of an eye, your life can change forever."*  
Page 134

No matter how one plans his life, there are some things that he can never control. Whether he likes it or not, other people's decisions can affect him in ways that he can't imagine. Sometimes, he just needs to let go and let the current take him. Just how Drake didn't plan to fall in love with Sophia. It just happened. They were always almost together. They picked up their broken pieces and unconsciously healed each other. In other words, Drake found out that Sophia has known about the bet for a long time already (the twist of the story). In the end, they accepted each other and forgave one another.

**5. The Bet Part II or Part III, takers anyone?**

Anyone can achieve his dream as long as he has the will to do it. If the author did it at a young age, what's stopping anyone from the audience from reaching his dream? An adage says: 'no one is too old to dream new dreams.'

Open one's imagination! Grab a pen and a notepad! Write now a story or your own story! -  
All the Best!

## Summary

The study has concentrated on presenting the Pop Fiction, *The Bet*, a representative of literature. Through a qualitative study, whereby some aspects of social life, its methods, and the characters were analyzed. The author of the book has considered her piece of writing, as a symbol of her achievement. As a young woman full of ideas, interests and imagination, she attempted to write this full story and had successfully made it! Truly as a literary writing, the book with its major and minor themes that are life-like and universal have been analyzed.

The author also shared her inputs about literature, and from where she started as an online writer who eventually became a published writer. In just a short amount of time, her book was adapted into a major motion picture.

The central ideas are reflective of what reality is all about, especially the youth's high school life, and relationships with their families and school friends. On the bet, which is the focal point of the story, though, an issue that appears to trouble the people concerned, Drake and Andre, was resolved in the end. 'All's well that ends well,' Shakespeare once said...peace for all!

## Conclusion

*The Bet*, ( Pop Fiction), written by the author of this paper is a representative literary writing, expressing useful and life-like human experiences as the result of the author's love to do imagining and do perceptive thinking. Truly, the book as a symbol of her achievement, as the young writer has gladly used her book, a source of inspiration to encourage budding writers who may attempt to pursue this similar pop fiction-writing-endeavor. In her experiences of advertising her book, the readers' milieu, encountered some earning experiences themselves.

Lastly, the approval and acceptance by the Star Cinema Company on the book's movie adaptation, *'Just the Way You Are'* have all proven that the book has credibility. Still reflecting youth awe and wonder, but integrating morals deserving emulation by these promising generation. This qualitative study thus culled the central and universal themes that confidently levelled-up today's youth on values worth taking to heart or not.

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**Title**

College Students' Essays: A Subject Analysis

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*Two roads diverged in a wood, and I took the one less travelled by,  
And that has made all the difference. Robert Frost*

**Abstract**

Teaching essay writing to college students can be dull and monotonous; however, the fruit derived from hard work is encompassing. Proper motivation and heartfelt support to students are the keywords to help them do their best in their college work. Teaching can then be deemed self-fulfilling, if the teacher has her 'head and hands' full with related ideas, some examples to share and the 'readiness' to teach essay writing well. This study highlighted the following: 1. What is a Subject Analysis type of study? 2. What subjects were revealed in the college students' essays? 3. How did the subjects become reflective in the students' essays, such as preparing for an examination, their personal life as a whole, their goals, ambitions, friendship, inspiration, family, an important event or celebration, and even their gratefulness to God.. 4. What implications could these observations give to the teaching of paragraph and essay writing? Such students' essays were written from November-December, 2015 during their English 2 or *Writing in the Discipline* Classes. The students' essays reflected how they survived their personal challenges, appreciated family togetherness, and found hope on the Christmas Season. The paper interestingly revealed among others some understanding on their emotions, aspirations, and choice of activities or models. A simple qualitative study, yet this effort can earnestly touch and encourage teachers that inevitable motivation and wholehearted guidance in the classroom will definitely lead to an eventual difference in the students' work outputs.

**Keywords:** *essay writing, subject analysis, motivation and guidance*

## **Introduction**

Teaching English to college students can be dull and monotonous; however, with its envisioned usefulness, it is most interesting. Considering so many factors such as time, subject or subject matter or the type of students to teach do contribute to effect good classroom teaching and learning. A subject can be deemed appealing and fascinating, especially if a teacher has her 'head and hands' full with various and related ideas, some examples to share, the 'readiness' to teach at a given time, and most important, to fulfil her teaching mission.

The focus on the details on accurate English language production makes the students appear less competent than they really are (Tua, 2015), Truly, the students must fully understand the lesson at hand and be able to grasp all details before they can attempt to undergo any exercise or practice the teacher may give them. As in today's world of many challenges therefore, teaching English especially helping students write their own essays is no exception. Enabling them to think on possible topics to write about and to relate previous events into their writing will test the teachers' preparedness in the classroom setting. Definitely, there are a number of concerns that teachers are beset with and only those effective strategies will be able to render good written outputs by the students.

The key word that is 'motivation' may be what it takes to encourage students to allow their lethargic mind to express ideas worthy of being written, and to pave the way for the sensitive heart to speak out some pent-up emotions. (Sasson, 2016) spelt out: "Motivation and enthusiasm manifest a desire and interest and as a driving force that pushes you to take action and pressure goals. However, it often happens that you may have the desire and interest but you lack into motivation. This is a frustrating situation, since you want to do a certain thing, but cannot get enough inner strength and motivation to act."

Motivation is something that energizes, directs and sustains behavior. It gets students moving and points to a particular goal and keeps them going. We see students motivated and replenished in personal investment and in cognitive, emotional behavior engagement in school activities.(www. Education.com., Educational Psychology). Intrinsically, motivated learners tackle assigned tasks willingly and are eager to learn classroom material that are likely to process information in effective ways, such as engaging in meaningful learning. Oftentimes, learners are simultaneously motivated by both intrinsic and extrinsic factors.

When they enjoy writing courses, this motivates them to achieve good grades or even a scholarship. (Omrod, 2008).

Teachers also do matter. Students in inquiry-based classrooms are less likely to believe that the teacher's way leads to success; instead they come to believe that success comes from working hard to understand a subject. Teaching concepts within a context has the advantages of rousing students' interest, stimulating their imagination and giving functional learning knowledge useful in application. (Angeles, 2015)

Literature is highly commutative; it conveys the tone and attitude of the speaker or writer; it does not merely state and express what it says; it also wants to influence the attitude of the reader, persuade him, and ultimately change him. (Senatin and Centenera, 2009)

Nothing can replace a student who manages his own learning and being able to apply it in the world of work and life itself. However, he or she can only do if given the proper upbringing and training starting from the home and continued in the school, church and community. Each of these institutions affect and influence one another and committed leaders and personnel should push their drive in producing quality graduates who will become future leaders of the country. (Manalang, 2016)

Parents worry about the quality of education their children are receiving, claiming that something is wrong in the field of education. This animated discussion is an unending debate. To date, it is fortunate that the government is beginning to understand that the most influential people as catalyst of change are the teachers and administrators. There are a lot of committed and dedicated educators who teach for the joy of teaching who receive life's greatest pleasure by giving what they have that provides directions to children. Quality teachers and administrators would not be hard to find if college students would realise and see the real challenge of teachers, if only they would know that teaching is the noblest profession, perhaps schools will be flooded with worthy and excellent teachers and administrators.(Santos, 2016)

"Nothing in this world is permanent except changes. We are constantly changing as years pass by for not because we want to but because we need to. Changes occur because of what surround us and if it is necessary." (Dizon, 2016). She further added: "Changes are incorporated in students' feeling, attitude and actions. Teachers must be sensitive to feelings of students. Teachers must treat students fairly with these changes. Teachers should meet halfway with the students in order to have good rapport. Treating one another fairly and justly will make a better relationship, camaraderie and friendship."

Communications Arts 2, an English subject entitled *Writing in the Discipline* is commonly offered as one of the First Year subjects of college students. It is attended after a student has successfully passed the pre-requisite subject, Communication Arts 1, or the *Basic Communication and Thinking Skills*. JOCSON COLLEGE, Angeles City, like all colleges supervised by the Commission on Higher Education (CHED) offers Comm Arts 2 usually every Second Semester of the First School Year. That time then, JOCSON COLLEGE offered this subject. starting November 2015 to March 2016.

The author of this paper had the chance to teach this subject to First Year Students pursuing the courses in Tourism and Information and Communications Technology. In just a brief timeframe from November 9 to December 18, 2015/ 22 school days to be exact, the chance to teach the students comprised introductory educational activities to hone their oral communication skill, as a review exercise. As necessary before the actual writing exercises that had always been done in the classroom were discussions and examples were provided on the important principles/guidelines, such as on unity, emphasis and coherence that enabled them to write their paragraphs and essays, efficiently and effectively,

### **Statement of the Problem**

This study entitled "College Students' Essays: A Subject Analysis" attempted to study the following:

1. What is a 'Subject Analysis' type of study?
2. What subjects were revealed in the college students' essays?
3. How did the subject matters become reflective in the college students' essays, such as preparing for an examination, their personal life as a whole, considering their goals, ambition, friendship, inspiration, relating to an important event or celebration, and even their gratefulness to God?
4. What implications could this study give to the teaching and learning of paragraph and essay writing?

### **Significance of the Study**

Students go through education and enable themselves to be prepared with life. They acquire experiences and eventually turn out to become better persons. Learning from the foregoing statement, students indeed tend to write various topics based on what they experience in life. This study is important because of the fact that as it pertains to students



and their writing outputs through a paragraph and essays, they have thus elicited interesting subject matters. They had reflected their own preferences and had expressed a great deal about their choice of subject matters. The challenge for teachers to bring out from among students the interest and momentum to write what exactly would they wish to write about is now the other importance of this study.

As a personal experience, motivating the students before the actual writing activity took place had always been done. It is therefore hoped that other teachers could realize the relevance of motivation. "When they enjoy writing the topics, this motivates them to achieve good grades or even a scholarship." (Omrod, 2008).

And last but not least, is that the essays written by the students would become sources of reward from parents. In due time, parents will learn the good school work of their children that eventually make them delighted as much as proud.

### **Definition of Terms**

**Paragraph** - is a set of related sentences that express or develop a topic. it is usually part of an extended piece of writing, although in some situations you may need only one paragraph to fulfil the purpose.

**Essay** - is a short literary composition on a single subject usually presenting the personal views of the author.

**Literary Analysis** - is a detailed study of a literary piece of work intended to show the characterization of its compositions style/ideas and its aesthetic moral or philosophical views.

**Literary Writing** - is a subject personal view which an author expresses through his themes, ideas, thoughts, reminiscences, using his amounts of words to evoke or provoke a response for his readers.

**Subject** - is the focus or the specific center of interest of an essay; it can be to title itself where by the whole essence of the essay is already expressed.

**Subject or Subject Matter Analysis** - is a focused investigation on the particular topic of an essay.

### **Scope and Limitations**

The study was limited to a subject analysis of essays written by First Year College students at the JOCSON COLLEGE in the second semester, particularly from November 9 to December 18, 2015. The essays were written during their subject in Communication Arts 2 or

described as *Writing in the Discipline*. As a subject in which writing is the skill to be looked into or improved, paragraph and essay writing is the first lesson. Samples through excerpts and words quoted from their essays have been included here representing students' writing - which is the focus of this study for analysis and appreciation.

### **Method of the Study**

Naturalistic inquiries state that one must understand the framework within which the framework the subjects under study interpret their environment to be able to understand human behavior. The individual's thoughts, values, perceptions and actions are integrated. (Dones, 2011). In this study, the author singled out essays with general, or with topics that comprise a student's life or experiences and thus were qualitatively analyzed for appreciation. Also the essays chosen were those with subject matters, that the author had perceived so important and relevant, especially for a First Year College student. In the Implications portion of this study, meaningful lessons derived from the method of the study were discussed.

### **Findings of the Study**

#### **1. A Subject Analysis Type of Study**

The 'subject' is considered as the center, the focus or the main interest of the study. The title of the essay can even be the subject by itself, as the whole writing will revolve around it. It is indeed a heart-warming experience that the students accomplished what they wanted to write in their essays. Specially having been advised to write the essay in a designated number of words and that writing only done in the classroom, the students considered these pointers that helped them to write a straightforward essay following the topic of their choice.

As a 'subject analysis' study, this is a simply qualitative piece of research work. To explain briefly, the sample excerpts included here identified what they wanted to do in their life, what activities they envisioned to make their student life more noteworthy, like studying hard to earn good grades, as these can be their stepping stones to finish their course, earn a degree and have a good future. Aspects of helping ones' families has been observed, denoting the students' family-mindedness and concern; moreover, their gratefulness to God has also been integrated in their writing or even written as a separate essay - a value of the students that is most elating!

## **2. How reflective these Subject Matters were on the Students' Essays**

The guidelines on writing, such as on unity, emphasis and coherence served as guide points for the students in their writing. Specific examples to illustrate the guidelines also enhanced their understanding and readiness to write their topics. More important was the advice on writing efficiently and effectively. Constant motivation was afforded to them most especially on the positive effects that would result into their application of the skill of writing. Encouragement on good written essays would reflect their status as active college students, improved grades, good attitude and relationship among their classmates and friends, dutiful children of their parents, and especially a forward-looking outlook on their future career and life, and even a manifestation of their thanks to God. The students' outputs are as follows:

### **a. Paragraph Writing**

In the students' paragraph writing, the topic below was used and their ideas are summed up below:

#### ***Preparing for an Examination***

*The need for a self-review of topics studied and discussed, as well as a group study are important steps toward preparing for an examination. Studying hard means no regret in the end, just like studying well to be able to get high grades, or doing house chores first before giving time to review, preparing well for exams results in earning good grades and in order to go to the next subject. With good grades, loved ones will be proud of them. On the other hand, the interruption of technology should be realized and that studying seriously would mean reaching goals and leading one to his success and good future. Interestingly, one wrote: "Reading lessons needs comprehension for without comprehension, it is like eating without digestion."*

### **b. Essay Writing**

This is the next type of writing that the students were guided to develop, particularly essays. The students were asked to write their choice of titles or subjects/subject matters. The author singled out these various outputs that expressed the following excerpts; since these are the students' words, the author properly quoted them as herein presented.

***b.1. Excerpts on Personal Goals and Ambitions***

***-Why Do I Need to Study***

*"Studying is the act of learning through oral or written ways. This is required to all whether disabled or not. Attending everyday classes is tiring but we do learn many things. One problem of students is fear. Fear of expressing their opinion; but we all should study to have additional knowledge, to have faith in oneself and to experience new things."*

***-To be a Good Leader***

*"One who aspires to be a leader needs: 1) To read a lot of books as they are full of wisdom and precious experiences. 2) Listen to the advice of present leaders as current leaders are living books and their experiences are our future experiences. Their failure can be our future failure. Be ready before you take the responsibility. I love this proverb and all these I now do ...as a Music Team Leader."*

***- What Makes Me Happy***

*"Playing basketball, coming to study at school, playing computer games and sometimes hanging out with friends - all these make me happy. Friends are most interesting treasures to share my problems while my family motivates me all the time."*

***-Simple Living***

*"I start the day with a smile. Sharing to others what I can, and showing to others some kindness is important because sometimes I need their help too. To have simple living is to marry in the church. Studies are necessary before wishing to have simple living. Respect, good attitude and spending money properly will help in our simple living."*

***-Student's Life***

*"I want to be a Flight Attendant someday and I should prepare to be ready with many circumstances to achieve my goal. By studying hard, I also pray to God to bless me and my parents who inspire me. I want to achieve my goals to be able to help my family in the future."*

***-The Value of Friendship***

*"Having a complete family is a blessing and having friends around you is a blessing too. I am so thankful to God to have friends to help me in my ups and downs. They do support my goals. We are all happy helping one another."*

***b.2 Inspiration in Life (Two Excerpts)***

*"People have goals or purposes in life; but what is their inspiration? My inspiration includes my family, siblings and a special someone and they give me motivation to achieve my goals. My inspiration comprises the experiences in my life that teach me to be dedicated. These are to get good marks for my scholarship, to finish a degree and become a Flight Attendant. My sacrifices will become my precious joy, especially to be able to help my family soon. I hope I will achieve these dreams in my life."*

*"Every person cannot just change his own unforgettable experiences in life. My father who left us without any permission has become the most sad part of my life. Though my family and I are now living a simple life and contented with it.. My Dad, who always made me feel inspired; yet when he left our family even if it hurts...we need to accept it. He used to give me if I would ask....for a beautiful dress. As a family, we would go to church on Christmas Day and have dinner together. We learned he had passed away and we know he is happy wherever he is now. I miss him so much!"*

***b.3. An Interesting Essay:***

***Purpose of Life***

*"God created everyone for a purpose. God has a plan why certain things are happening. All individuals are worthy and definitely deserve to be recognized to love and to be loved. So for me the purpose of my life is to live it; to taste much experiences to the utmost in order to reach out eagerly without fear for newer and richer experiences. Others have different perceptions on life that it is negative, ...knowing that a negative mind will never give a positive life. My solutions: I want to be role model to those persons who think that they do not have worth. I want to stand firm and encourage them that hardships, trials and difficulties are just part of our life as we go through the path of success."*

***b.4. Eliciting words used:***

***Christmas Celebrations***

The essays comprised discussions highlighting details about Christmas. Expressed in an essay are these words of one student: *"Christmas is the happiest day in the Philippines, a perfect occasion for a family gathering."* Christmas, for one who comes from California said: *"This celebration is my favorite holiday in our country."* Other students also expressed the following: *Friends, neighbors and relatives thus come together to celebrate the birth of Jesus Christ; Blinking lights, decorations, unique 'parol' designs, a Welcoming Santa Claus in the malls; the cold nights have portrayed this nostalgic season."* And what brings joy to

young and old are the gifts: - *"cheap or priceless?"* More important is what one contributed, that is: *"Going to church, sing Christmas carols and rejoice for Christ's coming."* A student also shared that her father is working abroad but for her Christmas will be celebrated like he's around. One male student recalled his loving grandmother who passed away; though he missed her, the spirit of Christmas gave him strength; an avenue for his 'moving on' as he values *"attending the Christmas Mass and a warm dinner!"*

### ***b.5.Thanking God***

The students who had the liberty on their choice on what to write had thus written all about the topics as stated above. This last subject matter presented is most noteworthy. and had indicate their gratefulness...Thanking God.

Their essays then included phrases, such as: *The Creator of all., or God has changed me, and How God teaches me.* One student, *"thanked God for a great day of challenges, and in a way the day to have led for solutions. a supportive family, especially with a mother even she only finished Grade 2."* Another one shared with this essence: *"God made all living things and this is the reason that we protect our environment, but man has ruined it and still is destroying it."*

Other essays on *'God has Changed Me,' 'How God Teaches Me,'* and *'Why We Need to Study the Bible,'* are captivating essays as well, with full of lessons these students may want to share any interested reader.

### ***b.6 Creative Writing***

#### ***Home Alone***

*"Going home to an empty house....walking along the road with no one by your side...sitting at the kitchen and sagging the cake because you are too bored and there is no one to talk to..lying on your back and imagining that there is someone out there looking at you...so finally...you realize that you are alone.*

*Turning on the music and putting it into maximum volume...singing along out loud and dancing like there is no tomorrow. You imagine that you are not home alone. you also imagine that someone is singing with you and that someone is dancing with you.*

*It is like you are filling up the emptiness of the house. You are doing something just to make you happy and to keep you away from boredom. After this unwholesome day then you feel like your eyes want to close and your body wants to rest. You will lie down on your bed then think you are the one who is responsible for your happiness and on your own feelings. No one is obliged to do it...but you, yourself."*

#### **4. Implications of students' writing to the teaching of paragraph and essay writing and teaching, in general**

The author's five week-long teaching experience became most fulfilling and inspiring. Facilitating the students' learning and application of the learning gained was indeed rewarding. For her, the writing outputs of the students were very good, subject matter-wise as they really expressed their thoughts, ideas, reflections, perceptions, emotions, and 'touching or sentimental words' used on their many observations and experiences as seen in the No 2. Examples. The opportunities that contributed to their writing were thus based on their own experiences in their own lives. For implications therefore of this study are:

##### **1. Constant Motivation and Guidance to Students**

Motivation is something that energizes, directs and sustains behavior. It gets students moving and points to a particular goal and keeps them going. We see students motivated and replenished in personal investment and in cognitive, emotional behavior engagement in school activities.(www. Education.com., Educational Psychology). Particularly, as mentioned early on, this paper's author that through motivation, she pointed out to them that writing well would mean good grades as the end result. Thus in Omrod, 2008, he disclosed that intrinsically, motivated learners tackle assigned tasks willingly and are eager to learn classroom materials that are likely to process information in effective ways, such as engaging in meaningful learning. Oftentimes, learners are simultaneously motivated by both intrinsic and extrinsic factors. When they enjoy writing courses, this motivates them to achieve good grades or even a scholarship.

Last but not least is from Angeles, (2016) who said that based on some studies, students do enjoy learning with motivation because they are motivated to model behavior that leads to outcomes they value.

With this pleasing and heart-warming experience, the five-minute motivation was the author's best springboard for the students' subject-focused writing outputs.

##### **2. Time on giving the writing exercise to enable them for a good writing output.**

These freshman students attended their Communication Arts 2 Class on a Monday-Wednesday and Tuesday-Thursday Schedules of their classes. Each class ran for a timeframe of one hour and thirty minutes. It was the author's practice to give the students the writing exercise within this allotted time, less a ten-minute motivation-preparation.

With proper motivation given them, and everyone advised to be ready with their writing materials all the time, the students acclimatized themselves with the writing exercise to be done only in the classroom. For the author, the time pressure and the need toward having a positive result of their writing would always ring in their minds.

### **3. The teacher's leading students to their success.**

Through this process on leading students their success may go beyond class motivation. It distinctly means giving students proper advice as regards their school work. This initiative is carried out in JOCSO COLLEGE's program on Consultation Hours held in the college and allows a meeting at a designated time set by the students' dean/head.

While the students may go through several requirements related to their course, they have also to pursue with their subject projects, and therefore will be working hard to understand, be interested or still to keep up with all their challenges. This Consultation Hour with the teacher can help ease students' various school burdens.

### **Summary**

Various challenges have thus afforded teachers on the teaching of English to college students nowadays. Though dull and monotonous, as others may think. teaching and learning can still be rewarding and self-fulfilling for both teachers and students. Truly, the students must fully understand the lesson at hand and be able to grasp all related details before they can attempt to undergo any writing exercise that the teacher may give them.

The study has delved to present a subject analysis of essays written by First Year College students at the JOCSO COLLEGE in the second semester, 2016. The essays were written during their subject in *Communication Arts 2/Writing in the Discipline*. A list of subjects of essays were then presented and analyzed as focusing on their personal goals and ambition, inspiration in life, purpose of life, Christmas season, thanking God and a creative writing on 'home alone.' Such subject matters were carefully expounded in their essays denoting their personal ideas, reflections, goals, ambitions and attitude.

Implications of the study hereby stated as constant motivation and guidance were instrumental in the students' outputs. Moreover, the time given for them and especially the place that is their classroom also enabled them to write their essay. Lastly, as a subject in which writing is the skill to be looked into or improved, paragraph and essay writing is the first lesson. Samples of students' writing particularly a paragraph and essays were included as the focus of this study. Lastly, as a practice in the College, students are given a consultation



hour with their teacher. The session follows up students on the subject related queries, tasks or perhaps assignments needing clarification and other school-related matters.

### **Conclusion**

Students go through education to be prepared with life, acquiring experiences and gradually transforming into promising professionals. In this study, the college students have indeed written their essays based on their choice of subject matters. After some guidelines and pointers to improve their writing ability or skill, the teacher made time for them to understand their activity and to ensure good outputs. Thus their writing elicited interesting subjects revealing their ideas and reflections of their experiences. The challenge for teachers is now to continuously motivate students to bring out their interest and momentum to write what exactly would they wish to write about. This simple qualitative study hopefully may earnestly encourage teachers that students' ideas, aspirations, choices of activities and other interesting subjects stored in their youthful and progressive minds are just waiting to be tapped and find their rightful places on their papers.

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**Title**

Gender-Based Communication Strategy

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**Tanzil Huda** is an English lecturer at Muhammadiyah Jember University, East Java, Indonesia. He got his Doctor in English teaching from State University of Malang, Indonesia in 2013. His major interest is the curriculum development of English education. He also conducts research on TESOL. His current academic position is the Chair of Center for the Studies and Development of Education, Muhammadiyah Jember University.

**Abstract**

The issue on gender differences has become one of the research topics for a few decades and considered as one of the important factors in second or foreign language acquisition. This study is aimed at investigating the communication strategies of male and female EFL learners which specifically analyzes the following issues i.e., how male and female EFL learners performed their communication strategies; what kinds of communication strategies which were established by male and female EFL learners. The study is expected to give significance information about communication strategies performed by male and female EFL learners in non-English mainstream. This study may also give a valuable contribution to the area of language teaching for it will give the other perspective about the gender issue in language acquisition and learning. This study was conducted by employing a qualitative approach. While the design of this study was descriptive as it tried to describe data represented in the form of spoken utterances which transcribed in written form. The subjects of the study who also became the source of data were the fourth and fifth semester undergraduate students of English Education Program. Based on the findings of this study, the conclusion of the research is drawn as the followings. English language learners

overcome their communication problems by using communication strategies. Generally, the subjects resorted to using some kinds of strategy while communicating to overcome their communicative problems. Strategies adopted by the learners were determined by knowledge of the language they possessed. The results of the study also indicated that the majority of the English language learners used achievement strategies to cope with problems.

**Keywords :** *Gender-based, Communication strategy.*

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## **Introduction**

Interlanguage is a learning stage which must exist in every foreign or second language learning before the learners achieve the native speaker alike performance. In such stage, the learners of EFL, taken as an example, often experience a discrepancy between what they would like to say (i.e., their communication intention) and what they know about what to say it in English (i.e., their interlanguage knowledge). In order to bridge the gap between communicative needs and limited communicative resources or competence, the learners may make use of communication strategies.

Communication strategy is one of the areas in the study of second language acquisition (SLA) and its language phenomena become the interest of Sociolinguistics. There exists a number of the studies of communication strategies which also exhibit categorization of them. Bialystok (1983) categorizes communication strategies into 1) first language (L1) based strategies, which include language switch, foreignizing, and transliteration; 2) second language (L2) based strategies, which include semantic contiguity, description, and word coinage. Meanwhile, Corder (1978) in Faerch and Casper (1983) proposes two main types of strategies that are totally based on interlanguage use applied by second language learners when they find problems in performing communication, which are commonly called as message adjustment strategies and resource expansion strategies.

In message adjustment strategies, the learners can tailor a message to the available resources, that is, they adjust the end to their means. Corder in Faerch and Casper (1983) divides the message adjustment strategies in four sub-types: topic avoidance, message abandonment, semantic avoidance, and message reduction. The learners apply the topic

avoidance strategy when they avoid topics which pose language difficulties. The learners may also decide not to continue a discourse within the same topic. The message abandonment strategy is conducted when the learners leave a message unfinished because of language difficulties. The semantic avoidance strategy is implemented by the learners by saying something slightly different from what the interlocutor intends. The message reduction strategy is conducted by saying less than what the speaker intends to say.

The second type is resource expansion strategies. The learners can attempt to increase their resources by one way or another in order to their communication intention. Corder (1978) in Faerch and Casper (1983) classifies the resource expansion strategies into three types: borrowing, switching, and paraphrasing or circumlocation. The borrowing strategies are implemented when the learners attempt to use invented or borrowed items. When the learners switch to another language, they implement the switching strategy. The paraphrase or circumlocation strategies are conducted by describing and exemplifying the target object or action.

Meanwhile, communication between men and women or communication across sex can be considered cross cultural communication. This kind of communication is supposed to be one of the aspects of language convergence and similarized as culture. Some studies in sociolinguistics show that people from different cultures speak various dialects. This phenomenon should also exist in men and women communication which appears to vary (Nasution, 2010).

There are numerous general differences that characterize gender communication. Compared to women, men are more likely to interrupt the speaking of other people (Fasold, 1990:9). A study of faculty meetings reveals that women are more likely to be interrupted than men. Some of the interruptions that women experience come from other women (women, when they do interrupt, are more likely to interrupt other women than they are to interrupt men) Women are more likely than men to allow an interruption of their talk to be successful (they do not resist the interruption as much as men do). In meetings, men gain the "floor" more often, and keep the floor for longer period of time, regardless of their status in the organization (Fasold, 1990:91). In professional conferences, women take a less active part in responding to papers. When women do ask a question, they take less time in asking it than men. In addition, they employ much less pre-question prediction; they are less likely to ask multiple questions; and they are more likely than men to rephrase their questions in personal terms.

The differences of men and women in communication are claimed by Tannen (1990), Baalen (2001), and Catalaan (2003) who state that men and women express themselves in different ways and for different reasons. Men use communication to maintain independence, while women talk to maintain intimacy. Whether conscious or unconscious, men often talk to establish status from others. Women use words to connect themselves emotionally, to express feelings, or to build rapport. Men often share acts and figures as in report. These communicative differences then are labelled as “rapport-talk” and report-talk.”

Tannen (1990) also notes that body language is also used differently by men and women. Women typically use nonverbal communication directly but men use it indirectly. Women stand in close proximity of each other and maintain eye contact and gesture more frequently. Men hold their distance, rarely establish eye contact and gesture less dramatically. Men and women also handle conflict differently. Women avoid conflict in order to insure closeness, while men use conflict to gain status.

Further, Tannen (1990) claims that men and women express communication differences in content, style, and structure. In particular, men often talk about sports, money, and business. They often express themselves to fix a problem, converse for competition, and talk to resolve problems. They typically use precise word, without descriptive details. On the other hand, women most often discuss about people, feeling, and relationship. They most often express themselves to understand, converse to support, and talk to connect. When talking, women are more detailed, apologetic, and vague.

Various studies on communication strategies have been done and successfully in analyzing and predicting communication needs. Those studies vary in terms of theoretical framework, methods, analysis, and the subjects used in. Bialystock (1983) studied the use of L1-based strategies and L2-based strategies to solve vocabulary problems in communication. He found that the most efficient strategies were those which were L2-based strategies and took account of specific features of the intended concepts. The study showed that adults used a greater variation of strategies, which meant they were mre flexible in their ability to adopt their strategic attempts to meet the need of specific concepts.

A compare and contrast study of L1 and L2 referential communication was done by Bongarts and Poulisse (1989). The study tried to confronted Dutch learners of English with a set of unfamiliar abstract shapes which they had to describe both in Dutch and English. The study found that when a methodology which was adopted confronted native and non-native

speaker with essentially the same problem, L1 speakers and L2 learners handled their referential problems in much the same way.

Some other studies with different focus had been done by some researchers. A study by Chen (1990) found that the frequency, type and effectiveness of communication strategies employed by the learners varied according to their proficiency level. A study about the communication strategies used by “good” versus “poor” speaking partners of individuals with aphasia was done by Mackie and Kagan (1999). Different study about male and female languages which was done by Baalen investigated the hedging devices in male and female conversations. A study which focused on how English language learners could make use of communication strategies to overcome limitations in receptive and productive languages (Williams, 2006). The study also presented steps for carrying out active in-class training and practice for strategies. The studies by Liberman (2008) and Nasution (2010) emphasized the practical differences in male and female styles of communication.

On the basis of the rationale and previous studies on communication strategies, the researcher was interested in conducting a study of communication strategies. The recent study focused on the communication strategies which were established by the students of English as foreign language related to their sex.

Therefore, the study was carried out which aimed to:

- investigate the strategy the students in performing their communication;
- classify the types of strategies the students used in relation to their sexes;
- find out the similarities and the differences of strategies among the different sexes;
- point out the strategy/ies the students most frequently used.

## **Method**

This study was conducted by using a qualitative approach. While the design of this study was descriptive as it tried to describe data represented in the form of spoken utterance which transcribed in written form. Specifically, this study used content analysis (Holsti, 1968:42-43) that aimed at analyzing the corpus of spoken-transcribed discourse. Content analysis was appropriate in this study for it described the characteristics of content and made inferences about the cause of content and the effect of content. This technique was used to determine rhetoric and linguistic features of the essays (Krippendorff, K, 1980; Miles and Huberman, 1994). The objective analysis of the essays was accomplished by means of explicit rules

called criteria of selection which must be formally established before the actual analysis of data (Berg, 1989). This concept conforms with the principle and the nature of this study.

The descriptive design was applied because it was relevant to the aim of the study. It was to describe spoken-transcribed discourse taken from students utterances, in which the researcher set out the study by posing himself as the key instrument, working out by analyzing the data himself until drawing the inferences to substantiate theory.

While the procedure of the research performed in this study were 1) selecting spoken-transcribed discourse taken from students utterances; 2) investigating the style used by the male and female students as their strategy in communication; 3) drawing inferences about types of strategy performed by male and female students in their communication. However, the researcher did those steps repeatedly or by several re-checks before cross-checking with other colleagues who were experts in that matter.

The subjects of the study were the fourth semester undergraduate students of English Education Program at Muhammadiyah Jember University. So, the students became the source of data of this study who uttered spoken discourses during the conversation among them taken place. The discourses chosen were mainly in the form of utterances appeared during the conversation among the students.

In this study, the data were the constituents used in the discourse such as words, phrases, and sentences of the discourse. The data also comprised the threads of discourse in the form of expression or utterance patterns used by the students in delivering the idea or information to their counterparts during the conversation.

Considering that this study was qualitative, the key instrument of the research, as Bogdan and Biklen (1992:29) proposed was the researcher himself with his knowledge of Discourse Analysis, text Analysis, Sociolinguistics, and Pragmatics. The instrument was employed because the source of the data was merely in the form of discourse properties. Therefore, this study might be categorized into textual one. While the main focus of this investigation was the utterances mode and types or other language expression behavior.

There were two techniques applied in collecting the data of this study, namely, documentation in the form of recording instrument and text analysis (Silverman, 1993). The use of these methods was described in the following steps. First, all the expression or utterances made by the students were collected by using recorder. Second, the collection of the utterances were transcribed into written form. Third, the utterances were selected by classifying those produced by male and female students.



Data analysis in this study was conducted in two phases. First, the data analysis was done during the activities of data collection. Second, data analysis was conducted after collecting data. Data analysis during the activities of data collection was aimed at anticipating the possibilities of data exaggeration. This analysis also helped the researcher to analyze the data step by step. Furthermore, data analysis during and after collecting data was conducted in three stages: reducing data, displaying the data, and drawing conclusion or verifying the data (Miles and Huberman, 1992).

## **Findings**

### **Language Switch**

According to Bialystok (1983), language switch refers to the insertion of a word or a phrase in a language other than the target language, usually in the learners' native language without bothering to translate. The strategy found in the following examples.

- (1) Can give them to ... go ... *apa luar negeri* ... to foreign *ya* ..... (F1)
- (2) President's policy in *kenaikan bahan bakar minyak*. (M1)
- (3) To pay the *biaya telepon, listrik*. (M1)
- (4) The ... *kekayaan* ... wealthy ... wealthy is under the level *di bawah rata-rata*. (M1)

This strategy occurred 5 times in the data. There were some reasons why the subjects used Indonesian words in their speech production. First, the subjects were unaware of the English equivalents for such Indonesian words or expressions. Second, they had limited vocabulary which prevented them from using the intended words. Third, when the subjects faced difficulties in communicating their ideas, they used their mother tongue to achieve their communication goals.

### **Foreignizing.**

Foreignizing is the strategy to use a word from the native language with phonological and morphological adaptation to the target language. The strategy can be seen in the following examples.

- (5) President's policy in *kenaikan BBM*. (M1)
- (6) The decision of the increase of *BBM*. (M2)

This strategy was employed 7 times. The subjects used foreignizing since they did not know the equivalent words in English. Therefore, they foreignized their phonological system

as it was in English. For instance, the subjects pronounced “BBM” as /*bi-bi-em*/ and not /*be-be-em*/.

### **Transliteration.**

Transliteration involves the the use of L2 lexicon to create literally L1 phrase. The subjects tended to translate word-for-word from their native language as exhibited in the following examples.

- (7) “I think it’s not bad until they can get a high good enough education to develop their resources and we can see ... ee ... develop our country may be from that” (By having enough experts, we can exploit our natural resources). (F2)
- (8) “From their fund can ... ee ... can give ... ee ... the good ... ee ... can give them ... to go ... ee ... apa luar negeri ... to foreign ya ...” (Therefore, President can take some of the people’s representatives’ salary from the funding of education for the potential people). (F2)
- (9) “So many people can get a new job and get a good high ... high ... economic to do that is not directly may be ... long time” (Although it takes much time, the results will increase job employment). (F1)
- (10) “I think it’s better than only for static without develop” (It’s better than only speaking without action). (F1)
- (11) “Politician of Indonesia ... always ... always against with him” (however, some Indonesian politicians always against him to do that). (M2)
- (12) “Nothing politic” (non political aspects). (M1)

This strategy was the most commonly employed by the students (52 times). The main reason was that the students tended to think in Indonesian style of expression when they attempted to speak and, as the consequence, interference of Indonesian rule and style occurred. The expressions or utterances used by the subjects always sounded strange and even, sometimes they did not make sense. The expression or utterances did not convey the intended meaning in the target language. The data also revealed that the subjects first did their thinking and formulation in Indonesian before coming up with a literal equivalence in English. These data indicated that “transliteration” had taken place.

The L2-based communication strategies found included semantic contiguity, word coinage, repetition, and self-improvisation. In addition, there was also a non linguistic strategy i.e., non verbal language.

### **Semantic Contiguity.**

Semantic contiguity involves the use of lexical items to cover the meaning of a certain word which the learners do not know. The strategy can be seen in the following examples.

(13) During Jokowi as a President (Jokowi's presidential). (F2)

(14) Because its old tradition (previous tradition). (F1)

(15) Make our country better the exception (except). (F1)

(16) *I think like that* (I think so). (F2)

(17) That so she (he). (F1)

(18) Indonesian needed (needs). (F2)

(19) *Her* (his). (M1)

(20) She had nothing (he had nothing). (M1)

(21) *Advantage with* (profit from). (M2)

Semantic contiguity appeared only 13 times. The subjects adopted this strategy when they faced difficulties in finding the appropriate word for a particular context. As shown in the examples above, the subject used pronoun *she* instead of *he* because in Indonesia there is only one third personal pronoun (*dia*).

### **Word Coinage.**

Word coinage is a strategy which creates L2 lexical item by selecting a conceptual feature of the target language item. It usually produces items which do not exist in the target language, or if they do, they are contextually incorporated. The strategy can be found in the following examples.

(22) We can actually no many develop (development). (F1)

(23) Pain (people being suffered). (F2)

(24) I mean there are still ... reinforce (worse). (M2)

(25) Dark side (drawbacks). (M2)

(26) The trade side (trade aspects). (M1)

The strategy was employed 5 times by the subjects. The data revealed that the subjects had problems in selecting and using the selected words in appropriate contexts. They used the

words which existed in English irrelevantly to the intended meaning, for instance, the word “reinforce” existed and was used by the subject, but it was unacceptable or irrelevant in this particular context. The subject adopted this strategy because they had limited vocabulary. As a result, they used lexical items which were contextually inappropriate.

### **Repetition.**

Repetition is a communication strategy in which the subjects repeat the same word or phrase of a clause twice or more. The purpose is to search other utterances to say further; therefore, it is better for the subject to repeat the same utterances as he or she seeks another utterance in their minds. The examples of the strategy are as follows.

- (27) President especially to think ... to think. (F1)
- (28) President should ... should ... (F1)
- (29) He ... he ... (F2)
- (30) Wealthy ... wealthy ... (F2)
- (31) Our ... ee ... our ... (F2)
- (32) More measurable ... more measurable. (F1)
- (33) He had nothing ... he had nothing ... ee. (F2)
- (34) I agree with him to change the situation ... so ... I agree with him to change. (M1)
- (35) If President ... ee ... if President ... (M1)
- (36) Many Indonesian people ... ee ... many Indonesian people ... (M2)
- (37) If we ... ee ... if we ... (M2)

The repetition strategy was employed 34 times in this study. This indicated that before they continued their further utterances, they had to think, unfortunately, because of limited vocabulary and ideas, they repeated their previous utterances to avoid being silent.

### **Self-Improvisation.**

Self-improvisation is a communication strategy employed by the subjects to improve their previous utterances. It is a mean of self-correction or clarification on what the subjects intend to say. The example of the strategy can be seen in the following data.

- (38) There is no ... there are no much. (F1)
- (39) His government I mean ... Jokowi government. (F1)
- (40) Become ... ee ... they had tried to ... (F1)
- (41) They try to ... ee ... they had tried to ... (F1)

- (42) But we can ... ee ... we have (F2)
- (43) The only ... he only (F2)
- (44) He needs to ... to take ... ee ... he needs to concern. (F2)
- (45) Not any parties ... party. (M1)
- (46) We must ... ee ... we have to. (M1)
- (47) Sometimes we can said ... we can say ... (M2)
- (48) The Jokowi' people ... the Jokowi's policy (M2)
- (49) Some people of Indonesian ... ee ... politician of Indonesia. (M2)

In this study, the self-improvisation strategy occurred 30 times. As displayed in the examples, the subjects tried to improve their previous utterances because they realized that their previous utterances were wrong.

### **Nonverbal Language.**

The other interesting finding of the study is the exploration of nonverbal language which was exhibited by the students in attempt to clarify their utterances. It appears that the intensity of the use nonverbal language were different between male and female students. The study reveals that female students exhibited more nonverbal language than male students. The female students made use of their hand and arms to explain their utterances they thought were hard to be understood by the hearers.

The distribution of communication strategies used by male and female students is described in Table I.

**Table I. Distribution of Communication Strategies.**

| <b>Strategies</b>  | <b>Basis</b> | <b>Sex</b> | <b>Total</b> | <b>%</b> | <b>Total for each Strategy</b> |
|--------------------|--------------|------------|--------------|----------|--------------------------------|
| Language           | L1           | Male       | 4            | 80       | 5                              |
| Switch             |              | Female     | 1            | 20       |                                |
| Foregnizing        | L1           | Male       | 7            | 100      | 7                              |
|                    |              | Female     | 0            | 0        |                                |
| Transliteration    | L1           | Male       | 21           | 40.4     | 52                             |
|                    |              | Female     | 31           | 59.6     |                                |
| Semantic           | L2           | Male       | 3            | 23.1     | 13                             |
| Contiguity         |              | Female     | 10           | 76.9     |                                |
| Word Coinage       | L2           | Male       | 3            | 60       | 5                              |
|                    |              | Female     | 2            | 40       |                                |
| Repetition         | L2           | Male       | 18           | 53       | 34                             |
|                    |              | Female     | 16           | 47       |                                |
| Self-              | L2           | Male       | 12           | 40       | 30                             |
| improvisation      |              | Female     | 18           | 60       |                                |
| Nonverbal language | L2           | Male       | 1            | 10       | 4                              |
|                    |              | Female     | 3            | 40       |                                |
| Toal               |              |            |              |          | 150                            |

Table I indicates that the subjects used language switch strategies 5 times or 3.42 % from the whole strategies. Whereas 4 out of 5 or 80 % strategies were employed by male learners and 1 out of 5 or 20 % were employed by female learners. It proved that most learners preferred to switch their production from L2 into L1 when they did not understand the expression in L2. There were 7 times or 4.80 % foreignizing strategy appeared and all were employed by male learners. There were 52 times or 35.6 % strategy of transliteration appeared and used by the learners. Out of 52 times, 21 times or 40.4 % were employed by male learners, whereas 31 times or 59.6 % were employed by female learners. The strategy was most dominantly employed by the learners.

Semantic contiguity strategy took place 13 times or 8.90 % from the whole strategies. Out of 13 times or 23.1 % were employed by male learners and 10 times or 76.9 % were

employed by female learners. There were 5 times or 3.42 % strategy of word coinage appeared in the data. Out of 5 times or 60 % were employed by male learners and 2 times or 40 % were employed by females learners. There were 34 times Or 23.3 % strategies employed by female learners. There were 34 times or 23.3 % strategies employed by the learners which were concerned with the repetition strategy. Here 18 times or 53 % were employed by male learners and 16 times or 47 % were employed by female learners. The strategy was the second dominant strategy employed by the learners. There were 30 times or 20.5 % strategy of self-improvisation occurred in the recent study. Out of 30 times, 12 times or 40 % were employed by male learners while 18 times or 60 % were employed by female learners. The last strategy, nonverbal language was dominantly performed by the female learners. Form 5 or 50 % occurrences of the strategy, 4 (40 %) was exhibited by female learners. There existed only 1 or 10 % of the strategy was applied by male learner.

## **Discussion**

The findings presented in the table and elaborated earlier show that all types of L1-based and L2-based communication strategies were used by the subjects. This phenomenon could be explained that most of subjects' problems dealt with the limited vocabulary to express their ideas. Therefore, when they wanted to express it, they tended to express it inappropriately.

Male learners dominantly used L1-based strategies rather than female learners. In contrast, female learners dominantly used L2-based strategies. That was due to the fact that the topic discussed in the present study was about the political system in Indonesia and male learners were assumed to know more than the female learners. Therefore, female learners did not face many troubles to express it in L2. Their troubles were mostly caused by their limited knowledge about the subject matters being discussed in the process of collecting the data.

The findings also showed that male learners tended to switch their language into Indonesian. This indicated that male learners faced troubles in expressing their ideas in English. Meanwhile, they knew more than female about the subject matters. Male learners also tended to foreignize L1 utterances as it was like in L2. They pretended to be clever so that when to be seen as having troubles in vocabulary mastery.

The findings also indicated that female learners mostly faced troubles to express their own ideas in English appropriately, so they expressed their ideas in English using the system of Indonesian language, while male learners did not face many troubles to express their ideas

compared to the females. The data showed that transliteration was the most dominant strategy employed by the learners in overcoming their communication problems. Moreover, female learners dominantly used semantic contiguity than male learners did; therefore, it was summed up that female learners dominantly expressed the inappropriate utterances to overcome their communication problems. Table 1 showed that male learners mostly repeated their previous utterances as a bridge before they uttered their further utterances. It means that male learners tended to repeat their previous utterances rather than to keep silent.

The findings above are relevant with the belief that communication strategies deal with the use of linguistic knowledge. Tarone (1981, cited in Faerch & Casper, 1983) says that communication strategies are used to compensate for some lacks in the linguistic system, and focus on exploring alternate ways of using what one does know for the transmission of a message without necessarily situational appropriateness. The subjects used transliteration as an L1-based strategy because they did not know the appropriate lexicons to produce. However, their lexical limitation did not result in their halting. They used a wide range of strategies to achieve their communicative goal.

## **Conclusion**

Based on the findings of this study, the conclusion of the research is drawn as the followings. English language learners overcome their communication problems by using communication strategies. Generally, the subjects resorted to using some kinds of strategy while communicating to overcome their communicative problems. They were aware of the existence of their deficiency in the target language as was demonstrated by their adoption of different strategies in this communicative production. Strategies adopted by the learners were determined by knowledge of the language they possessed. The less knowledge of the language they have, the more strategies they adopted.

The results of the study showed that the majority of the English language learners used achievement strategies to cope with problems. The subjects resorted to strategies when they faced with the problems, concepts or things and which there was no word in their native language. To solve these problems, the learners expanded their communicative resources by using a wide range of achievement strategies of which the most common ones were “transliteration”, “repetition”, and “self improvisation”. The learners had a strong drive to communicate so they used “language switch” and “semantic contiguity”. To communicate effectively, the learners required strategies which were relevant to their knowledge.



## Recommendations

Based on the result of the research, the following recommendations are offered due to EFL lecturers and other researchers. The EFL lecturers or teachers should be aware of the communication strategy difference between male and female learners. Then they should be aware of the difference as the important factors in teaching English as a foreign language. This effort helps them in finding the appropriate method and strategy for teaching English to Indonesian students. To other researchers who interested in the topic are suggested to employ larger and wider data to explore the issue.

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**Title**

Considering Professional Identity: A Case Study of a Female English Teacher in Secondary Education

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**Abstract**

This research is about the life story of a Japanese woman teaching English as a part-time teacher at a junior high school in Japan. It is a case study that considers what can constitute a teacher's professional identity. A significant number of Japanese women do not work while their children are little. They go back to work as low-wage part-timers only after finishing child-rearing. The same tendency is seen in the context of education. Women in their 30s or older have difficulty finding full-time teaching positions even if they are qualified enough. The interviewee of this study is one of those women. This study sought her motivation as a teacher, the gap between reality and ideals, and the relationship with her family through analyzing the narrative data and aim to draw a part-time teacher's professional identity. Applying Gee's perspectives of identity, several elements were found; 1) "woman" and

“daughter,” 2) “mother,” “homemaker,” and “teacher”; 3) “a middle-aged woman in the neighborhood”; 4) “part-timer.” Motherhood could be a part of professional identity in the case of female teachers with children.

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**Introduction**

“Teacher” is one of the most important factors that influence the acquisition of English as a second or foreign language, i.e., curriculum; methods; learners’ individual factors such as age, personality, motivation, and cognition (Lightbown & Spada, 2007; Shirai, 2012). Especially in Japan, teachers are respected because of the influence of Confucianism on Japanese culture. At the same time, teachers are responsible for fostering the development of “sound bodies and well-rounded minds” as well as teaching subjects in primary and secondary education (MEXT, 2004). They are considered to play a crucial role in Japanese society.

On the other hand, teachers in Japan face multiple problems. They are in charge of a myriad tasks: teaching classes, doing the paper work, leading club activities (including holidays), counseling students and parents, and providing career guidance. In elementary schools, they usually eat lunch with pupils and teach table manners. After school, they clean their classrooms with their students. MEXT (Ministry of Education, Culture, Sports, Science and Technology of Japan) shows that Japanese elementary and junior high school teachers on average work 48 overtime hours per month (MEXT, 2013). Junior high school teachers in Japan work on average 53.9 hours per week according to an OECD survey (National Institute for Educational Policy Research, 2014) whereas the international average is 38.3 hours. As a result, the number of teachers taking sick leave is growing. Over 5,000 teachers in Japan took sick leave for psychological problems during the 2014 academic year (MEXT, 2014). These teachers accounted for 0.55 percent of all teachers, which was doubled over the past decade.

In this context, detailed study of teachers and their teaching environment is becoming more required these days.

In the areas of education, research on teachers is divided into three disciplines according to Takaira (2007): 1) teachers' life and career development including life story research and identity research, 2) teachers' conflicts at school, and 3) the culture of teaching profession. This study treats the first type of the study area. To deeply understand Japanese teachers of English, we need to view a teacher as a human with a special skill, not as just a professional. Therefore, a life story approach was taken to investigate a teacher's behavior, attitudes, and identity. Life stories could make it possible to grasp a person as a whole. For example, Tsukada (2008) conducted life story interviews with female high school teachers, which showed that their narratives were about "juggling career and family" and "housework sharing with husbands." They could not talk about teachers' lives without mentioning their private affairs.

Previous life story research on Japanese teachers has been done on mainly full-time teachers of primary or secondary education. Schools in Japan, however, have quite a few temporary teachers, who are full-time but non-tenured, and part-time teachers. Although temporary teachers sometimes are the subject of research (Inoue & Muramatsu, 2007), part-time teachers are often ignored. Our study explores the problems a part-time English teacher at a junior high school and the relationship between her professional identity and job problems.

Part-time teachers are especially needed in English education. In Japan, the formal English study begins in secondary education after a few years of "playing with English" classes in elementary school. Japanese classrooms have traditionally adopted the grammar-translation method for a long time, but the communicative competence is becoming more important these days. MEXT suggests nurturing communication skills from the beginning. For this reason, the junior high school in this study employs team-teaching and small classes with the help of part-time teachers.

This study was carried out to describe the participant's professional identity in the context of part-time teaching at a problematic school. The research question of the study is: "What constitutes the professional identity of a female part-time teacher of English in Japanese junior high school?"

## Method

Our participant, whom we shall call by the pseudonym Masami, is a 42-year-old female part-time English teacher at a public junior high school. The school is located in a lower-middle-class area in the suburb Tokyo. She was educated in one of the prestigious universities in Japan, where she received a B.A. in English in 1996 and M.A. in English Teaching in 1998. When she was writing her M.A. thesis, she became pregnant, and immediately after she completed her Masters, she got married and started a family. After 12 years of being a homemaker and a mother, at the age of 36, she began working as a part-time teacher.

We conducted two sessions of the semi-structured interview with Masami. We talked about work and family in a casual manner for 5 hours in total. All the sessions were digitally recorded with Masami's agreement and the narrative data was later transcribed.

## Analysis

We analyzed the transcribed data qualitatively using a method called SCAT (Otani, 2008), which acronym stands for steps for coding and theorization. In this method, data is analyzed in four steps of coding. Researchers first pay attention to noteworthy words or phrases, paraphrase them, account for these words or phrases using concepts in the world, and then find themes in the context. Next, researchers write storylines using the themes. Otani (2008) says this method is suitable for a small-scale qualitative data like a single case study or short written answers to open-ended questions.

Through the coding procedure, we identified four themes regarding Masami's job. In this section, we will consider these four themes by scrutinizing the interview data.

1. Mother-daughter feud
2. Housework/child-rearing management
3. Relationship with colleagues
4. Relationship with students

The first theme is "mother-daughter feud". In (1) and (2), we can find Masami's profoundly negative feeling toward her mother. It was mainly seen in the reason why she became a part-time teacher. Having been a teacher in an elementary school herself, her mother influenced Masami very strongly to be qualified as a teacher. To become a part-time teacher in her prefecture, they first need to register themselves at a municipal office as

teachers. Six years ago, Masami was not thinking about working at all, but because her mother told to do so, she reluctantly registered.

(1) Jitsuko: When did you register? April?

Masami: Yes. I made an appointment, and then. You know, my mother was annoying me, saying lots of things.

Jitsuko: What, did she tell you to do that?

Masami: You know, my kids had grown up, and she paid lots of money to make me qualified as a teacher, so she kept saying “why don’t you teach? At least, why don’t you register yourself?” So, I said, well, maybe I can just register. She was pissing me off. Then, there was a job on the spot.

(2) Masami: Having all this in mind, I don’t have a good impression on “teacher”. I started it because Mother said so from the first place, and it was also her job. I don’t have joy in this job. Of course, sometimes I feel happy, but I never found it meaningful or fun.

We could also see in the data her views about “housework and child-rearing management.” In short, she prioritizes housework and child-rearing over her job. When we talked about opening a private school after quitting the job, she said she should take care of her kids rather than work as a teacher.

(3) Masami: I’ve thought about it, but you know, I have my kids. I’m not even looking after my kids properly...

Yoko: You mean, taking care of them, not teaching them to study?

Masami: Teaching. My father-in-law said to me that I should prioritize my kids over other people’s’ kids. He said this to me when I started teaching. He said I could do it, but I should think a great deal of my kids.

Yoko: How did you feel then?

Masami: I completely agreed. The most important are our kids.

- (4) Masami: Well, I can't manage housework recently. I feel unhappy at school, come home, and feel like doing nothing. Sometimes I don't find it meaningful even to be alive. It's like putting the cart before the horse. It's preposterous.

(3) and (4) show that she believes that she should be a good mother and wife before being a good teacher.

The third theme is "relationship with colleagues". As (5) shows, we find that she is not having a good relationship with her colleagues because she is a part-time teacher. Being a part-time teacher is especially tough in this school because many of other teachers are so busy dealing with student issues that they cannot support the part-time teachers. Since part-time teachers do not attend meetings, full-time teachers should share relevant information with them, but sometimes they fail to do so. For example, once Masami did not have the information about which parts of the textbook would be included in a test. Also, part-time teachers are paid only for their class time. That is, when they have to work after classes, it will not be paid, but full-time teachers do not care about it.

- (5) Masami: That's when I find it worthless or unprofitable.  
Jitsuko: You mean, you can't score the tests based on your judgment.  
Masami: Yeah. Sometimes I think okay, but I have to check it with other people. Also, I have to work overtime. It's volunteer. You know. Considering all that, someone said part-time teachers were nuisances. There was a teacher who was against the system itself, from the first place. It's so hard to do. Some people expect us to work overtime by necessity.

The last theme is "relationship with students". Generally, teenagers are difficult to deal with. Moreover, as mentioned in the background, this school is in a lower-middle-class area, and there are some problematic students, mostly, boys. We did not find any serious gender problems in relationships with her colleagues, but in the relationship with students, she said some of the male students behaved badly because Masami was female. They were behaving better in front of male teachers. As (6) shows, Masami said the students did not consider her a teacher.



- (6) Masami: They treat me as only a middle-aged woman in the neighborhood. They make this hierarchy where I am placed at the bottom, below the headteacher, other teachers, and the students.
- Jitsuko: Who treat you like that?
- Masami: The students. They don't treat me as a teacher. They even asked me questions about math.
- Yoko: So, it's like someone who is just helping them.
- Masami: Yeah, just like that. Especially when I started.
- Yoko: Why? Is it because other teachers treat you like that?
- Masami: I thought so, but also, they believe that they are better than me just because they have been at the school longer than me.

We asked her if she wanted to become a full-time teacher. She said no because she does not want to have a commitment.

- (7) Masami: I am not good with having a commitment to students. I can't take such responsibility. They are not my kids. They are somebody else's kids. I don't think I should get involved with them so intimately.

It was surprising for us when she called her students "somebody else's kids." It shows that she does not distinguish her position as a teacher and as a mother. As for researchers ourselves, we believe that our identity as a teacher is separate from our identity as a mother. Thus, we do not see our students as "somebody else's kids." It may be due to the age of our students. Masami's students are almost the same age as her daughters, but our students are older than our children.

## **Discussion**

Considering the four themes in Masami's narrative data, based on the SCAT method, we built up a storyline about her professional identity.

Masami does not find her teaching job worthwhile. It is because her mother's pressure only made her qualified as a teacher, and it was not her wish to become a teacher. Thus, she prioritizes housework and child-rearing over her job. Complicated

relationships with her colleagues and with her students are both cause and effect of her not feeling worthiness in her job.

Based on this storyline, we considered Masami's identity to answer our research question, "What constitutes the professional identity of a female part-time teacher of English in Japanese junior high school?" Hawley Nagatomo (2012) cited Gee (2001) to describe identity. According to her, Gee's definition of identity is "being a certain type of person in a given context" (as cited in Hawley Nagatomo, 2012, p. 118). Gee suggests four perspectives on identity. They show what it means to be a certain kind of person: (1) N-identity means we are what we are primarily because of our natures; (2) I-identity means we are what we are primarily because of the positions we occupy in society; (3) D-identity means we are what we are primarily because of our individual accomplishments as they are interactionally recognized by others; and (4) A-identity means we are what we are primarily because of the experiences we have had within certain sorts of affinity groups

In considering Masami's professional identity, we used Gee's four ways to view identity. Her N-identity is "woman" and "daughter". That is what she is by nature. Her I-identity is "mother," "homemaker," and "teacher." Gee says I-identity is given by authorities like institutions. In her case, the societal rule or tradition is playing the authoritative role and gives her identity as "mother" or "homemaker." Her D-identity is "a middle-aged woman in the neighborhood." Her students treat her like that. Even colleagues do not always respect her as a teacher. Her A-identity is a "part-timer." Since she does not have an important position in the school, she feels a sense of alienation and does not share any experience with her students and colleagues to have the affinity.

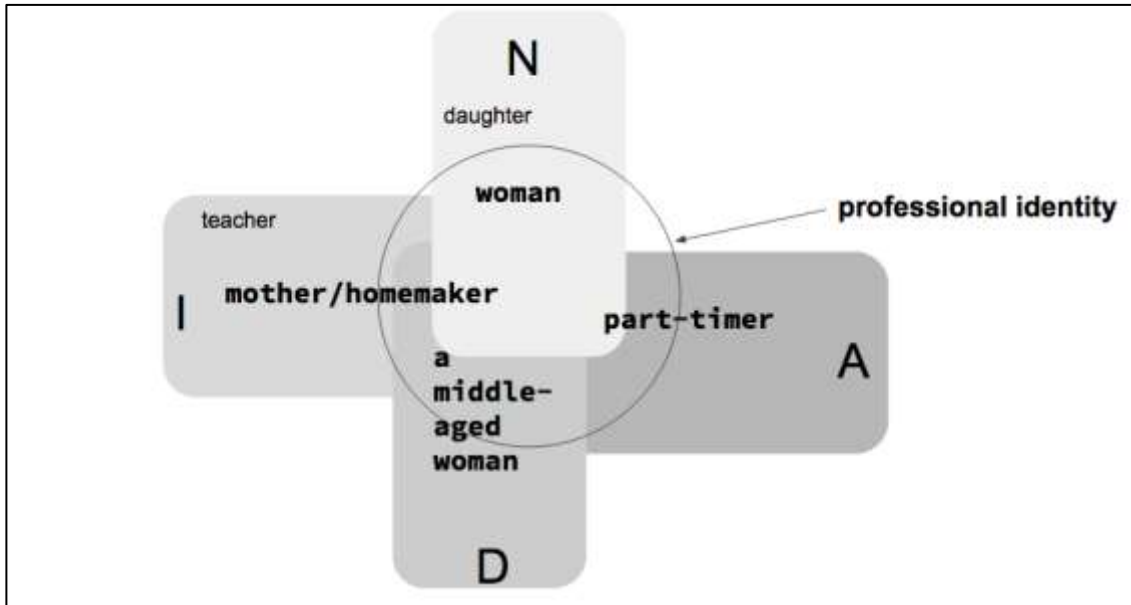


Figure 1. Masami's professional identity

Figure 1 is a diagram showing Masami's professional identity based on the four perspectives of identity. Since she is a part-time teacher, full-time teachers do not support her, and her students do not respect her; she only has an identity as a part-timer.

At the same time, she has a strong identity as a mother and homemaker, and she thinks homemaking is the most important for her. These are two sides of the same coin. Since she is merely a part-timer, she can be a good mother and homemaker. Also, since she wants to be a good mother and homemaker, she could continue working in such a harsh condition.

### Conclusion

In conclusion, motherhood could be a part of professional identity in the case of female teachers with children. We do not deny the individual differences. It can depend on her positions, cultural background, social background, or upbringing. For future studies, having the same kinds of research on different types of female teachers varying in employment status or marital status will be necessary.

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**Title**

Graphic Organizers as Effective Tools in Improving Reading Comprehension in English

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**Abstract**

English language changes lives. As an international language, it becomes the gateway for many people to progress and to global competitiveness. In K12 English in the Philippines, this lays stress on the prominent skills: listening, speaking and viewing; reading, viewing and responding; writing and representing as it enhances the thinking skills: critical, creative; and the metacognition. Of all, it is in reading where the students get informed with practically almost anything. So, an English teacher must see to it that her students easily understand the language by utilizing varied strategies. Only, some students have difficulties because of indifference to reading. Acknowledging the need to improve the reading comprehension skills of the students, this study will find out the effectiveness of using graphic organizers in improving the reading comprehension in English of the fifteen Grade 8 – Timothy students; determine the level of comprehension of the groups based on the speed and comprehension tests and pre- test scores; discover if there is a significant difference in the students' reading comprehension between those who are exposed to the graphic organizers and to those in the traditional teaching - learning methodology; and, determine if there is a significant improvement in the reading comprehension of the fifteen identified students in the lowest level of reading using the graphic organizers.

**Keywords:** *English, reading comprehension, graphic organizers*

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**Graphic Organizers as Effective Tools in Improving Reading Comprehension in English**

English language changes lives. As an international language, it becomes the gateway for many people to progress and to global competitiveness. In K12 English in the Philippines, this lays stress on the prominent skills: listening, speaking and viewing; reading, viewing and responding; writing and representing as it enhances the thinking skills: critical, creative; and the metacognition. Of all, it is in reading where the students get informed with practically almost anything. So, an English teacher must see to it that the students easily understand the language by utilizing varied strategies. Only, some students have difficulties in reading because of indifference.

The researcher, being an English teacher, has realized that the students belonging to the lower sections have massive needs to be addressed. To improve the teaching - learning, the researcher decided to check on some common practices.

By using Susman's model in diagnosing which involves the process of identifying a problem. An efficient tool for this is the gap analysis where different problems encountered inside the classroom would be identified ( Bondoc et al., 2014 : p 13).

Right after using the Susman's different thinking tools, the researcher identified the fifteen students who belong to the lowest level of reading, as according to the record of speed and comprehension test results conducted, to be the focus.

Helping students to read and write enthusiastically and purposefully is one of the greatest challenges. Teachers need to know how to use a wide variety of teaching methods, materials, and strategies to help children learn to read (Gillet, 1986). Graphic organizers help readers in identifying the required information from the materials (Koda, 2007). "Graphic organizers were developed on the basis of Ausbel's theory of 'meaningful verbal meaning', which states that when students are introduced to the material for which they have little background knowledge, their learning will be improved if they have a structured and clear method of organizing the information" (Baxendell,2003, p.47). Graphic organizers allow students to "

visualize the relationship among key concepts and terms in informational text” (Joyce, 2006, p. 36).

Learners, particularly the struggling ones, can be actively involved in reading and derive meaning from written texts using reading comprehension strategies. Among the reading strategies, graphic organizers are considered to approach reading differently from the traditional, linear text presentation (Chang, Sung and Chen,2002).

For the researcher to identify which solution would work, she used the Susman’s decision matrix. Finally, the data revealed that the use of graphic organizers in teaching would be the best solution to lessen the number of students in the lowest level in reading.

### **Statement of the Problem**

This study aims to find out the effectiveness of using graphic organizers in improving the reading comprehension in English of the fifteen Grade 8 – Timothy students. Specifically the study seeks to answer the questions: 1. What is the level of comprehension of the two groups based on the pre-test scores? 2. Is there a significant difference in the students’ reading comprehension between those who are exposed to the use of graphic organizers and to those in traditional teaching - learning methodology? 3. Is there a significant improvement in the reading comprehension of the fifteen identified students in the frustration level using the graphic organizers?

### **Hypothesis**

There is no difference in the students’ reading comprehension between those who are exposed in the use of graphic organizer and to the traditional teaching reading methodology. The use of graphic organizer will not improve significantly the level of reading in English of the fifteen Grade 8 – Timothy students.

### **Purpose and Significance of the Study**

This action research aims to present the effectiveness of graphic organizers as tools in improving the reading comprehension in English of the fifteen Grade 8 Timothy. Likewise, the following will benefit from the study:

English Teachers. They will be given additional strategies to improve teaching reading comprehension skills.

Grade 8 – Timothy Students. They will improve their reading comprehension and become independent readers.

School Heads. They will realize that there are other programs that they may propose for students to sustain their interest to read and comprehend.

Researcher. She will be able to prove the effectiveness of graphic organizers in improving the reading comprehension in English of the fifteen Grade 8 - Timothy students and incorporate the use of graphic organizers in teaching reading comprehension especially in informational text.

### **Definition of Terms**

The following are defined as used in this type of study: English language is the official language of Britain and the United States and the second language of the multilingual countries; gap analysis is a method of assessing the differences in performance in order to move from its current state to its desired one(Susman,1983) ; graphic organizers are communication tools that use visual symbols to express knowledge,concepts, thoughts, ideas, and relationships between them; reading comprehension is the ability to read text, process it, and understand its meaning.

### **Scope and Delimitation**

This study included the fifteen Grade 8 – Timothy students who belonged to the lowest level in reading based on the speed and comprehension test conducted during the school year 2014 – 2015 and the fifteen more Grade 8 students with the same age, grade level and reading ability as those in the aforementioned. The fish bowl technique in choosing participants was utilized to be unbiased in the choice of participants. Grade 8 – Timothy was picked for experimental while Grade 8 – Titus was for the control group.

### **Method and Design**

The experimental design with pre-test, posttest and with control and experimental groups was used in this action research.



## **Participants**

The participants were from Grade 8 – Timothy and Grade 8 – Titus. In this design, two groups were matched in age, grade level, and reading level on the results of speed and comprehension tests.

One group, called the experimental group, was exposed to the intervention (the use of graphic organizers) while the other group, called the control group, was not exposed to the experimental variable. The two groups were given the same test covering the subject matter studied during the period (Calderon and Gonzales, 2012). Any excess of the achievement of the experimental group over the achievement of the control group is attributed to the experimental factor (Garrett, 1958, p. 213 ).

## **Sampling Design**

To match the experimental group with the control group, the average grades in Grade 7 English were used to further establish comparison. The records of the participants as to age were provided by the advisers. The fifteen grade 8-Timothy who belonged to the lowest level or the frustration level comprised the experimental group. And, the other fifteen grade 8 students who matched with the experimental group in terms of age, grade level and reading ability were from 8 – Titus. And, they formed the control group.

## **Instruments**

Pre-test and posttest from the 3 stories in the third grading period were used in this action research. In answer to the validity of pre- and post tests, four experts ( two master teachers and two coordinators) were asked for their opinions. Before and after the experimental period, the two groups were given the prepared and carefully validated pre- test and posttest respectively about the three selections.

## **Data Gathering Procedure**

This research was conducted in the month of November up to the last week of January, the third quarter of S.Y. 2014 - 2015. Two months and a half time was used to gather and complete all the data. It took the teacher-researcher that much time because of the absences made by some participants during the discussions and tests of the two groups. One instance happened during the pre-test. Two students did not appear on the day of the test, the

researcher waited days for the two to arrive and to give them the test before she could continue. As proof of the experiment and observation, pictures and videos were taken.

### **Statistical Treatment of Data**

Quantitative data were obtained from the results of the pre-test and post test. To test if there is a significant difference between the performance of the control and the experimental groups, the t-test for independent sample was used. To test the effectiveness of the intervention, the researcher used the t-test for correlated samples, that is the pre-test and post-test of the experimental group.

### **Intervention**

There was also an action plan prepared which made implementation easy (David, 2014). The implementation included the use of three selections, three kinds of graphic organizers, and three questionnaires intended for 3<sup>rd</sup> quarter in grade 8- English. The story grammar map called students' attention to the main elements of the stories, such as title, setting, character, theme, plot and visually represented key information in narrative texts using a narrative structure (Boulineau et al., 2004). The Venn Diagram which was named after John Venn is composed of two or more overlapping circles used as a framework to make comparisons between two or more concepts (Dexter et al., 2011). Semantic Web is a diagram that can represent words, ideas or other items linked to or arranged around a central key word of the text and depicts relationships of the different components of an idea to the main idea, that is part of the whole (Graney, 1992).

In the process, the researcher used the graphic organizers as interventions to the reading comprehension of the experimental group while the traditional talk- chalk- blackboard method was used to teach the control group.

Prior to the discussion, there was already the knowledge of the parts of the graphic organizers. In both control and experimental groups, the collaborative learning was utilized. Students were formed into groups of five and they worked together in a limited time.

Copies of the story were distributed, read, and retrieved after seven minutes. The next was a twenty minute discussion (in chronological order) of the story. As an intervention, the story map with ten parts was used by the experimental group divided in smaller groups of five while the control group had the same experience except for the intervention. To the control

group, worksheets with ten questions were floated to groups of five. Both control and experimental groups were given 25 minutes to finish answering the worksheets.

The second selection was, “The Story of Ruth” A Bible Story. The same steps were done to both. Only, during the intervention, there were two graphic organizers- Story Map and Venn Diagram used by the experimental group. This time, thirty minutes was provided for the completion of the two graphic organizers. As for the control group, they had the same experience again. With regards to the questionnaire, it increased by four questions because it was made equal to those entry in the graphic organizers accomplished by the experimental group.

The last selection was the, “Ali Baba and the Forty Thieves”. Again, all the steps were followed. Both groups experienced the same except for the intervention. The graphic organizer - Semantic Web was included among those worksheets answered by the experimental group. And, those in the control group, they had 15 questions to answer. The addition of one more question was to make the number similar to those in the graphic organizers. In checking the graphic organizers and essay tests, a simple rubric was made to let the students know the reasons for their scores.

## Results and Discussion

This part presents the results and findings on the effectiveness of the graphic organizers as tools in improving the reading comprehension in English of the Grade 8 - Timothy students.

Table 1

Data on the Average Mean of the Control Group and Experimental Group on the three stories using graphic Organizer

| Participant     | Mean Average<br>“Tale of<br>Ch’unhyang”<br>(Story Map)<br>20 items | Mean Average<br>“Story of Ruth”<br>(Story Map, Venn<br>Diagram) –<br>30 items | Mean Average<br>“Story of Ali Baba and Forty<br>Thieves”<br>(Story Map, Venn Diagram<br>Semantic Web)-30 items |
|-----------------|--|---|--|
| Control         | 6.13   | 12.67   | 16.67  |
| Experimental    | 13.00  | 17.40   | 19.00  |
| Mean Difference | 6.87   | 4.73  | 3.33   |

Table 1 shows that the use of one graphic organizer in the “Tale of Ch’unyang” gained a higher mean difference of 6.87 as compared to the “Story of Ruth” and “Ali Baba and Forty Thieves” with a mean difference of 4.73 and 3.33 respectively. This shows that using one graphic organizer per story is more effective to students with low level of comprehension than in using two or more graphic organizer per story.

Table 2

Comparative Data on Pre-Tests of the Control and Experimental Groups

(T- Value from the Control and the Experimental Group)

| Participant     | Mean | Critical Value | Computed T - Value | Decision                           |
|-----------------|------|----------------|--------------------|------------------------------------|
| Control         | 9.07 | 1.701          | -0.367             | Not Significant<br>(No difference) |
| Experimental    | 9.33 |                |                    |                                    |
| Mean Difference | 0.26 |                |                    |                                    |

Table 2: shows the absolute value of -0.367 is less than the tabular value of 1.701 at .05 level of significance with 28 degrees of freedom, the null hypothesis is accepted. This means there is no significant difference between the control and experimental groups on their level of reading comprehension. This implies that the two groups are matched and can be subjected for the experimental research.

Table 3

Degree of Difference between the Test of the Control Group and the Experimental Group on the Use of Graphic Organizer- Story Map on,” Tale of Ch’unhyang”

| Participant           | Test Score | Mean Score | T - Value | Verbal Interpretation |
|-----------------------|------------|------------|-----------|-----------------------|
| Control               | 92         | 6.13       | 9.964     | Significant           |
| Experimental          | 195        | 13         |           |                       |
| Arithmetic Difference | 103        | 6.87       |           |                       |

Table 3 shows after the intervention, the experimental group’s mean score was 13.00 while that of the control group was 6.13. The computed t – value was higher than the ttv of 2.145 with level of significance of .05. Therefore, Ho is not accepted and this strongly implies that there is a significant improvement in the reading comprehension skills of the students

considering the use of the story map. This suggests that the students appreciated learning with the presence of the structured and clear template in organizing the information.

Table 4

Degree of Difference between the Test of the Control Group and the Experimental Group on the Use of Graphic Organizer- Story Map and Venn Diagram on, "The Story of Ruth"

| Participant           | Test Score | Mean Score | T - Value | Verbal Interpretation |
|-----------------------|------------|------------|-----------|-----------------------|
| Control               | 190        | 12.67      | -3.621    | Significant           |
| Experimental          | 261        | 17.40      |           |                       |
| Arithmetic Difference | 71         | 4.73       |           |                       |

Table 4 shows that after the intervention, the computed t – value of -3.621 is more than the critical t – value of 2.145 with level of significance of .05 and with a degree of freedom of 14. This means Ho is disconfirmed. There is significant difference between the means of the two groups. This result concludes that the use of the graphic organizers aided the students on understanding the short story as evident on the significantly greater mean of the experimental group.

Table 5

Data on the Result of Scores on the Use of Graphic Organizer- Story Map, Venn Diagram and Semantic Web on, "Ali Baba and the Forty Thieves"

(T- Value from the Control and the Experimental Group)

| Participant           | Test Score | Mean Score | T - Value | Verbal Interpretation |
|-----------------------|------------|------------|-----------|-----------------------|
| Control               | 235        | 15.67      | 3.109     | Significant           |
| Experimental          | 285        | 19.00      |           |                       |
| Arithmetic Difference | 50         | 3.33       |           |                       |

Table 5 shows that after the intervention, the computed t – value of 3.109 was higher than the ttv of 2.145 with level of significance of .05. Therefore, Ho is not accepted and this strongly implies that there is a significant improvement in the reading comprehension skills of the students considering the use of the graphic organizers. This suggests that even the low

performing students can perform better if the proper motivating materials are introduced to them.

Table 6

Comparative Data on Pre-Test and Post-Test of the Control and Experimental Groups

(T – Value from the Pre-test and Post-test of the Grade 8 – Titus)

| Test                  | Total Score<br>(450) | Mean Score | T – Value | Verbal Interpretation |
|-----------------------|----------------------|------------|-----------|-----------------------|
| Pre-test              | 136                  | 9.07       | 6.004     | Significant           |
| Post test             | 204                  | 13.60      |           |                       |
| Arithmetic Difference | 68                   | 4.53       |           |                       |

Table 6 - A shows that the computed t – value of 6.004 was higher than the critical value of 2.145 with level of significance of .05. Therefore, the  $H_0$  is not accepted. And, it implies that there is significant improvement in the reading comprehension of the students.

(T – Value from the Pre-test and Post-test of the Grade 8 – Timothy)

| Test                  | Total Score<br>(450) | Mean Score | T – Value | Verbal Interpretation |
|-----------------------|----------------------|------------|-----------|-----------------------|
| Pre-test              | 140                  | 9.33       | 7.285     | Significant           |
| Post test             | 262                  | 17.46      |           |                       |
| Arithmetic Difference | 122                  | 8.13       |           |                       |

Table 6 - B shows that the computed t – value of 7.285 is higher than the critical value of 2.145 with level of significance of .05 and a degree of freedom of 14. The  $H_0$  is not accepted and this implies that there is a significant improvement in the reading comprehension skills of the Grade 8 – Timothy. After using the graphic organizers, the students greatly improved.

Table 7

*Comparative Data on Posttests of the Control and Experimental Groups*

(T- Value from the Control and the Experimental Group)

| Participant        | Mean  | Critical Value | Computed T - Value | Decision    |
|--------------------|-------|----------------|--------------------|-------------|
| Control Group      | 13.6  | 2.048          | - 3.189            | Significant |
| Experimental Group | 17.47 |                |                    |             |
| Mean Difference    | 3.87  |                |                    |             |

Table 7 shows the  $t_{cv}$  of -3.189 is greater than or beyond the  $t_{tv}$  of 2.048 at .05 level of significance with 28 degrees of freedom, the null hypothesis is disconfirmed. This means there is a significant difference between the control group and the experimental group as to the compared mean and posttests of both groups.

### **Summary/Findings**

The average mean of the control group on their pre-test is 9.07 while the mean average of experimental group is 9.33 with a mean difference of .26. The t-test results show that there is no significant difference on the reading comprehension of the experimental and control group. The post tests of both groups after the discussion on the selection using graphic organizer for the experimental group and traditional method for the control reveal an average mean of 13.6 for the control group and 17.47 for the experimental group. The story “Tale of Ch’unhyang” using story map and the” Story of Ruth” using story map, and Venn diagram achieved a mean of 6.13 for the control group and 13 for experimental group and a mean of 12.67 and 17.40 respectively while the story “Ali baba and the Forty Thieves” using story map, Venn diagram and semantic web achieved a mean of 15.67 for the control group and 19 for the experimental group. The t-value of -3.189 for the post test of the control and experimental group is beyond the tabular value of 2.048 at .05 level of significance; thus, the null hypothesis that there is no difference in the student’s reading comprehension between those who are exposed in the use of graphic organizer and those exposed in traditional method is disconfirmed. The t-value of 7.285 for the pre-test and posttest of experimental group is greater than the tabular value of 2.145 at .05 level of significance with degrees of freedom; thus, the null hypothesis that the use of graphic organizer will not improve significantly the level of reading in English of the experimental group was rejected.

### **Conclusion**

The t-test result on the pre-tests of the control and experimental groups reveals that the two groups are matched on their reading comprehension ability. The mean results of the control and experimental groups on the 3 stories using graphic organizers: story map, Venn diagram, semantic web indicate that the reading comprehension levels of the two groups increased as they move from one story to another. The mean difference reveals that the experimental group’s reading comprehension improves better than the control group. There is

a significant difference on the reading comprehension of the control and experimental group and the use of the 3 kinds of graphic organizers contributed to this difference. The significant improvement of the experimental group on their post-test as compared to pre-test can be attributed to the intervention; thus, the use of graphic organizers is effective.

### **Recommendation**

It is recommended that the speed reading comprehension test and pre-test be conducted to determine the students' reading comprehension level to provide appropriate intervention. Aside from using the traditional method in developing the comprehension level of students the use of story map, Venn diagram, semantic web, and other graphic organizers can be used as intervention in improving the level of comprehension of students. Trainings on the benefits and use of graphic organizer can be incorporated in the INSET of English teachers so other teachers can benchmark from the result of the research. A similar study can be conducted to students of higher sections to find out the effectiveness of graphic organizers to other groups of students.

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## **Appendices**

Appendix A

Pampanga High School  
City of San Fernando, (P)  
SY 2014 – 2015


**ACTION PLAN**

| OBJECTIVE/TARGET   | ACTIVITY/TASK/STEPS   | PERSONS INVOLVED   | TIME FRAME                    | RESOURCES NEEDED   | EXPECTED OUTPUT  | STATISTICAL TO BE USED |
|--|---|--|-------------------------------|--|--|------------------------|
| 1. To identify students who belong to the lowest level of reading  | 1. Prepare the reading tests for grade 8 in order to identify the No. of students who belong to the lowest level of reading | English Teacher<br>Grade 8 – Timothy students and other Grade 8 students belonging to another sections | September 2014 – October 2014 | Testing Reading Power 1 Selections and Questionnaires HS Series,(Condez, et. al, 1991) | Tested the students to identify those who have difficulty to read and comprehend |                        |
|  | 2. Write on a form the result of the testing (At least, test twice or more to avoid errors)                                 | English Teacher<br>Students  | October 2014                  |  | Students in the lowest level are identified                                      |                        |
| 2.To identify and make the match between experimental group and control group ,conduct a pre -test of 1-30 items | Prepare the pre- test with item 1 - 30  | English Teacher<br>Grade 8 students  | November 2014                 | Pre – test (1 -30)   | Identified which the experimental and the control group                          |                        |
| 3. To make the experimental group use the graphic organizer, Story Map   | Teach them the famous Korean tale, "Ch' unyang "pages 8-12 of the J/TG  | English Teacher<br>Grade 8 students  | November 2014                 | English Time Journal 8, page 8-12<br>Worksheet No. 1.a<br>Story Grammar Map            | Filled the parts of the Story Map  |                        |
| Use the talk-  | Teach the   | Grade 8 students   | November 2014                 | English Time   | Answered the   |                        |

|  |   |   |               |  |  |
|--|---|---|---------------|--|--|
| chalk - blackboard method in teaching the control group, the Korean tale   | students the famous Korean tale, " Ch' unyang " using the talk -chalk- blackboard method              | with the same age, and reading ability  |               | Journal 8, page 12 Worksheet No. 1.b 10 questions about the selection  | same questions as those in the story map about the selection                               |
| 4. To make the experimental group use the graphic organizer, Story Map , Venn Diagram                                      | Teach them the Bible Story, "The Story of Ruth", TG , pp 55 -58 using the Story Map, and Venn Diagram | English Teacher Grade 8 students  | November 2014 | Handouts with the Bible Story "The Story of Ruth" and Worksheet No. 2.a Story Grammar Map and Venn Diagram                 | Filled the parts of the Story Map, and the Venn Diagram                                    |
| Use use the talk- chalk - blackboard method in teaching the control group  | Teach the students the Bible Story "The Story of Ruth" using the talk - chalk- blackboard method      | Grade 8 students with the same age, sex, and mental ability as the Grade 8 experimental group | November 2014 | Handouts with the Bible Story and Worksheet No. 2.b with 10 questions about the selection                                  | Answered the same questions as those in the Story Map and Venn Diagram about the selection |
| 5. To make the experimental group use the graphic organizer: Story Map , Venn Diagram , and Semantic Web and use the talk- | Teach them , "Ali Baba and the Forty Thieves ", TG , pp 60- 61 using the Story Map, Venn Diagram and  | English Teacher Grade 8 students  | November 2014 | Handouts with the " Ali Baba and the Forty Thieves" and Worksheet No. 3.a Story Grammar Map, Venn Diagram and Semantic Web | Filled the parts of the Story Map, Venn Diagram and Semantic Web                           |

|  |   |   |               |   |   |  |
|--|---|---|---------------|---|---|--|
| chalk - blackboard method in teaching the control group  | Semantic Web<br><br>Teach the students the story using the talk -chalk- blackboard method | Grade 8 students with the same age, and mental ability as the Grade 8 experimental group  | November 2014 | Handouts with the "Ali Baba and the Forty Thieves" and Worksheet No. 3.b 10 questions about the selection | Answered the same questions as those in the story map, Venn Diagram and Semantic Web about the selection  |  |
| 5. Get the scores of the Post test, 1-30 items ( teacher - made test but validated by 3 experts or master teacher) | Prepare the test ( 1-30)  | English Teacher<br>Grade 8 Timothy Students<br>Other Grade 8 Students with the same age, and reading ability as the Grade 8 Timothy | December 2014 | English 8 Teaching Guide<br><br>Test Questionnaire 1- 30<br>To test the Experimental and Control group    | Comparative Data between the fifteen(15) Grade 8 Timothy Students, Experimental Group and the Control Group, students with the same age, and reading ability as those in experimental group | (Experimental Design)<br>The two – tailed test was applied |

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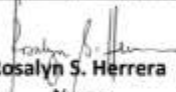
Appendix \_\_\_

Worksheet No. 1

**GAP ANALYSIS**

| <b>What should be?</b>   | <b>What is actual?</b>   | <b>What is the gap?</b>   |
|--|--|---|
| 1. All 39 students in 8 Timothy must be independent readers.                         | Only 24 students in 8 – Timothy are independent readers out of 39 students.    | There are 15 students who belong to the frustration level in reading.                   |
| 2. All 39 students in 8 Timothy must be present everyday.                            | Only 32 out of 39 students are present everyday.                               | There are 7 who are always absent in class almost everyday.                             |
| 3. All 39 students in 8 Timothy must be attentive during class discussion.           | Only 25 students are attentive during class discussion.                        | There are 21 students who are inactive in class discussion.                             |
| 4. All 39 students in 8 Timothy must follow school's rules and regulations.          | Only 33 students in 8 Timothy follow school's rules and regulations.           | There are 10 students who are always reminded to follow school's rules and regulations. |
| 5. All 39 students in 8 Timothy must be regular in making their assignments.         | Only 30 students in 8 Timothy are regular in making their assignments .        | There are 10 students who are irregular in making their assignments.                    |
| 6. All 39 students in 8 Timothy must go to the library at least 5 times per quarter. | Only 22 students in 8 Timothy go to the library at least 5 times per quarter . | There are 17 who do not go to the library to read.                                      |
| 7. All 39 students in 8 Timothy must bring their journals everyday.                  | Only 30 students in 8 Timothy bring their journals every everyday .            | There are 9 students who are always without journal to use.                             |
| 8. All 39 students in 8 Timothy must have portfolio in English.                      | Only 33 students in 8 Timothy have their own portfolio in English .            | There are 6 students in 8 Timothy who do not have portfolio in English.                 |
| 9. All 39 students in 8 Timothy must use English inside the classroom.               | Only 25 students in 8 Timothy use English inside the classroom .               | There are 20 students in 8 – Timothy who do not use English inside the classroom.       |
| 10. All 39 students in 8 Timothy must come on time during class hours.               | Only 23 students in 8 Timothy are always on time during class hours .          | There are 13 students who are not on-time to class everyday.                            |

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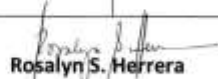
Appendix \_\_

Worksheet No. 2

**CRITICAL THINKING TOOL**

| Gaps  | Which is the most important? | Which is the most urgent? | Which is more relevant? | Which is the most doable? | Total | Rank |
|---|------------------------------|---------------------------|-------------------------|---------------------------|-------|------|
| There are 15 students who belong to the frustration level in reading.                   | 5                            | 5                         | 5                       | 5                         | 20    | 1    |
| There are 7 who are always absent in class almost everyday.                             | 5                            | 5                         | 3                       | 3                         | 16    | 7    |
| There are 21 students who are inactive in class discussion.                             | 5                            | 5                         | 3                       | 5                         | 18    | 2.5  |
| There are 10 students who are always reminded to follow school's rules and regulations. | 5                            | 4                         | 5                       | 4                         | 18    | 2.5  |
| There are 10 students who are irregular in making their assignments.                    | 5                            | 5                         | 4                       | 3                         | 17    | 4.5  |
| There are 17 who do not go to the library to read.                                      | 4                            | 4                         | 4                       | 4                         | 16    | 7    |
| There are 9 students who are always without journal to use.                             | 5                            | 4                         | 4                       | 4                         | 17    | 4.5  |
| There are 6 students in 8 Timothy who do not have portfolio in English.                 | 4                            | 3                         | 4                       | 4                         | 15    | 9.5  |
| There are 20 students in 8 – Timothy who do not use English inside the classroom.       | 4                            | 3                         | 4                       | 4                         | 15    | 9.5  |
| There are 13 students who are not on- time to class everyday.                           | 5                            | 4                         | 4                       | 3                         | 16    | 7    |

March 15, 2015  
Date

  
Rosalyn S. Herrera  
Name

Master Teacher 1  
Designation

English Department  
Department

PAMPANGA HIGH SCHOOL  
City of San Fernando, (P)

Appendix \_\_

Worksheet No. 3

**Problem Tree**

*In 8 – Timothy, there are 15 students who belong to the frustration level in reading.*

Immediate Causes

*Conventional Teaching Methods of Teachers*

*Lack of interest to read because of poor comprehension*

*Lack of support from family*

Underlying Causes

*Teacher uses only the talk-chalk-method of teaching*

*Teacher do not use any multi-media in teaching*

*Inability to recognize words*

*Poor vocabulary understanding*

*Parents are always busy and they do not make follow ups.*

*older siblings do not teach younger siblings to read*

Root Causes

*No new materials like worksheets in teaching*

*No available computer to use inside the room*

*Insufficiency of nourishment to the body*

*Indifference to words unfamiliar to*

*Poor Socio-Economic Status.*

*Busy to give time to tutor young siblings*

**March 15, 2015**

Date

*Rosalyn S. Herrera*

Name

**Master Teacher 1**

Designation

**English Department**

Department

Seminar – Workshop on Doing Classroom – Based Action Research : Sept. 23 – 25 , 2014

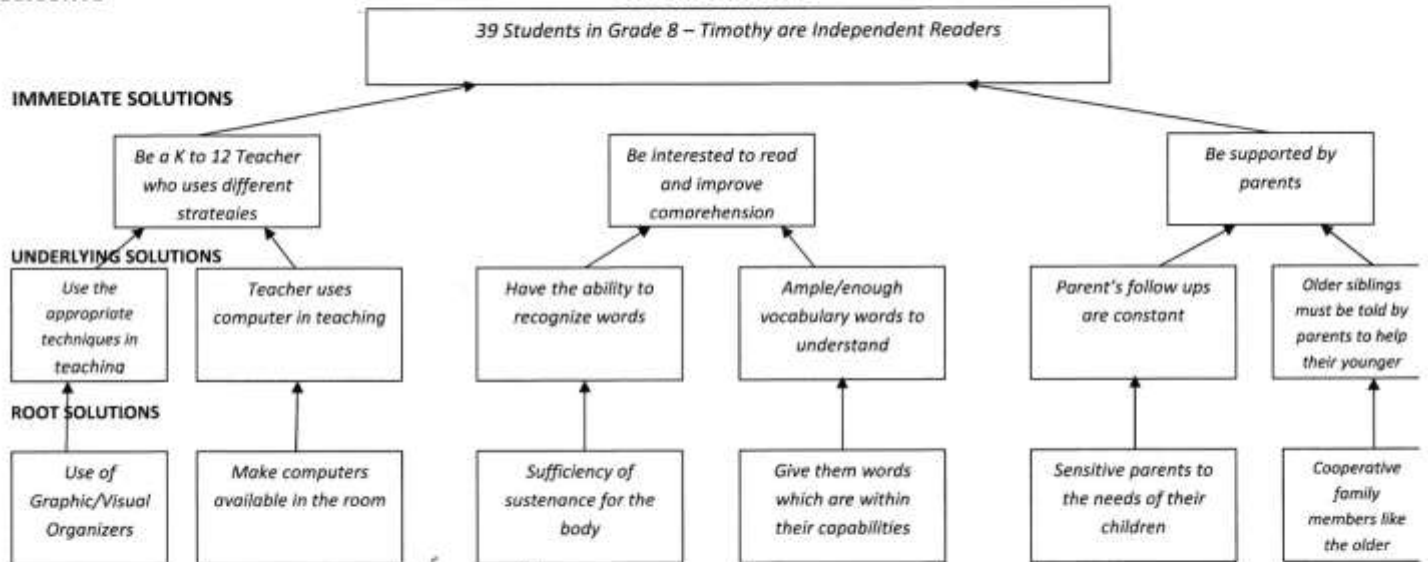
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Appendix \_\_

Worksheet No. 4

OBJECTIVE

OPPORTUNITY TREE



March 15, 2015  
Date

*Rosalyn S. Herrera*  
Rosalyn S. Herrera  
Name

Master Teacher 1  
Designation

English Department  
Department




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Appendix \_\_

Worksheet No. 5

| ALTERNATIVE(ROOT SOLUTIONS)                                   | DECISION CRITERIA         |                             |   |                      |                          |                     | Total | Rank |
|---|---------------------------|-----------------------------|---|----------------------|--------------------------|---------------------|-------|------|
|   | Manageability of Data (6) | Speed of Implementation (5) | Within the Span/Jurisdiction of the research(4) | Cost - Efficiency(3) | Likelihood of Success(2) | Potential Impact(1) |       |      |
| 1. Use of visual or graphic organizers in teaching            | 6x6=36                    | 6x5=30                      | 6x4=24  | 6x3=18               | 6x2=12                   | 6x1=6               | 126   | 1    |
| 2. Make a computer available in the room                      | 5x2=10                    | 5x2=10                      | 5x2=10  | 5x2=10               | 5x1=5                    | 5x1=5               | 50    | 4    |
| 3. Sufficiency of sustenance for the body                     | 4x4=16                    | 4x4=16                      | 4x3=12  | 4x2=8                | 4x1=4                    | 4x1=4               | 60    | 2.5  |
| 4. Give words which are within their capabilities.            | 3x5=15                    | 3x5=15                      | 3x4=12  | 3x3=9                | 3x2=6                    | 3x1=3               | 60    | 2.5  |
| 5. Sensitivity of parents to the needs of their children      | 2x4=8                     | 2x4=8                       | 2x3=6   | 2x2=4                | 2x2=4                    | 2x1=2               | 32    | 5    |
| 6. Cooperative family members like the child's older siblings | 1x5=5                     | 1x4=4                       | 1x2=2   | 1x3=3                | 1x2=2                    | 1x1=1               | 17    | 6    |

March 15, 2015  
Date

  
Rosalyn S. Herrera  
Name

Master Teacher 1  
Designation

English Department  
Department

## Appendix G

### GRAPHIC ORGANIZERS

#### STORY MAP

Selection: Tale of Ch'unhyang

Fill in the parts of the story map according to the selection, "Tale of Ch'unhyang".

|                 |             |
|-----------------|-------------|
| Title:          |             |
| Setting:        | Characters: |
| Theme:          |             |
| Exposition:     |             |
| Rising Action:  |             |
| Climax:         |             |
| Falling Action: |             |
| Denouement:     |             |
| Moral Lesson:   |             |

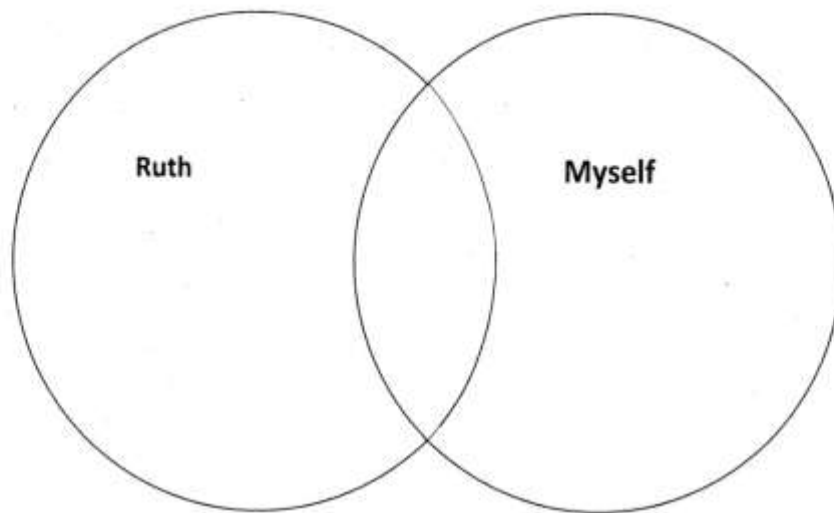
Submitted by: \_\_\_\_\_

## Appendix H

### Selection: The Story of Ruth

Fill in the Venn Diagram using the following questions about the selection.

1. What 3 character traits do you both share? Why? Write your answers between the two circles.
2. Enumerate at least 3 of your character traits which are different from Ruth's character traits inside the right circle.
3. Write Ruth's character traits which are different from yours inside the left circle.
4. Which of those traits would you like to improve? Explain.



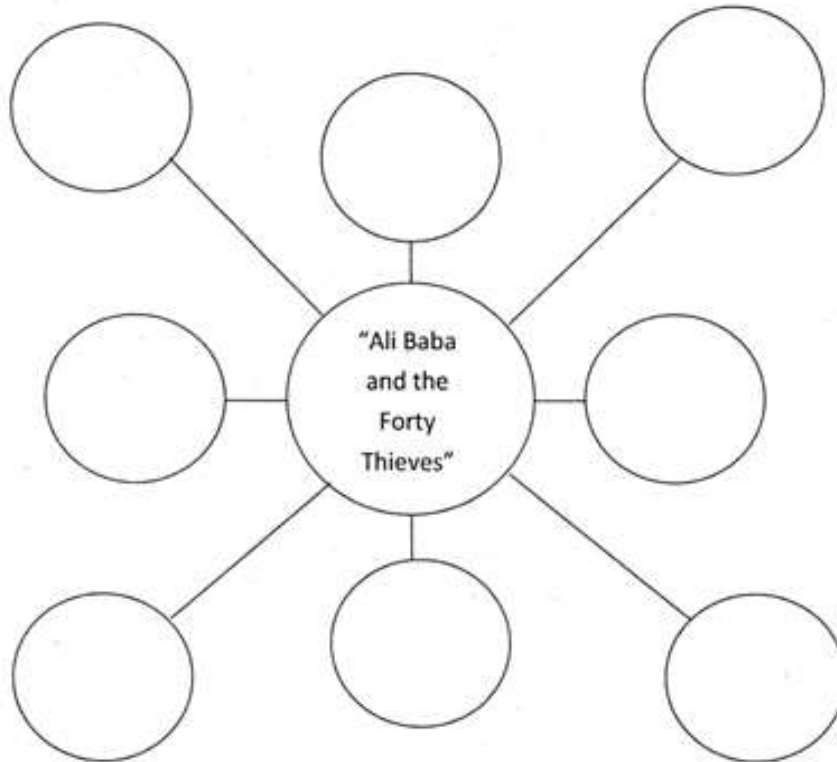
**Venn Diagram**

Selection: Ali Baba and the Forty Thieves

Semantic Web

Process:

Give at least 8 words you can think to describe the selection "Ali Baba and the Forty Thieves."



## Appendix J

Department of Education  
Region III

**Pampanga High School**  
SY 2014 – 2015

### PRE-TEST

Name: \_\_\_\_\_

Score: \_\_\_\_\_

Grade and Section: \_\_\_\_\_

I. Write the letter of the correct answer before the number.

- \_\_\_\_\_ 1. In the story, "Tale of Ch' unhyang", he is the magistrate's son who grew up to be a handsome man.  
a. Pangja b. Yi Mong-Yong c. Pak Yong Jang d. Namwon
- \_\_\_\_\_ 2. She is Moabite woman who was redeemed into a Hebrew family.  
a. Ruth b. Ch' unhyang c. Naomi d. Orpah
- \_\_\_\_\_ 3. He is the greedy brother of Ali Baba in the Story, "Ali Baba and the Forty Thieves".  
a. Baba Mustafa b. Cassim c. Morgiana d. Ali
- \_\_\_\_\_ 4. What inference can be made from these lines "Don't you know the butterfly must pursue the flower, and the geese must seek the sea?"  
a. The man must court a woman. b. The man must give a lot of gifts c. The man must act like a butterfly. d. The man must swim like the geese
- \_\_\_\_\_ 5. What kind of man is Ali Baba?  
a. humble b. arrogant c. greedy d. ambitious
- \_\_\_\_\_ 6. What inference can be made from these lines, "Intreat me not to leave thee, or to return from following after thee: for wither thou goest, I will go."  
a. The woman went away. b. The woman went with the other person. c. The woman went back to her homeland.
- \_\_\_\_\_ 7. The king made Ch' unhyang' the ach 'ungnyolpuin, or \_\_\_\_\_.  
a. an officer of the palace b. a visitor in the palace c. a faithful wife d. a housewife
- \_\_\_\_\_ 8. The story of Ruth is about \_\_\_\_\_.  
a. Being good to other people b. Having true love and selfless giving c. Becoming industrious d. Being good in business
- \_\_\_\_\_ 9. In the Story, "Ali Baba and the Forty Thieves", Morgiana was rewarded by \_\_\_\_\_.  
a. marrying her to his son b. giving her gold and silver c. giving her magic d. adopting her as daughter
- \_\_\_\_\_ 10. To what sensory image does this line appeal, "He took off his ring and ordered a courtesan to show it to Ch' unhyang'.

- a. smell      b. taste      c. hearing      d. sight
- \_\_\_ 11. "Ruth felt the grains with her feet." To what sense does the line appeal?  
a. sight      b. smell      c. hearing      d. touch
- \_\_\_ 12. Morgiana heard the plan of the thieves and devised a way to defeat them. Identify the sensory image used in the line.  
a. sight      b. smell      c. taste      d. hearing
- \_\_\_ 13. What could be the feeling of Ch' unhyang' when Yi Mong- Yong asked her to marry him?  
a. Juvilant      b. Amazed      c. Sorrowful      d. Confused
- \_\_\_ 14. How did Naomi react when Ruth told her about Boaz?  
a. She became sad.      b. She felt afraid      c. She asked Ruth not to see him anymore      d. She was pleased
- \_\_\_ 15. What did the son of Ali Baba feel when he married Morgiana?  
a. sad      b. surprised      c. angry      d. happy
- \_\_\_ 16. Ch' unhyang' was imprisoned because she \_\_\_\_\_.  
a. did a criminal act      b. refused to marry the new magistrate      c. married Yi Mong-Yong  
d. refused to be in the palace of the king
- \_\_\_ 17. In "The story of Ruth," Boaz married Ruth because \_\_\_\_\_.  
a. He wanted to take good care of her.      b. He wanted her to bear his child      c. Boaz liked her for being jolly      d. She was industrious
- \_\_\_ 18. The thieves in the story "Ali Baba and the Forty Thieves" finding the body of Cassim gone, realized that \_\_\_\_\_.  
a. the wolves have taken it      b. Cassim went back to life      c. another person must know their secret      d.

Read the following sentences. Then, answer the following questions for Nos. 19, 20, 21.

- A. Yi Mong – Yong caught sight a beautiful young maiden.  
B. Yi Mong – Yong decided to accompany his father who was appointed to the King's cabinet.  
C. Ch'unhyang was imprisoned because she refused the magistrate's offer to marry him.  
D. Ch' unhyang, a daughter of a kisaeng, became secretly married to Yi Mong –Yong.  
E. Ch' unhyang was rescued from the cruel magistrate and they lived happily ever after.

\_\_\_ 19. If to arrange the sentences logically, which is the second sentence?

\_\_\_ 20. Which is the first sentence?

\_\_\_ 21. Which is the last sentence?

|    |   |    |                                       |
|----|---|----|---------------------------------------|
| a. | A Hebrew family moved to Moab               | c. | Elimelech had two sons.               |
| b. | Elimelech and the two sons died.            | d. | Ruth and Naomi returned to Bethlehem. |
| a. | Ali Baba and Cassim are sons of a merchant. | c. | Cassim died.                          |
| b. | Ali Baba married a poor woman.              | d. | Cassim married a rich woman.          |

\_\_\_ 22. What value is underscored in the selection, "Tale of Ch' unhyang"?

- a. faithfulness   b. honesty   c. kindness   d. punctuality
- \_\_\_\_ 23. Identify the moral lesson in, "The story of Ruth".
- a. fidelity   b. bravery   c. selfless giving   d. honesty
- \_\_\_\_ 24. What moral lesson does the story from the world's famous "One Thousand and One Nights" or better known as, "The Arabian Nights" give us?
- a. greed will bring you nowhere   b. laziness is a bad habit   c. Infidelity is a grave sin
- \_\_\_\_ 25. What's the author's purpose in writing the, "Tale of Ch'unhyang"?
- a. To show the world the fidelity and faithfulness of a wife to her husband
- b. To showcase the immorality of the kisaeng
- c. To let people know the positions in the Korean government
- d. To honor the parents of the Koreans
- \_\_\_\_ 26. Identify the author's purpose in writing the selection, "The story of Ruth".
- a. Inform people about the true love of Ruth to Naomi and the kindness of Boaz to Ruth.
- b. Inform people of the chance to survive if to ask somebody to take her as a wife.
- c. Convince people of the needs of the two widows in Moab.
- d. Persuade people help Naomi and Ruth.
- \_\_\_\_ 27. What is the author's purpose in the selection, "Ali Baba and the Forty Thieves?"
- a. To let people know that bad deeds will not reward a man.
- b. It is good to be hardworking.
- c. To tell that honesty is the best policy.
- d. To inform that in unity, there is strength.
- \_\_\_\_ 28. What would happen to Ch'unhyang if Yi Mong – Yong did not find out the truth?
- a. She would have died and the people would have not learned about her faithfulness.
- b. The kingdom would have rejoiced and chosen a new king.
- c. Ch'unhyang would have married the cruel magistrate.
- d. Yi Mong –Yong would have remained a beggar.
- \_\_\_\_ 29. If Naomi did not bring Ruth with her, what would likely to happen?
- a. Ruth would be a successful merchant.
- b. Naomi would be happy.
- c. Ruth would not be married to Boaz.
- d. Naomi would be married to Boaz.
- \_\_\_\_ 30. Morgiana, being married to Ali Baba's son, would feel \_\_\_\_\_.
- a. delighted   b. embarrassed   c. cheated   d. sad

RSH

Appendix H


Department of Education  
 Region III  
 Division of City Schools of San Fernando, (P.)  
 Pampanga High School  
 SY 2014 – 2015

**TABLE OF SPECIFICATION**  
**COMPREHENSION - POST TEST**

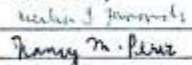

Prepared by: Rosalyn S. Herrera

| Topic/Learning Competency(s)                            | No. of Days Taught | % of Item   | No. of Items | SKILLS   |          |          |          |          |          | Item Placement  |
|---|--------------------|-------------|--------------|----------|----------|----------|----------|----------|----------|-----------------|
|   |                    |             |              | K        | C        | A        | A        | S        | E        |                 |
| <b>Reading Comprehension</b>                            |                    |             |              |          |          |          |          |          |          |                 |
| a. Noting Details                                       | 1                  | 10%         | 3            | 3        |          |          |          |          |          | 1,2,3           |
| b. Making inferences                                    | 1                  | 10%         | 3            |          |          | 3        |          |          |          | 4,5,6           |
| c. Getting the main idea of the selection               | 1                  | 10%         | 3            |          |          |          | 3        |          |          | 7,8,9           |
| d. Identifying sensory images                           | 1                  | 10%         | 3            | 3        |          |          |          |          |          | 10,11,12        |
| e. Identifying the general mood in the story            | 1                  | 10%         | 3            |          |          |          | 3        |          |          | 13,14,15        |
| f. Showing cause and effect relationship                | 1                  | 10%         | 3            |          |          | 3        |          |          |          | 16,17,18        |
| g. Rearranging the events as they happened in the story | 1                  | 10%         | 3            |          |          |          |          | 3        |          | 19, 20,21       |
| h. Identifying the value underscored in the selection   | 1                  | 10%         | 3            |          |          |          | 3        |          |          | 22,23,24        |
| i. Identifying the author's purpose                     | 1                  | 10%         | 3            |          | 3        |          |          |          |          | 25,26,27        |
| j. Drawing conclusions                                  | 1                  | 10%         | 3            |          |          |          |          |          | 3        | 28,29,30        |
| <b>Total</b>  | <b>15 days</b>     | <b>100%</b> | <b>30</b>    | <b>6</b> | <b>6</b> | <b>6</b> | <b>6</b> | <b>3</b> | <b>3</b> | <b>30 Items</b> |

Submitted by:

  
Rosalyn S. Herrera  
 Grade 8 Teacher

Validated by:

  
MARK ROSSEM D. GARCIA  
  
ELOISA P. REYES

Noted by:

Fernandina P. Otchengco  
 Head, English Dep't.



## Appendix K

Department of Education  
Region III

**Pampanga High School**  
SY 2014 – 2015  
**POST TEST**

Name: \_\_\_\_\_

Score: \_\_\_\_\_

Grade and Section: \_\_\_\_\_

I. Write the letter of the correct answer before the number.

- \_\_\_\_ 1. He became the husband of the main character in the story, "Tale of Ch'unhyang".  
a. Pangja b. Yi Mong-Yong c. Pak Yong Jang d. Namwon
- \_\_\_\_ 2. Boaz married her and became the great grandmother of King David.  
a. Ruth b. Ch'unhyang c. Naomi d. Orpah
- \_\_\_\_ 3. In the Story, "Ali Baba and the Forty Thieves" he was the tailor who stitched the pieces of Cassim's body back together.  
a. Baba Mustafa b. Cassim c. Morgiana d. Ali
- \_\_\_\_ 4. "The blue sea may become a mulberry field, and the mulberry field may become the blue sea, but my heart for Ch'unhyang shall never change". What do these lines mean?  
a. My love will never fade. b. The man must give gifts c. The man must plant mulberries.  
d. My love is like the blue sea.
- \_\_\_\_ 5. Ali Baba is a kind of person who is \_\_\_\_\_.  
a. humble b. arrogant c. greedy d. ambitious
- \_\_\_\_ 6. "Intreat me not to leave thee, or to return from following after thee: for wither thou goest, I will go."  
a. The woman went away. b. The woman did not leave the other person. c. The woman went back to her homeland.
- \_\_\_\_ 7. Ch'unhyang was made the ach 'ungnyolpuin', or \_\_\_\_\_ by the King.  
a. an officer of the palace b. a visitor in the palace c. a faithful wife d. a housewife
- \_\_\_\_ 8. This is what "The Story of Ruth" intends to teach us.  
a. Be good to other people b. Have true love and selfless giving c. Become industrious  
d. Be good in business
- \_\_\_\_ 9. Morgiana was rewarded by Ali in the story, "Ali Baba and the Forty Thieves", by \_\_\_\_\_.  
a. marrying her to his son b. giving her gold and silver c. giving her magic d. adopting her as daughter
- \_\_\_\_ 10. This line, "The view from the bridge was as beautiful as the summer sky" appeals to what sense?  
a. smell b. taste c. hearing d. sight

- \_\_\_ 11. "She felt the grains with her feet." To what sense does the line appeal?  
 a. sight    b. smell    c. hearing    d. touch
- \_\_\_ 12. "Morgiana heard the plan of the thieves and devised a way to defeat them". Identify the sensory image used in the line.  
 a. sight    b. smell    c. taste    d. hearing
- \_\_\_ 13. The feeling of Ch' unhyang' when Yi Mong- Yong asked her to marry him?  
 a. jovialant    b. amazed    c. sorrowful    d. confused
- \_\_\_ 14. The reaction of Naomi when Ruth told her about Boaz?  
 a. She became sad.    b. She felt afraid    c. She asked Ruth not to see him anymore    d. She was pleased
- \_\_\_ 15. How did the son of Ali Baba feel when he married Morgiana?  
 a. sad    b. surprised    c. angry    d. happy
- \_\_\_ 16. They imprisoned Ch' unhyang because she \_\_\_\_\_.  
 a. did a criminal act    b. refused to marry the new magistrate    c. married Yi Mong-Yong    d. refused to be in the palace of the king
- \_\_\_ 17. Boaz married Ruth so that he may \_\_\_\_\_.  
 a. take good care of her.    b. bear his child    c. like her for being jolly    d. be as industrious as she
- \_\_\_ 18. In the story, "Ali Baba and the Forty Thieves", finding the body of Cassim gone, they realized that \_\_\_\_\_.  
 a. the wolves have taken it    b. Cassim went back to life    c. another person must know their secret    d. they forgot that they buried him already

Read the following sentences. Then, answer the following questions for Nos. 19, 20, 21.

- A. Elimelech and his wife Naomi had two sons, Mahlon and Chilion who each married a wife in Moab.  
 B. After her husband's death, Naomi and Ruth returned to Bethlehem-Judah together .  
 C. Ruth met Boaz who was very kind to her.  
 D. In time Elimelech and his two sons died, which left the three widows in Moab.  
 E. Boaz and Ruth were married and became the great grandparents of King David.

\_\_\_ 19. If to arrange the sentences logically, which is the second sentence?

\_\_\_ 20. Which is the first sentence?

- |                                 |   |
|---------------------------------|---|
| a. Yi Mong Yong saw Ch'unhyang. | c. Yi Mong Yong married Ch'unhyang.         |
| b. Ch'unhyang went to prison.   | d. Yi Mong Yong married rescued Ch'unhyang. |

\_\_\_ 21. Which is the last sentence?

- |  |                                 |
|--|---------------------------------|
| c. Ali Baba and Cassim are sons of a merchant. | e. Cassim died.                 |
| d. Ali Baba married a poor woman.              | f. Cassim married a rich woman. |

\_\_\_ 22. Identify the moral lesson in, "Tale of Ch' unhyang"?

- a. honesty    b. kindness    c. punctuality    d. faithfulness

- \_\_\_\_ 23. What value is underscored in the selection, "The story of Ruth".
- bravery
  - fidelity
  - selfless giving
  - honesty
- \_\_\_\_ 24. What moral lesson does the story from the world's famous, "The Arabian Nights" give us?
- one must be always industrious
  - greed will bring you nowhere
  - laziness is a bad habit
  - Infidelity is a grave sin
- \_\_\_\_ 25. Identify the author's purpose in writing the story, "Tale of Ch'unhyang"?
- To show the world the fidelity and faithfulness of a wife to her husband
  - To showcase the immorality of the kisaeng
  - To let people know the positions in the Korean government
  - To honor the parents of the Koreans
- \_\_\_\_ 26. What's the author's purpose in writing the selection, "The Story of Ruth".
- Inform people about the true love of Ruth to Naomi and the kindness of Boaz to Ruth.
  - Inform people of the chance to survive if to ask somebody to take her as a wife.
  - Convince people of the needs of the two widows in Moab.
  - Persuade people to help Naomi and Ruth.
- \_\_\_\_ 27. "To let people know that bad deeds will not reward a man" is the author's purpose in writing the selection:
- "Ali Baba and the Forty Thieves"
  - "Tale of Ch'unhyang"
  - "The Story of Ruth"
  - "Aung San Suu Kyi"
- \_\_\_\_ 28. What would happen to Ch'unhyang if Yi Mong – Yong did not find out the truth?
- She would have died and the people would have not learned about her faithfulness.
  - The kingdom would have rejoiced and chosen a new king.
  - Ch'unhyang would have married the cruel magistrate.
  - Yi Mong –Yong would have remained a beggar.
- \_\_\_\_ 29. If Naomi did not bring Ruth with her, what would likely happen?
- Ruth would be a successful merchant.
  - Naomi would be happy.
  - Ruth would not be married to Boaz.
  - Naomi would be married to Boaz.
- \_\_\_\_ 30. If Morgiana did not kill the thief first, what would happen to Ali?
- He would be killed first.
  - He would be embarrassed.
  - He would be cheated.
  - He would be sad.

RSH

Appendix L

SCORING RUBRIC

OUTPUTS <sup>were</sup> (WILL BE) EVALUATED/CHECKED ACCORDING TO THIS SIMPLE RUBRIC

STORY MAP, VENN DIAGRAM , SEMANTIC WEB AND ANSWER TO ESSAY TEST

| ADVANCED<br>(2 POINTS)  | PROFICIENT<br>(1 POINT)  | DEVELOPING<br>(½ OF ONE POINT)   | SCORE |
|---|--|--|-------|
| Entry / Answer is well-organized. Ideas are clearly stated and exact. It is correct in grammar and mechanics. It is free from erasures. | Entry is organized. Few grammatical errors are found. It has the needed ideas. It is quite neatly written. | Entry is not well-organized. Grammatical errors are found. It has the needed ideas but it is not complete. It is not neatly written. |       |

## Appendix M

Selection : Tale of Ch' unhyang

Process Questions:

Answer the questions according to the selection read.

1. Who are the two main characters in the story? Describe them.
2. Where did the story happen? Describe the place.
3. What part of the story is considered as the exposition?
4. Which is the rising action part or the beginning of the conflict in the story?
5. What is the climax of the story or the turning point in the story? Describe it.
6. Identify the falling action or the beginning of the solution of the problem in the story.
7. What happened in the denouement or ending of the story "Tale of Ch' unhyang"?
8. What is the theme of the story ?
9. Identify the moral lesson of the story?
10. If you were Ch' unhyang, would you do the same? Why?

Selection : The Story of Ruth

Process Questions:

Answer the following questions according to the selection read.

1. Who are the two main characters in the story? Describe them.
2. Where did the story happen? Describe the place.
3. What part of the story is considered as the exposition?
4. Which is the rising action part or the beginning of the conflict in the story?
5. What is the climax of the story or the turning point in the story? Describe it.
6. Identify the falling action or the beginning of the solution of the problem in the story.
7. What happened in the denouement or ending of the story "The Story of Ruth"?
8. What is the theme of the story ?
9. Identify the moral lesson of the story?
10. If you were Ruth , would you do the same? Why?
11. What 3 character traits do you both share? Why?
12. Enumerate at least 3 of your character traits which are different from Ruth's character traits.
13. Write at least 3 of Ali Baba's character traits which are different from yours.
14. Which of those traits would you like to improve? Why?

Selection : Ali Baba and the Forty Thieves

Process Questions:

1. Who are the two characters introduced at the beginning of the story? Describe them.
2. Where did the story happen? Describe the place.
3. What part of the story is considered as the exposition?
4. Which is the rising action part or the beginning of the conflict in the story?
5. What is the climax of the story or the turning point in the story? Describe it.
6. Identify the falling action or the beginning of the solution to the problem in the story.
7. What happened in the denouement or ending of the story "Ali Baba and the Forty Thieves"?
8. What is the theme of the story ?
9. Identify the moral lesson of the story?
10. If you were Ali , would you look for your brother? Why?
11. What 3 character traits do you both share? Why?
12. Enumerate at least 3 of your character traits which are different from Ali Baba's character traits.
13. Write at least 3 of Ali Baba's character traits which are different from yours.
14. Which of those traits would you like to improve? Why?
15. Give at least 8 words you can think to describe the story, "Ali Baba and the Forty Thieves".

## Appendix N

Table A

## Comparative Data on Pre-Tests of the Control and Experimental Groups

| Control Group<br>(8 – Titus ) | Pre-Test | Experimental Group<br>(8 – Timothy ) | Pre-test |
|-------------------------------|----------|--------------------------------------|----------|
| 1. Alberto, James Louie B.    | 8        | 1. Albuero, Paulo A.                 | 11       |
| 2. David, Cezar Jr. F.        | 6        | 2. Canlas, Al Paulo A.               | 10       |
| 3. Dizon, Johndoe C.          | 10       | 3. Lansangan, Lee Raymart D.         | 8        |
| 4. Liang, Joseph T.           | 9        | 4. Lopez III , Gonzalo B.            | 11       |
| 5. Magtoto, Jonel             | 8        | 5. Manao, Jeffrey R.                 | 6        |
| 6. Mercado, Mark Dennis L.    | 12       | 6. Mendoza, Ralph Lauren A.          | 8        |
| 7. Nunag, Erl Jolo S.         | 8        | 7. David, Christine A.               | 10       |
| 8. Pamposa, Justine D.        | 7        | 8. Garcia, Princess Diana B.         | 12       |
| 9. Regala, Andrei Neil P.     | 13       | 9. Guintu, Jonalyn Mae B.            | 10       |
| 10. Sirug, Emmanuel T.        | 10       | 10. Lalu, Camille B.                 | 9        |
| 11. Vitug, Gerome Philip      | 10       | 11. Mendoza, Sarah Denise B.         | 7        |
| 12. Frondoza, Lhecy C.        | 9        | 12. Pangilinan, Rica Mae Anne        | 8        |
| 13. Matus, Sunshine M.        | 8        | 13. Pineda, Jennelyn B.              | 13       |
| 14. Pagal, Maria Celina A     | 9        | 14. Purificacion, Lianne Joh D.      | 11       |
| 15. Tripulca, Jessa M.        | 9        | 15. Teng, Kate Cristine B.           | 6        |
| Total                         | 136      | Total                                | 140      |
| Mean                          | 9.07     | Mean                                 | 9.33     |

Table A shows that there were fifteen Grade 8 – Timothy and fifteen Grade 8 - Titus in the study. The summation of all the scores of the fifteen Grade 8 – Titus as the control group was 136 which resulted to the mean score of 9.07 while that of 8 – Timothy (experimental group) was 140 which had the mean score of 9.33.

## Statistical Treatment

t = t test



X1 = mean of control group 9.07

X2 = mean of experimental group 9.33

SS1= sum of squares of control group 44.93

SS2= sum of squares of experimental group 63.33

N1 = Sample size in control group = 15

N2 = Sample size in experimental group = 15

Level of Significance

$\alpha$  = .05

df = N1 + N2 - 2 = 28

ttv = 2.048

tcv = -0367

The Decision:

Since the absolute value of -0367 is less than the ttv of 2.048 at .05 level of significance with 28 degrees of freedom, the null hypothesis is confirmed, this means there is no significant difference between the control and the experimental groups as to the compared mean of pre-tests of both control and experimental groups. This implies that the two groups can be used for comparison because they match.

The Formula and Computation:

Control Group (8 – Titus)

Experimental Group (8 – Timothy)

$$(\sum X1)^2 = 18,496$$

$$(\sum X1)^2 = 19,600$$

$$136 \times 136 = 18,496$$

$$140 \times 140 = 19,600$$

$$SS1 = \frac{\sum X1^2 - (\sum X1)^2}{N1}$$

$$SS2 = \frac{\sum X2^2 - (\sum X2)^2}{N2}$$

$$SS1 = \frac{1278 - (18,496)}{15}$$

$$SS2 = \frac{1370 - (19,600)}{15}$$

$$SS1 = 1278 - 1,233.07$$

$$SS2 = 1,370 - 1306.67$$

$$SS1 = 44.93$$

$$SS2 = 63.33$$

Formula:

$$t = \frac{X1 - X2}{\sqrt{\frac{(SS1 + SS2)}{N1 + N2 - 2} \left( \frac{1}{N1} + \frac{1}{N2} \right)}}$$

$$t = \frac{9.07 - 9.33}{\sqrt{\frac{(44.93 + 63.33)}{15 + 15 - 2} \left( \frac{1}{15} + \frac{1}{15} \right)}}$$

$$- 0.26$$

$$t = \frac{108.26}{\sqrt{\frac{28}{28} \left( \frac{2}{15} \right)}}$$

$$- 0.26$$

$$t = \frac{3.87}{\sqrt{(3.87) (0.13)}}$$

$$- 0.26$$

$$t = \frac{0.5031}{\sqrt{0.5031}}$$

$$t = -0.26$$

$$0.709$$

$$t = -0.367$$

Table B

Data on the Result of Scores on the Use of Graphic Organizer- Story Map and the Traditional Teaching - Learning Methodology

Selection: Tale of Ch'unhyang

(No. of item: 20)

| Control Group<br>( 8 – Titus ) | Score<br>X1 (300) | Experimental Group<br>( 8 – Timothy ) | Score<br>X2<br>(300) |
|--------------------------------|-------------------|---------------------------------------|----------------------|
|                                | 7                 |                                       | 15                   |
|                                | 5                 |                                       | 15                   |
|                                | 7                 |                                       | 15                   |

|       |      |       |     |
|-------|------|-------|-----|
|       | 5    |       | 15  |
|       | 6    |       | 15  |
|       | 7    |       | 15  |
|       | 5    |       | 9   |
|       | 5    |       | 15  |
|       | 6    |       | 15  |
|       | 4    |       | 9   |
|       | 7    |       | 13  |
|       | 4    |       | 9   |
|       | 8    |       | 13  |
|       | 8    |       | 13  |
|       | 8    |       | 9   |
| Total | 92   | Total | 195 |
| Mean  | 6.13 | Mean  | 13  |

Table B shows the score of the control group which is 92 out of 300 points and the mean score of 6.13. On the other hand, the experimental group obtained the total score of 195 out of the 300 points and the mean score of 13.

Table C

Degree of Difference between the Test of the Control Group and the Experimental Group

Data on the Result of Scores on the Use of Graphic Organizer- Story Map

Selection: Tale of Ch'unhyang from Korea

(No. of item: 20)

(T- Value from the Control and the Experimental Group)

| Student | Control Group<br>(8 – Titus)<br><br>X1 | Experimental<br>Group<br>(8 – Timothy)<br><br>X2 | Differences |               |
|---------|--|--|-------------|---------------|
|         |  |  | $(X1 - X2)$ | $(X1 - X2)^2$ |
|         |  |  |             |               |

|       |    |     |                   |                    |
|-------|----|-----|-------------------|--------------------|
|       | 7  | 15  | -8                | 64                 |
|       | 5  | 15  | -10               | 100                |
|       | 7  | 15  | -8                | 64                 |
|       | 5  | 15  | -10               | 100                |
|       | 6  | 15  | -9                | 81                 |
|       | 7  | 15  | -8                | 64                 |
|       | 5  | 9   | -4                | 16                 |
|       | 5  | 15  | -10               | 100                |
|       | 6  | 15  | -9                | 81                 |
|       | 4  | 9   | -5                | 25                 |
|       | 7  | 13  | -6                | 36                 |
|       | 4  | 9   | -5                | 25                 |
|       | 8  | 13  | -5                | 25                 |
|       | 8  | 13  | -5                | 25                 |
|       | 8  | 9   | -1                | 1                  |
| Total | 92 | 195 | $\Sigma D = -103$ | $\Sigma D^2 = 807$ |

The Formula:

$$t = \frac{\Sigma D}{\sqrt{\frac{N \Sigma D^2 - (\Sigma D)^2}{N-1}}}$$

The Computation:

$$t = \frac{-103}{\sqrt{\frac{15(807) - (-103)^2}{15-1}}}$$

$$t = \frac{-103}{\sqrt{\quad}}$$

$$t = \frac{12,105 - 10,609}{\sqrt{\frac{1,496}{14}}} = \frac{-103}{\sqrt{106.857}} = -10.337$$

t = -9.964

The Decision:

Since the absolute value of – 9.964 is greater than the ttv of 2.145 at .05 level of significance with 14 degrees of freedom, the null hypothesis is disconfirmed. This means that there is significant difference between the scores of the control group and the experimental group on the use of graphic organizer.

Table D

Data on the Result of Scores on the Use of Graphic Organizers- Story Map, Venn Diagram Selection: The Story of Ruth  
(No. of item: 30)

| Control Group | Score<br>X1 (450) | Experimental Group | Score<br>X2 (450) |
|---------------|-------------------|--------------------|-------------------|
|               | 18                |                    | 17                |
|               | 10                |                    | 17                |
|               | 10                |                    | 17                |
|               | 10                |                    | 17                |
|               | 16                |                    | 17                |
|               | 10                |                    | 14                |

|       |       |       |       |
|-------|-------|-------|-------|
|       | 16    |       | 18    |
|       | 16    |       | 14    |
|       | 18    |       | 18    |
|       | 18    |       | 14    |
|       | 10    |       | 18    |
|       | 10    |       | 20    |
|       | 10    |       | 20    |
|       | 9     |       | 20    |
|       | 9     |       | 20    |
| Total | 190   | Total | 261   |
| Mean  | 12.67 | Mean  | 17.40 |

Table D shows the total score of the control group which is 190 out of the 450 points with a mean score of 12.67. In another group which is the experimental group, there is a total score of 261 with a mean score of 17.40.

Table E

Degree of Difference between the Test of the Control Group and the Experimental Group Data on the Result of Scores on the Use of Graphic Organizer- Story Map and Venn Diagram Selection: The Story of Ruth from the Bible

(No. of item: 30)

(T- Value from the Control and the Experimental Group)

| Student | Control Group<br>X1 | Experimental<br>Group X2 | Differences |               |
|---------|---------------------|--------------------------|-------------|---------------|
|         |                     |                          | $(X1 - X2)$ | $(X1 - X2)^2$ |
|         | 18                  | 17                       | 1           | 1             |
|         | 10                  | 17                       | -7          | 49            |
|         | 10                  | 17                       | -7          | 49            |
|         | 10                  | 17                       | -7          | 49            |

|       |       |       |                  |                    |
|-------|-------|-------|------------------|--------------------|
|       | 16    | 17    | -1               | 1                  |
|       | 10    | 14    | -4               | 16                 |
|       | 16    | 18    | -2               | 4                  |
|       | 16    | 14    | 2                | 4                  |
|       | 18    | 18    | 0                | 0                  |
|       | 18    | 14    | 4                | 16                 |
|       | 10    | 18    | -8               | 64                 |
|       | 10    | 20    | -10              | 100                |
|       | 10    | 20    | -10              | 100                |
|       | 9     | 20    | -11              | 121                |
|       | 9     | 20    | -11              | 121                |
| Total | 190   | 261   | $\Sigma D = -71$ | $\Sigma D^2 = 695$ |
| Mean  | 12.67 | 17.40 |                  |                    |

The Formula:

$$t = \frac{\Sigma D}{\sqrt{\frac{N \Sigma D^2 - (\Sigma D)^2}{N-1}}}$$

The Computation:

$$t = \frac{-71}{\sqrt{\frac{15(695) - (-71)^2}{15-1}}}$$

$$t = \frac{-71}{\sqrt{\frac{10,425 - 5,041}{14}}}$$

$$t = \frac{-71}{\sqrt{306}}$$

$$t = \frac{\frac{5,384}{14} - 71}{\sqrt{\frac{384.571}{-71}}}$$

$$t = \frac{19.610}{-71}$$

t = -3.621

The Decision:

Reject the null hypothesis because the absolute value of t which is - 3.621 exceeds the critical t which is 2.145 at .05 level of significance. There is significant difference between the means on the use of the graphic organizers: Story map and Venn Diagram.

This result concludes that the use of the graphic organizers aided the students on understanding the short story as evident on the significantly greater mean of the experimental group than of the control group.

Table F

Data on the Result of Scores on the Use of Graphic Organizer- Story Map, Venn Diagram and Semantic Web

Selection: Ali Baba and the Forty Thieves

(No. of item: 30)

| Control Group<br>(8 – Titus) | Score<br>X1 | Experimental Group<br>(8 – Timothy) | Score<br>X2 |
|------------------------------|-------------|-------------------------------------|-------------|
|                              | 14          |                                     | 18          |
|                              | 14          |                                     | 18          |
|                              | 18          |                                     | 16          |
|                              | 18          |                                     | 16          |
|                              | 18          |                                     | 18          |
|                              | 18          |                                     | 16          |



|       |       |       |     |
|-------|-------|-------|-----|
|       | 17    |       | 23  |
|       | 20    |       | 23  |
|       | 20    |       | 23  |
|       | 20    |       | 23  |
|       | 17    |       | 23  |
|       | 8     |       | 16  |
|       | 17    |       | 16  |
|       | 8     |       | 18  |
|       | 8     |       | 18  |
| Total | 235   | Total | 285 |
| Mean  | 15.67 | Mean  | 19  |

Table F shows the data on the result of scores on the use of graphic organizer- Story Map, Venn Diagram and Semantic Web on the story, “Ali Baba and the Forty Thieves”. The total score of 235 had the mean score of 15.67 while the experimental group (Grade 8 – Timothy) had the total score of 185 with a mean score of 19.

Table G

Degree of Difference between the Test of the Control Group and the Experimental Group  
Data on the Result of Scores on the Use of Graphic Organizer- Story Map, Venn Diagram  
and Semantic Web

Selection: Ali Baba and the Forty Thieves from The Arabian Nights

(No. of item: 30)

(T- Value from the Control and the Experimental Group)

| Student | Control Group<br>(8 – Titus)<br>X1 | Experimental<br>Group<br>(8 – Timothy)<br>X2 | Differences |               |
|---------|------------------------------------|--|-------------|---------------|
|         |                                    |  | $(X1 - X2)$ | $(X1 - X2)^2$ |
|         | 14                                 | 18   | -4          | 16            |

|       |     |     |                  |                    |
|-------|-----|-----|------------------|--------------------|
|       | 14  | 18  | -4               | 16                 |
|       | 18  | 16  | 2                | 4                  |
|       | 18  | 16  | 2                | 4                  |
|       | 18  | 18  | 0                | 0                  |
|       | 18  | 16  | 2                | 4                  |
|       | 17  | 23  | -6               | 36                 |
|       | 20  | 23  | -3               | 9                  |
|       | 20  | 23  | -3               | 9                  |
|       | 20  | 23  | -3               | 9                  |
|       | 17  | 23  | -6               | 36                 |
|       | 8   | 16  | -8               | 64                 |
|       | 17  | 16  | 1                | 1                  |
|       | 8   | 18  | -10              | 100                |
|       | 8   | 18  | -10              | 100                |
| Total | 235 | 285 | $\Sigma D = -50$ | $\Sigma D^2 = 408$ |

Formula:

$$t = \frac{\Sigma D}{\sqrt{\frac{N \Sigma D^2 - (\Sigma D)^2}{N-1}}}$$

The Computation:

$$t = \frac{-50}{\sqrt{\frac{15(408) - (-50)^2}{15-1}}}$$

$$t = \frac{-50}{\sqrt{\frac{6,120 - 2,500}{14}}}$$

$$t = \frac{-50}{\sqrt{\frac{3,620}{14}}}$$

$$t = \frac{-50}{\sqrt{258.571}}$$

$$t = \frac{-50}{16,080}$$

$$t = -3.109$$

The Decision:

Since the absolute value of  $-3.109$  is greater than the  $t_{tv}$  of  $2.145$  at  $.05$  level of significance with  $14$  degrees of freedom, the null hypothesis is disconfirmed. This means that there is significant difference between the scores of the control group and the experimental group on the use of graphic organizer.

It can be concluded that the graphic organizers had a positive effect on the reading comprehension of the students as evident to the significantly greater mean of the experimental group than of the control group.

Table H

Comparative Data on Pre-Test and Posttest of the Control Group

| Control Group<br>(8 – Titus) | Pre-Test<br>X1 | Posttest<br>X2 |
|------------------------------|----------------|----------------|
|                              | 8              | 13             |
|                              | 6              | 9              |
|                              | 10             | 10             |

|       |                   |                   |
|-------|-------------------|-------------------|
|       | 9                 | 15                |
|       | 8                 | 13                |
|       | 12                | 12                |
|       | 8                 | 13                |
|       | 7                 | 15                |
|       | 13                | 13                |
|       | 10                | 15                |
|       | 10                | 16                |
|       | 9                 | 14                |
|       | 8                 | 15                |
|       | 9                 | 12                |
|       | 9                 | 19                |
| Total | $\Sigma X1 = 136$ | $\Sigma X2 = 204$ |

Table I

Degree of Difference

Comparative Data on Pre-Test and Posttest of the Control Group

| Control Group<br>(8 – Titus) | Pre-Test<br>X1 | Posttest<br>X2 | Difference |                |
|------------------------------|----------------|----------------|------------|----------------|
|                              |                |                | D          | D <sup>2</sup> |
|                              | 8              | 13             | -5         | 25             |
|                              | 6              | 9              | -3         | 9              |
|                              | 10             | 10             | 0          | 0              |
|                              | 9              | 15             | -6         | 36             |
|                              | 8              | 13             | -5         | 25             |
|                              | 12             | 12             | 0          | 0              |

|       |                   |                   |                     |                    |
|-------|-------------------|-------------------|---------------------|--------------------|
|       | 8                 | 13                | -5                  | 25                 |
|       | 7                 | 15                | -8                  | 64                 |
|       | 13                | 13                | 0                   | 0                  |
|       | 10                | 15                | -5                  | 25                 |
|       | 10                | 16                | -6                  | 36                 |
|       | 9                 | 14                | -5                  | 25                 |
|       | 8                 | 15                | -7                  | 49                 |
|       | 9                 | 12                | -3                  | 9                  |
|       | 9                 | 19                | -10                 | 100                |
| Total | $\Sigma X1 = 136$ | $\Sigma X2 = 204$ | $\Sigma D = - 68$   | $\Sigma D^2 = 428$ |
|       |                   |                   | $\bar{D} = - 4.533$ |                    |

The Formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - (\Sigma D)^2}{N(N-1)}}}$$

The Computation:

$$t = \frac{4.533}{\sqrt{\frac{428 - (4,624)}{15(14)}}}$$

$$t = \frac{4.533}{\sqrt{\frac{428 - 308.2666}{210}}}$$

$$t = \frac{4.533}{\sqrt{\frac{119.7334}{210}}}$$

$$t = \frac{4.533}{\sqrt{0.570}}$$

$$t = \frac{0.7550}{0.7550}$$

$$t = 6.004$$

Level of Significance

$$\alpha = .05$$

$$df = N - 1 = 14$$

$$ttv = 2.145$$

$$tcv = 6.004$$

The Decision:

Since the tcv of 6.004 is greater than or beyond the ttv of 2.145 at .05 level of significance with 14 degrees of freedom , the null hypothesis is disconfirmed. This means there is a significant difference between the scores in the pre-test and the posttest of the control group.

This means that there was an improvement in the reading comprehension of the control group after the discussion of the lesson.

Table J

Comparative Data on Pre-Test and Posttest of the Experimental Group

| Experimental Group<br>(8 – Timothy ) | Pre-test<br>X1 | Posttest<br>X2 |
|--------------------------------------|----------------|----------------|
|                                      | 11             | 17             |
|                                      | 10             | 15             |
|                                      | 8              | 15             |

|       |                   |                   |
|-------|-------------------|-------------------|
|       | 11                | 25                |
|       | 6                 | 22                |
|       | 8                 | 20                |
|       | 10                | 21                |
|       | 12                | 17                |
|       | 10                | 20                |
|       | 9                 | 18                |
|       | 7                 | 19                |
|       | 8                 | 12                |
|       | 13                | 19                |
|       | 11                | 11                |
|       | 6                 | 11                |
| Total | $\Sigma X1 = 140$ | $\Sigma X2 = 262$ |

Table K

Degree of Difference

Comparative Data on Pre-Test and Posttest of the Experimental Group

| Experimental Group<br>(8 – Timothy) | Pre-Test<br>X1 | Posttest<br>X2 | Difference |                |
|-------------------------------------|----------------|----------------|------------|----------------|
|                                     |                |                | D          | D <sup>2</sup> |
|                                     | 11             | 17             | -6         | 36             |
|                                     | 10             | 15             | -5         | 25             |
|                                     | 8              | 15             | -7         | 49             |
|                                     | 11             | 25             | -14        | 196            |
|                                     | 6              | 22             | -16        | 256            |
|                                     | 8              | 20             | -12        | 144            |

|       |                   |                   |                   |                      |
|-------|-------------------|-------------------|-------------------|----------------------|
|       | 10                | 21                | -11               | 121                  |
|       | 12                | 17                | -5                | 25                   |
|       | 10                | 20                | -10               | 100                  |
|       | 9                 | 18                | -9                | 81                   |
|       | 7                 | 19                | -12               | 144                  |
|       | 8                 | 12                | -4                | 16                   |
|       | 13                | 19                | -6                | 36                   |
|       | 11                | 11                | 0                 | 0                    |
|       | 6                 | 11                | -5                | 25                   |
| Total | $\Sigma X1 = 140$ | $\Sigma X2 = 262$ | $\Sigma D = -122$ | $\Sigma D^2 = 1,254$ |
|       |                   |                   | $\bar{D} = -8.13$ |                      |

The Formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - (\Sigma D)^2}{N(N-1)}}}$$

The Computation:

$$t = \frac{-8.13}{\sqrt{\frac{1,254 - (-122)^2}{15(14)}}}$$

$$t = \frac{-8.13}{\sqrt{\frac{1,254 - 992.27}{210}}}$$



$$t = \frac{-8.13}{\sqrt{\frac{261.73}{210}}}$$

$$t = \frac{-813}{\sqrt{1.246}}$$

$$t = \frac{-813}{1.116}$$

$$t = 7.285$$

Level of Significance

$$\alpha = .05$$

$$df = N - 1 = 14$$

$$ttv = 2.145$$

$$tcv = 7.285$$

The Decision:

Reject the hypothesis because the tcv of 7.285 is greater than or beyond the ttv of 2.145 at .05 level of significance with 14 degrees of freedom , the null hypothesis is disconfirmed. This means there is a significant difference between the scores in the pre-test and the posttest of the experimental group.

It can be concluded that the use of graphic organizers greatly improved the reading comprehension of the experimental group than those in the control group.

Table L

Comparative Data on Posttests of the Control and Experimental Groups

| Control Group<br>(8 - Titus) | Posttest | Experimental Group<br>(8 - Timothy) | Posttest |
|------------------------------|----------|-------------------------------------|----------|
|                              | 13       |                                     | 17       |
|                              | 9        |                                     | 15       |

|       |      |       |       |
|-------|------|-------|-------|
|       | 10   |       | 15    |
|       | 15   |       | 25    |
|       | 13   |       | 22    |
|       | 12   |       | 20    |
|       | 13   |       | 21    |
|       | 15   |       | 17    |
|       | 13   |       | 20    |
|       | 15   |       | 18    |
|       | 16   |       | 19    |
|       | 14   |       | 12    |
|       | 15   |       | 19    |
|       | 12   |       | 11    |
|       | 19   |       | 11    |
| Total | 204  | Total | 262   |
| Mean  | 13.6 | Mean  | 17.47 |

Table L reveals the comparative data on post tests of the control and experimental groups. The control group consisting of the Grade 8 - Titus got the total score of 204 and the mean score of 13.6 while the experimental group consisting of the Grade 8 - Timothy got the total score of 262 and the mean score of 17.47.

#### Statistical Treatment

t = t test

X1 = mean of control group 13.60

X2 = mean of experimental group 17.47

SS1= sum of squares of control group 83.60

SS2= sum of squares of experimental group 233.73

N1 = Sample size in control group = 15

N2 = Sample size in experimental group = 15

#### Level of Significance

$$\alpha = .05$$

$$df = N1 + N2 - 2 = 28$$

$$ttv = 2.048$$

$$tcv = -3.189$$

The Decision:

Since the  $tcv$  of  $-3.189$  is greater than or beyond the  $ttv$  of  $2.048$  at  $.05$  level of significance with  $28$  degrees of freedom, the null hypothesis is disconfirmed. This means there is a significant difference between the control group and the experimental group as to the compared mean of posttests of both groups.

It can be concluded that the use of graphic organizers can greatly improve the reading comprehension of the students as evident to the significantly greater mean of the experimental group than of the control group.

The Formula and Computation:

Control Group (8 – Titus)

$$(\sum X1)^2 = 41,616$$

$$204 \times 204 = 41,616$$

$$SS1 = \sum X1^2 - \frac{(\sum X1)^2}{N1}$$

$$SS1 = 2,858 - \frac{(41,616)}{15}$$

$$SS1 = 2,858 - 2,774.4$$

$$SS1 = 83.60$$

Experimental Group (8 – Timothy)

$$(\sum X1)^2 = 68,644$$

$$262 \times 262 = 68,644$$

$$SS2 = \sum X2^2 - \frac{(\sum X2)^2}{N2}$$

$$SS2 = 4,810 - \frac{(68,644)}{15}$$

$$SS2 = 4,810 - 4,576.27$$

$$SS2 = 233.73$$

Formula:

$$t = \frac{X1 - X2}{\sqrt{\frac{(SS1 + SS2)}{N1 + N2 - 2} \left( \frac{1}{N1} + \frac{1}{N2} \right)}}$$

$$\frac{13.60 - 17.47}{\sqrt{\frac{(83.60 + 233.73)}{15 + 15 - 2} \left( \frac{1}{15} + \frac{1}{15} \right)}}$$

$$t = \frac{-3.87}{\sqrt{\frac{(317.33)}{2} \left( \frac{2}{15} \right)}}$$

$$t = \frac{-28 \pm \sqrt{28^2 - 4(11.33)(0.13)}}{2(11.33)}$$

$$t = \frac{-3.87 \pm \sqrt{1.4729}}{1.2136}$$

$$t = \frac{-3.87}{1.2136}$$

$$t = -3.189$$



**Title**

Promoting Foreign Language Learners' Writing: Comparing the Impact of Oral Conferencing and Collaborative Writing

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## **Abstract**

This study was an attempt to compare the effect of oral conferencing alongside collaborative writing on writing ability of English as a Foreign Language (EFL) learners. For this purpose, a piloted sample of the Preliminary English Test (PET) was administered to 90 intermediate female EFL learners, between 20 and 32 years old ( $M_{age} = 26$ ). The results of this test enabled the researchers to select 60 homogenous individuals who were then randomly assigned into two experimental groups of 30 named "oral conferencing group" and "collaborative writing group". To ensure the homogeneity among the participants in terms of their writing ability before the treatment, their scores on the writing section of the PET test were analyzed in isolation and it was considered as the pretest of the study. Oral conferencing included the discussions and negotiations among the participants and the teacher before and after writing activities followed by live teacher-student as well as student-student feedbacks. In the collaborative writing group, the participants wrote compositions in groups based on the same topics introduced in the oral conferencing group. At the end, both experimental groups were given another piloted writing section of the PET test as the posttest. The analysis of the test scores using an independent samples *t*-test and analysis of covariance (ANCOVA) revealed that there is a significant difference between the effect of oral conferencing and collaborative writing on EFL learners' writing ability. It was concluded that the ability of EFL learners' writing was more affected by applying oral conferencing rather than collaborative writing.

**Index Terms**—*collaborative writing, oral conferencing, writing ability*

## **Introduction**

Writing is regarded as an instrument through which people communicate with one another in time and space, transmitting their culture from one generation to another. Writing as one of the main and productive language skills, which was once considered as the domain of well-educated people, is becoming an essential tool for everyone in today's community (Cushing Weigle, 2002).

In this perspective writing as a significant requirement for EFL learners is regarded as one of the most important communicative skills in English language learning (Biria & Jafari, 2013; Goodlet, & Pymberton, 1989; Hayes & Flower, 1986). Researchers have found that foreign language learners find it painstaking to write in the target language, producing less

fluent sentences and encountering difficulties in the revisions of their written work (Fatemi, 2008; Hyland, 2003; McCoy, 2003; Tan, 2007). However, these difficulties are not only attributed to their linguistic abilities but they mostly lay in the nature of writing process itself (Chih, 2008).

Rooted in the ideas introduced in the process approach to writing, the provision of second party feedback, usually by the teacher, on learners' drafts is now given a higher level of attention (Williams, 2002). Accordingly, the provision of written corrective feedback on second/foreign language writing has been regarded as an integral component of writing programs (Mirzaii, 2012).

Oral conferencing is considered one type of corrective feedback (Mirzaii, 2012). According to Bayraktar (2009), oral conferencing is identified and "referred to as response sessions, assisted performance, face-to-face interaction, one-to-one teaching, conversation about the student's paper, and meaningful contact" (p. 11). Oral conferencing is advantageous in a way that teachers can foster learners' reflection on their own learning process; elicit language performances on particular tasks, skills, or other language points as well as helping them to develop a better self-image (Brown & Hudson, 1998).

Besides, oral conferencing is believed to assist teachers in creating a collaborative atmosphere, encouraging learners to actively engage in practicing writing (Ewert, 2009). Collaboration in writing has been drawing an increasing attention in language teaching and assessment (DiCamilla & Anton, 1997; Storch, 2005; Swain & Lapkin, 1998). According to Reither (1989) "thinking of writing as a collaborative process presents more precise ways to consider what writers do when they write, not just with their texts, but also with their language, their personae, and their readers" (p. 624). Collaborative writing requires learners to utilize a range of social skills that can help foster a sense of accountability, cooperation, and community (Murray, 1992; Savova & Donato, 1991; Villamil & De Guerrero, 1996). Moreover, collaborative writing, like any other collaborative activity, provides learners with the opportunity to give and receive immediate feedback on language, an opportunity which, as claimed by Vanderburg (2006) is "missing when learners write individually" (p. 378). Learners' working in groups, particularly in collaborative groups, constructs new ways of understanding and develops greater skills (Web, 1989).

However, writing is generally considered as an individual activity through which ideas are transferred from the writer's mind to the reader's. Therefore, quite few researches have been conducted to examine the impact of corrective feedback on productive English skills,

particularly writing. As a result, this study aimed to investigate the comparative effect of oral conferencing, as a type of corrective feedback, and collaborative writing on EFL learner's writing ability.

To fulfill this objective, the research question, stated below, was formulated:

*Q: Is there any significant difference between the impact of oral conferencing and collaborative writing on EFL learners' writing ability?*

Accordingly, the following null hypothesis was formulated:

*H0: There is no significant difference between the impact of oral conferencing and collaborative writing on EFL learners' writing ability.*

## **Method**

### *Participants*

The 60 participants of this study were chosen from Hermes Institute in Tehran. They were female EFL learners at the intermediate level whose mother tongues was Persian and their age was between 20 to 32 years old ( $M_{age} = 26$ ). They had been exposed to English courses for about 5 years in average. These participants were selected conveniently and homogenized through a piloted PET test among 90 learners. They were randomly assigned into two experimental groups of 30 named "oral conferencing group" and "collaborative writing group". To ensure the homogeneity among the participants of the two groups in terms of their writing ability before the treatment, their scores on the writing section of the PET test were analyzed in isolation. Before administrating the PET test, a group of 30 students with almost similar characteristics -age, gender and proficiency level- to the target sample were used for the piloting of this test and the writing posttest. In addition to one of the researchers, as a teacher and rater, another trained rater participated in the assessment of writing section of PET test.

### *Instrumentation*

In order to accomplish the purpose of the study, the following instruments were utilized:

#### *The Preliminary English Test*

The Preliminary English Test (PET) is now internationally recognized as a reliable test calibrated for the elementary level of English language proficiency. Being created by the University of Cambridge ESOL Examinations in England, the exam intends to be unbiased regarding test takers' linguistic backgrounds and nationalities. In addition to the knowledge



of grammar and vocabulary, the PET test deals with all of the four skills of language, namely Reading, Writing, Listening, and Speaking. The PET test contains 125 items, and it takes 125 minutes to take the whole test. In the present study, however, the speaking section of the PET test was not used due to the limitations imposed by the institute officials.

#### *The Writing Scale of PET*

The employed rating scale for rating the PET test's writing section in the present study was created by Cambridge, called *The General Mark Schemes for Writing*. Using the criterion stated in this rating scale, the writing scores ranged from 0 to 5.

#### *Writing Pretest*

In order to make sure that the participants in the two groups belonged to the same population in terms of writing ability, the participants' scores of the writing section of the PET test were analyzed in isolation and used as the writing pretest. This section consisted of three parts followed by 7 questions. The participants were required to fulfill the tasks of the test by using their lexical and syntactic abilities, such as writing letters, stories, and short messages.

#### *Touchstone 3*

*Touchstone*, by Michael McCarthy, Jeanne McCarten, and Helen Sandiford (2005) has been published by the press syndicate of the University of Cambridge. This textbook is argued to offer an innovative and novel approach to EFL learning and teaching. Focusing on the North American English, this textbook has employed the *Cambridge International Corpus* which is composed of a huge amount of conversations and written texts. This book contains all language skills and sub-skills, and offers exciting ideas for personalized, learner-centered interaction. In this study, the students dealt with three units of the textbook, units 6, 7, and 8.

#### *Compositions*

The participants were asked to write six compositions during the treatment sessions. They had 40 minutes to write about each predetermined argumentative topics. The topics of the compositions were the same across two experimental groups. The compositions consisted of 150 to 250 words and had to be written in descriptive voice. The compositions should have three parts -introduction, body paragraphs, and conclusion.

In oral conferencing group each student should write her composition at home. In each session four or five students read their compositions in classroom. Contrary to oral

conferencing group, the students in collaborative writing group were asked to write their compositions collaboratively in classroom.

#### *Oral Conferencing Checklist*

This checklist is designed by Moradan and Hedayati (2011). It contains a set of questions to be asked from all participants in oral conferencing group regarding pre and post writing activities during the treatment period. It is the result of discussions between the aforementioned researchers and their five coworkers in their study. It starts with some general questions regarding the participants' opinions about their writing abilities prior to the writing activity, and it ends with some questions about participants' ideas regarding their weaknesses and strengths in writing activity.

#### *Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey's (1981) ESL Composition Profile*

This instrument is an analytic scoring scale and consists of five subcategories of content, organization, vocabulary, language use, and mechanics. Each subcategory is in detail and the scoring system is clearly defined. The total score is calculated from 100 and the proportions of scoring are predetermined in the scale according to participants' performance in each part.

#### *Writing Posttest*

The posttest which was administered at the end of the study was the writing section of another version of PET. It was piloted in advance. This test was given to the participants for comparing the participants' writing ability in terms of the effect of both oral conferencing and collaborative writing.

### **Procedure**

Prior to the experiment, the PET test and writing post-test were standardized by piloting among a group of 30 female students from Hermes Institute in Tehran. These EFL learners had almost similar characteristics of the main participants. The writing section of the PET test was scored, using the rating scale stated earlier, by the one of the researchers and another qualified rater. The researchers observed a consistency between the scores provided by the raters on the writings. This inter-rater reliability index acknowledged the existence of an acceptable consistency between the raters.

The piloted PET test was given to 90 intermediate level female students who were selected conveniently. Among them, 60 students were chosen whose score fall between one standard deviation above and below the mean. The 60 subjects were divided randomly into

two experimental groups of 30 named "oral conferencing group" and "collaborative writing group".

To ensure that the two groups were homogeneous in terms of their writing ability, the scores of the writing section of the PET test were analyzed in isolation and were used as the pretest scores of the participants. Both groups received the same amount of instruction. The course consisted of 10 sessions of 90 minutes spanning over a period of five weeks.

One of the researchers (functioning as the teacher) tried to teach the relevant grammatical points as well as the essential vocabularies alongside of language skills with special focus on the writing skill. Participants were also given the same topics for their compositions and they were taught how to write a composition including introduction, body paragraphs, and conclusion. Compositions were rated according to the Jacobs et al.'s (1981) ESL Composition Profile by the one of the researchers (the teacher) and the other rater.

#### *Oral Conferencing Group*

Oral conferencing in this study included the discussions and negotiations among the participants and the teacher before and after writing activities followed by live teacher-student as well as student-student feedbacks. To do this, the Anderson Model (2000) and Oral Conferencing Checklist designed by Moradan and Hedayati (2011) were used.

Anderson (2000, as cited in Bayraktar, 2009) states that teacher-student writing conferences generally fall into the following four types:

- 1) Rehearsal conferences which help students find idea to write about;
- 2) Drafting conferencing which assists students develop their ideas and determine which genre and style they want to write in;
- 3) Revision conferences which help student improve their initial drafts; and
- 4) Editing conferences whose main focus lies in helping students become better editors.

In this group students should write their compositions at home. Based on the feedback they had already received regarding the conferences in the class they would revise their writings. After completing the writing tasks, the students were asked to conference regarding their ideas, weaknesses, and strengths during the writing task.

The students in oral conferencing group were concentrated on the overall meaning and organization of their writing, and also on the vocabularies, language use, and the mechanics of writing. All the conferences conducted orally. Oral Conferencing Checklist designed by Moradan and Hedayati (2011) were used for this purpose. The teacher asked questions and

gave students enough time to speak about their problems and to provide students with appropriate feedback.

### *Collaborative Writing Group*

Whether to have students choose their own partners or they should be assigned at random into groups is the first major consideration in applying collaborative writing method (Mulligan & Garofalo, 2011). Although instructors may present a better idea for matching students in groups, if the students choose their own partners themselves it would be more effective for cooperative learning as a basic goal of collaborative writing (Cote, 2006). Based on this, the students were divided into 5 groups of 6 in order to write the assigned compositions and provide each other with feedback regarding their weaknesses and strengths.

Contrary to oral conferencing group, the students in collaborative writing group were asked to write their compositions collaboratively in classroom. In other words, all members of a group were responsible for making a final piece of writing. The same procedure which was used for familiarizing students in oral conferencing group with how to write a composition was also used for students in collaborative writing group. The teacher had to provide them with topic then they should go through the process of writing collaboratively which was based on the proposed steps of Mulligan and Garofalo (2011). Based on the requirements of this study and limitations which were imposed on the researchers by the institute officials, some modifications on the Mulligan and Garofalo's model (2011) was done as follows:

- (1) Students chose their partners themselves;
- (2) All the members of a group brainstormed ideas about the target topic and organized the information into coherent groupings;
- (3) All the members of a group did outlining, planning, and crafting.
- (4) The whole writing (composition) was read in the classroom by one of the members of the group.
- (5) The teacher checked the compositions based on Jacobs et al.'s (1981) ESL Composition Profile, and pointing out structural and organization errors, and providing the related group with comments and suggestions.

At the end of the treatment phase, the participants of both groups sat for the posttest that was the piloted writing section of the PET test which took about 55 minutes. The result of the test was evaluated by the two raters based on the PET rating scale.

## I. Results

This study set out to compare the effect of oral conferencing and collaborative writing on EFL learners' writing ability. The design of this study is quasi experimental. The independent variable has two modalities, oral conferencing and collaborative writing. The dependent variable is writing ability. The two control variables are the language proficiency and gender of the participants. In order to answer the research question of this study both descriptive and inferential statistics were taken in the piloting phase and administration, respectively.

Following the piloting of the PET test, the mean scores, the standard deviation of scores, and the reliability indices were calculated. This calculation demonstrated that the mean score was 53.24 and the standard deviation was 8.74. The item analysis revealed that there were two malfunctioning items in the test. After the deletion of the 2 malfunctioning items, the reliability of the test using Cronbach alpha was .94. The inter-rater reliability was calculated using the Pearson correlation coefficient, showing the existence of a significant correlation. Accordingly, the same raters could be used for rating the following administrations of the test.

After the procedure of piloting the PET test, it became an instrument to homogenize the students for this study. 90 EFL learners took part in the test administration. Following the administration, the descriptive statistics were calculated. This showed that the mean was 55.24 and the standard deviation was 9.20. The reliability of the PET test in this actual administration was .89. In the next phase, the scores of the participants on the PET writing section were analyzed in isolation in order to inspect the homogeneity of the participants in the two groups before the treatment. The two groups' mean scores were almost the same (Oral conferencing = 10.6000, Collaborative writing = 10.0033). Thus, one can conclude that there was no noticeable difference between the means of the two groups at the outset of the study. Also, according to the results of a *t*-test, there was not a significant difference between the two experimental groups regarding their writing ability ( $t(58) = .77, p > 0.05$ ) which confirms their homogeneity (Table 1).

Table 1: *t*-test Results of Experimental Groups on Writing Pre-Test

|         |                               | Levene's Test<br>for Equality of<br>Variances |      | <i>t</i> -test for Equality of Means |        |                     |                    |                          |   |       |       |
|---------|-------------------------------|---|------|--------------------------------------|--------|---------------------|--------------------|--------------------------|---|-------|-------|
|         |                               | F   | Sig. | <i>t</i>                             | df     | Sig. (2-<br>tailed) | Mean<br>Difference | Std. Error<br>Difference | 95% Confidence<br>Interval of the<br>Difference |       |       |
|         |                               |   |      |                                      |        |                     |                    |                          |   | Lower | Upper |
| Pretest | Equal variances<br>assumed    | 2.85  | .096 | .779                                 | 58     | .439                | .56667             | .72727                   | -88913  | 2.022 | 46    |
|         | Equal variances<br>notassumed |   |      | .779                                 | 55.296 | .439                | .56667             | .72727                   | -.89065   | 2.023 | 98    |

The results of the Pearson correlations indicated that there were significant agreements between the two raters who rated the subjects' writings on the posttest ( $r(58) = .94, p < .05$  representing a large effect size) for the writing part 2 and posttest of writing ( $r(58) = .96, p < .05$  representing a large effect size) for the writing part 3.

#### Testing Assumptions

In this study the data were analyzed through an independent *t*-test and analysis of covariance (ANCOVA) which have two common assumptions; normality and homogeneity of variances. The latter will be discussed below when reporting the main results. As reported in Table 2, the skewness and kurtosis ratios were within the ranges of +/- 1.96, confirming the normality of the data.

Table 2: Descriptive Statistics of PET of the Two Experimental Groups

| Group         | N           | Skewness  |            |       | Kurtosis  |            |       |       |
|---------------|-------------|-----------|------------|-------|-----------|------------|-------|-------|
|               |             | Statistic | Std. Error | Ratio | Statistic | Std. Error | Ratio |       |
| Conferencing  | Reading     | 30        | .177       | .427  | 0.41      | -.560      | .833  | -0.67 |
|               | PreWR       | 30        | -.234      | .427  | -0.55     | -.140      | .833  | -0.17 |
|               | LC          | 30        | .005       | .427  | 0.01      | -1.153     | .833  | -1.38 |
|               | PostWR      | 30        | -.559      | .427  | -1.31     | .380       | .833  | 0.46  |
|               | Proficiency | 30        | .148       | .427  | 0.35      | -.733      | .833  | -0.88 |
| Collaborative | Reading     | 30        | .479       | .427  | 1.12      | -.558      | .833  | -0.67 |
|               | PreWR       | 30        | .098       | .427  | 0.23      | -1.149     | .833  | -1.38 |
|               | LC          | 30        | -.188      | .427  | -0.44     | -.317      | .833  | -0.38 |
|               | PostWR      | 30        | -.080      | .427  | -0.19     | -1.405     | .833  | -1.69 |
|               | Proficiency | 30        | .069       | .427  | 0.16      | -.470      | .833  | -0.56 |

The results of the independent *t*-test ( $t(58) = .16$ ,  $p > .05$ ,  $r = .021$  representing a weak effect size) showed that there was not any significant difference between two groups' mean score on the PET test (Table 3). As a result, it was concluded that the two groups were homogeneous regarding their general language proficiency prior to the treatment.

Table 3: Independent Samples Test, PET by Groups

|                             | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|-----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|-------|
|                             | F                                       | Sig. | T                            | Df     |                 |                 |                       | Lower                                     | Upper |
| Equal variances assumed     | 2.151                                   | .148 | .158                         | 58     | .875            | .267            | 1.689                 | -3.11                                     | 3.64  |
| Equal variances not assumed |   |      | .158                         | 55.826 | .875            | .267            | 1.689                 | -3.11                                     | 3.65  |

As reported in Table 3, it should be pointed out that:

- The assumption of homogeneity of variances was met (Levene's  $F = 2.15$ ,  $P > .05$ ). Therefore, the first row was reported; and
- The negative lower bound value of 95 % confidence interval, i.e. -3.11 indicated that the difference between the two groups' means on the PET can be zero.

#### *The Research Question*

In order to compare the effect of oral conferencing and collaborative writing on EFL learners' writing ability, the following research question was formulated:

*Q. Is there any significant difference between the effect of collaborative writing and oral conferencing on EFL learners' writing ability?*

To address this research question, an analysis of covariance (ANCOVA) was run to compare the oral conferencing and collaborative writing groups' mean scores on the writing posttest while controlling for the potential effects of participants' initial writing ability (the pretest). The ANCOVA has two main assumptions; homogeneity of regression slopes and linear relationship between the dependent variable and the covariate.

The assumption of homogeneity of regression slopes assumes that the relationship between the dependent variable (posttest of writing) and covariate (pretest of writing) shows the same regression slopes across the two groups. The regression line for collaborative writing group and oral conferencing group did not show any interaction, i.e. they did not

cross each other Figure 1. Based on these results it can be concluded that the assumption of homogeneity of regression slopes was met.

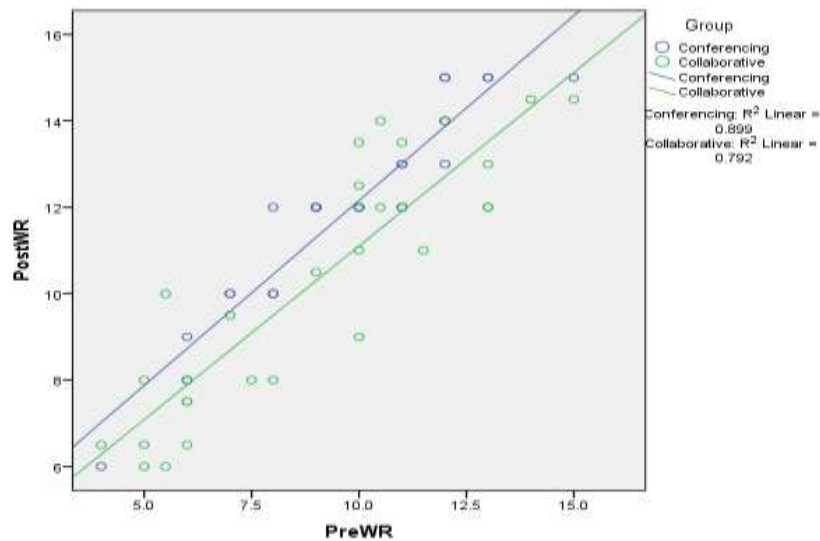


Figure 1: Homogeneity of Regression Slopes; Posttest of Writing by Groups Controlling for Pretest

The linear relationship between the dependent variable and covariate can be tested by examining the spread of dots around the diagonals. If the dots spread around the diagonal, it can be concluded that the second assumption is also met. The spread of dots for both groups were close to the diagonals (Figure 2).

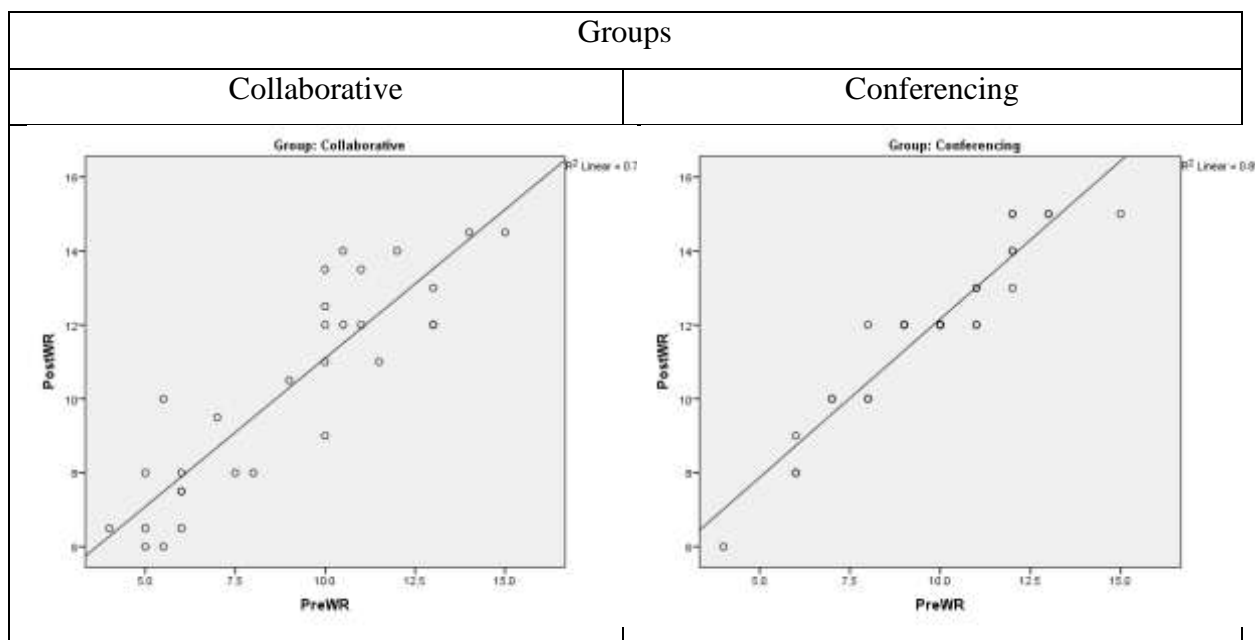




Figure 2: Assumption of Linear Relationship between  
Dependent Variable and Covariate

Before discussing the results of the ANCOVA, it should be stated that the assumption of homogeneity of variances was not met (Levene's  $F = 8.93$ ,  $P < .05$ ). As noted by Bachman (2005), Field (2013) and Pallant (2011) in case the sample size is equal, there is no need to worry about the violation of this assumption.

As displayed in Table 4 the oral conferencing group ( $M = 11.61$ ,  $SE = .19$ ) had a higher mean than the collaborative writing group ( $M = 10.58$ ,  $SE = .19$ ) on the posttest of writing after removing the effect of pretest.

Table 4: Descriptive Statistics, Posttest of writing by Groups Controlling for Pretest

| Group         | Mean                | Std. Error | 95% Confidence Interval |             |
|---------------|---------------------|------------|-------------------------|-------------|
|               |                     |            | Lower Bound             | Upper Bound |
| Conferencing  | 11.612 <sup>a</sup> | .193       | 11.225                  | 11.998      |
| Collaborative | 10.588 <sup>a</sup> | .193       | 10.202                  | 10.975      |

a. Covariates appearing in the model are evaluated at the following values: PreWR = 9.35.

The results of ANCOVA ( $F(1, 57) = 13.93$ ,  $P < .05$ , Partial  $\eta^2 = .19$  representing a large effect size) confirmed the existence of a significant difference between the mean scores of the two groups on the posttest (Table 5 and Figure 3). Thus, the null-hypothesis which stated that *-There is no significant difference between the effect of oral conferencing and collaborative writing on EFL learners' writing ability*, was rejected.

Table 5: Tests of Between-Subjects Effects; Posttest of Writing by Groups Controlling for Pretest

| Source  | Type III Sum of Squares | Df | Mean Square | F       | Sig. | Partial Eta Squared |
|---------|-------------------------|----|-------------|---------|------|---------------------|
| Pretest | 315.761                 | 1  | 315.761     | 284.608 | .000 | .833                |
| Group   | 15.455                  | 1  | 15.455      | 13.930  | .000 | .196                |
| Error   | 63.239                  | 57 | 1.109       |         |      |                     |
| Total   | 7810.000                | 60 |             |         |      |                     |

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

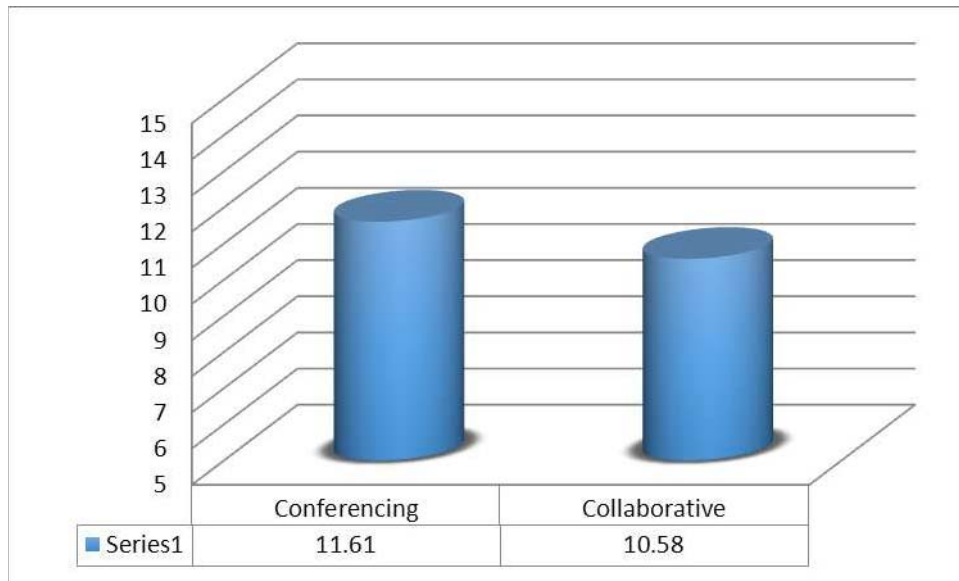


Figure 3: Posttest of writing by Groups Controlling for Pretest

### Discussion and Conclusion

Regarding the question posed in the present study and based on the statistical analysis of the data, there is a significant difference between the effect of oral conferencing and collaborative writing on EFL learners' writing ability. The results of an independent samples *t*-test and analysis of covariance (ANCOVA) revealed that the ability of EFL learners' writing was more affected by applying oral conferencing rather than collaborative writing tasks.

This finding supports previous researches. Goldstein and Conrad (1990), for example, examined learner input and negotiation of meaning through oral conferences between one teacher and three learners of an advanced level writing class. They came to the conclusion that learners who negotiated the meaning in the conferences could make better revisions in their drafts, which in turn improved their writing. On the contrary, those learners who were not encouraged to negotiate meaning were inclined towards not making revisions or making very perfunctory revisions that did not result in improved drafts.

This finding, also, is in line with the results of Bitchener (2005) and Wallis (2010) which revealed that a better achievement in writing can be gained through oral conferencing effective feedbacks between the teacher and the student.

*Furthermore, Pathey-Chavez and Ferries (1997) found that the quality of the writing can be enhanced by oral conferencing sessions which supports the outcome of this study. This outcome, too, is in line with the findings of Mirzaii (2012) who conducted a study to inspect the impact of providing written corrective feedback through oral conferencing on the writing performance of Iranian intermediate-level EFL learners.*

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In spite of the significant improvement of participants in the oral conferencing group, the learners who received collaborative writing, also had a better performance in their writing in the posttest (As shown in Table 4), albeit insignificantly. Therefore, this result suggests that collaborative writing can also be useful in teaching writing in some contexts. This result is in line with the finding of a study by Storch (1999), indicating that collaborative tasks are more accurate compared to the tasks carried out individually. In addition, Kuiken and Vedder (2002) investigated the role of group interaction in L2 writing in a cross-sectional study. The result showed that, collaborative writing had an overall significant effect on students' L2 writing.

#### *Pedagogical Implications*

It should be noted that the aforementioned advantages identified for the use of oral conferencing can only be realized when the teacher can effectively carry out the task, i.e. offering encouragement, making specific suggestions, establishing a positive rapport, and having abilities and strategies such as appropriate interaction, effective monitoring, and supportive evaluation.

Considering the provision of feedback through oral conferencing, the students can be capable of recognizing their own errors and erroneous areas, planning their learning, and finally evaluating what they have acquired. Also, being engaged in the conferences, students needed to maintain the conversations in order to reflect on the points made by the teacher and the peers; consequently, the speaking ability of the students can be enhanced as well.

Further studies can be carried out to investigate the longer effects of instruction types on writing enhancement. In other words, future studies can adopt a longitudinal design rather than a cross-sectional one. In future research, there is a need to have a larger subject sample size. The more subjects, the greater reliability and validity will result. Also, the effect of oral conferencing can be investigated on other language skill and sub-skill performance. Apart from corrective feedback some other feedbacks i.e. electronic feedback's effect can be investigated on writing ability. Learners' individual differences such as learning styles,

creativity, critical thinking, learning strategies, learning aptitude, age, gender, cultural background, background knowledge, and the affective domain are believed to play an important role in learning and using foreign or second language (Nosratinia & Zaker, 2013, 2014, 2015; Zaker, 2015). Due to some restrictions, these variables have not been taken into account in the present study. Further studies are suggested to investigate these different variables.

## Appendixes

### General Mark Schemes for Writing

| Mark | Criteria   |
|------|--|
| 5    | All content elements covered appropriately.<br>Message clearly communicated to the reader.   |
| 4    | All content elements adequately dealt with.<br>Message communicated successfully, on the whole.  |
| 3    | All content elements attempted.<br>Message requires some effort by the reader.<br>Or<br>One content element omitted but others clearly communicated.         |
| 2    | Two content elements omitted, or successfully dealt with.<br>Message only partly communicated to reader.<br>Or<br>Script may be slightly short (20-25words). |
| 1    | Little relevant content and/or message requires excessive effort by the reader, or short (10-19 words).  |
| 0    | Totally irrelevant or totally incomprehensible or too short (under 10 words).  |

| ESL COMPOSITION PROFILE |        |  |          |
|-------------------------|--------|--|----------|
| STUDENT                 | DATE   | TOPIC  |          |
|                         |        |  | COMMENTS |
| CONTENT                 | 30-27  | EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic  |          |
|                         | 26-22  | GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail   |          |
|                         | 21-17  | FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic  |          |
|                         | 16-13  | VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate  |          |
| ORGANIZATION            | 20-18  | EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive  |          |
|                         | 17-14  | GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing  |          |
|                         | 13-10  | FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development   |          |
|                         | 9-7    | VERY POOR: does not communicate • no organization • OR not enough to evaluate  |          |
| VOCABULARY              | 20-18  | EXCELLENT TO VERY GOOD: sophisticated range • effective word/ idiom choice and usage • word form mastery • appropriate register  |          |
|                         | 17-14  | GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i>  |          |
|                         | 13-10  | FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i>  |          |
|                         | 9-7    | VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate   |          |
| LANGUAGE USE            | 25-22  | EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions  |          |
|                         | 21-18  | GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>                   |          |
|                         | 17-11  | FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i> |          |
|                         | 10-5   | VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate  |          |
| MECHANICS               | 5      | EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing  |          |
|                         | 4      | GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>  |          |
|                         | 3      | FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i>  |          |
|                         | 2      | VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate  |          |
| TOTAL SCORE             | READER | COMMENTS   |          |

## Oral Conferencing Checklist

### Directions:

Ask the following questions in a comfortable, face to face setting. The teacher should assure students that he/she is only interested in their thoughts strengths and weaknesses in order to help them on writing. The teacher can ask students to elaborate their answers by asking questions such as:

- Can you tell me more about it?
- What else do you suggest?

Ask following questions at the very first conference:

- What do you think about your writing ability?
- Do you think you are a successful writer?
- Who is a successful writer?
- What do you do if you have problem in writing?
- What strategies do you use to improve your writing?

Ask the following question when each paragraph is written:

- What is your strength?
- What is your weakness?
- Do you think you have been a successful writer?
- What will you do to improve your paragraph?

### Topic sentence

- What is the main idea you want to talk about?
- Is your main idea mentioned in the topic sentence?

### Support

- Do you think you have been successful in convincing the reader?
- Are your supports convincing enough?

### Coherence

- Are your supports related to the topic sentence (main idea)?

For the Purpose of This Study the Checklist Is Categorized as Follows:

*A) Ask the following questions at the very first conference:*

- What do you think about your writing ability?
- Do you think you are a successful writer?
- Who is a successful writer?

- What do you do if you have problem in writing?
- What strategies do you use to improve your writing?

*B) Ask the following questions when each paragraph is written:*

- What is your strength?
- What is your weakness?
- Do you think you have been a successful writer?
- What will you do to improve your paragraph?
- Can you tell me more about it?
- What else do you suggest?

*C) Topic sentence*

- What is the main idea you want to talk about?
- Is your main idea mentioned in the topic sentence?

*D) Support*

- Do you think you have been successful in convincing the reader?
- Are your supports convincing enough?

*E) Coherence*

- Are your supports related to the topic sentence (main idea)?

### Oral Conference Sample

a) Some examples of the questions and answers between the teacher and learners in first conference:

*Instructor:* What do you think about your writing ability?

Learner 1: It is awful, I don't like writing.

Learner 2: I have even have problem with writing a paragraph in my mother tongue.

*Instructor:* Do you think you are a successful writer?

Learner: I think I can be a successful writer if I try.

*Instructor:* Who is a successful writer?

Learner1: A good writer is a person who reads a lot.

Learner 2: A successful writer has self-confidence.

b) Example of the questions and answers between the instructor and learners in conferences after writing each paragraph:

*Instructor:* What is the main idea you want to talk about?

Learner1: Um, m... I want to talk about both sides of the topic. I both agree and disagree.

*Instructor:* do you believe it is a good idea to write about both of them in one paragraph?

Learner2: we can write about each one of them in a separate paragraph.

Learner3: for each of them one paragraph.

*Instructor:* Do you think you have been successful in convincing the reader?

Learner1 reads his paragraph and hesitates.

Learner2: as a reader I am not convinced.

Learner to Learner1: What will you do to improve your paragraph?

Learner1: I can give an example. Something has happened to me.

*Instructor:* What is your weakness?

Learner1: I always had problem with different tenses?

*Instructor:* it is great that you check your writing, try to do some grammar exercises. You can ask someone else to read it and check.

*Instructor:* It is great that you check your writing, try to do some grammar exercises. You can ask someone else to read it and check your grammar. It is a good idea to buy newspaper, read articles and underline verbs and determine their specific tenses.

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