EDUCATION AND DEVELOPMENT CONFERENCE 2021

5-7 OF MARCH 2021

CONFERENCE PROCEEDINGS

Tomorrow People Organization

Dušana Vukasovića 73, Belgrade, Serbia

www.tomorrowpeople.org

Proceedings of international conference:

# "EDUCATION AND DEVELOPMENT CONFERENCE 2021"

**Table Of Contents:**

| What makes sex education interventions effective: needs and expectations? | Anastasia Eleftheriou | T.R.I. Technologos Research and Innovation Services ltd, Cyprus | 218 |
| | Kalli Koulloufidou | | |
| | Antigoni Avraam | | |
| | Kostas Kouvaris | | |

# Index Of Authors:

# A map that changed the world!

*Dr. Norbert Csizmadia*
*GEO – Geographer*
*Author of Book: Geofusion: The Power of Geography and Mapping of the 21$^{st}$ Century*
*President of Board – John von Neumann University*

Italy, Tuscany, Pienza. The date is 1474, in the Renaissance. here lived a versatile explorer, a scientist, a genius, a brave innovator. For Paolo Toscanelli was indeed interested in maps and getting to know the world. He even collected special maps. Toscanelli was a good friend of Columbus, and he gave him the map that changed the world and the course of history for centuries. For Toscanelli knew that the Earth was round! "The Earth is round", the phrase that caused Giordano Bruno to be burnt alive on the stake 130 years later.

Toscanelli told his friend, who, he knew, was about to embark on a long journey: "I know a much shorter route. You needn't sail around Africa. Go West to reach India." And the story is familiar from this point. Columbus set sail to the West to discover the fabulous East. He discovered a new continent, and the Age of Great Discoveries and a new Atlantic era of 500 years began. And of course, Toscanelli was wrong in one thing only: judging the Earth's perimeter to be half as big as it really was.

This example shows us that maps are important. Because maps give you a picture of the world to get to know it. A picture that helps us imagine the relations between places and things. This gives us stability and security in navigating in the world. We may say that maps are tools in our hands, a means of action... and, of course, they have long been such. The Pacific Islands: Polynesia. Somewhere hidden on the two edges of the world map, consisting of about a thousand islands. This area between "Easter Island, New Zealand and Hawaii" is just as big as if we were to fly from Madrid to Rio de Janeiro and Zambia and back again.

In this group of 1000 islands, in the 7th century AD, Polynesian boatmen discovered the entire archipelago with this unique hand-made map. For Polynesian boatmen knew the position of stars and sea currents, watched birds' migratory routes and marked each newly

discovered island with a new shell. This knowledge and map were passed down generations, and they discovered the whole world known to them in 200 years.

Of course, today we have a different relationship with maps! In fact, we will not even start out without our maps. This is how our maps look like today: security, automation, time, distance, faster route and rerouting. But if we zoom out of this ordinary map, we see an extremely exciting world. An exciting world: the image and drawing of our Earth, which we can best understand with maps.

I would like to show you a map that we all know. This is the global political map of our Earth. Nearly 200 countries, 3 oceans, 5 continents and 6 colours to distinguish countries. And what's interesting about this world map is that Europe is in its center. Maps are also exciting to us because if we approach them from another point of view, we get a completely different picture. The same world map in a different light.

What does our world map look like if we put not Europe, but Asia and the Pacific Ocean at its center? Or what does the world map that China published in 2015 look like? The world map that has China in the middle, and it is interesting that the American continent, for example, is no longer east or west, but north. The story began from the noble and simple idea that if we were to travel from Shanghai to New York or from New York to Shanghai, the shortest way would be through the North Pole.

Or what does the network map that links the world's scientific partnerships between 2005 and 2010 look like? But we get an even more exciting picture if we look at the same map at a later time: between 2015 and 2020. The difference between the two maps is that our world has become much more complex and interconnected, particularly in Asia, Southeast Asia and the Indian subcontinent, where this world map is more and more dense. Or what does the map look like which studies the relative routes of the world's 182 airline companies? But it is even more interesting to see the relations between the regional breakdown of these air routes and the tourist and other destinations of each airline. Or what does the world map used by over 2 billion people daily look like? A network map of friends, relationships and likes. This is what the Facebook world map looks like. And what is the world map like which displays not cities but countries? This map shows the location of cities in the project "Our Earth at Night".

**We live in an age of dynamic maps in a dynamic world**! And what's interesting in this dynamic age is, that our maps are no longer static, but start to move. For example, this map

shows our planet's gross biological productivity output, that is how our Earth breathes between January and December.

Because each map is a pair of glasses: We are looking at the world through glasses! But today, as our world is much more complex, we need more glasses to understand the world's relations and economic trends, the global political and geopolitical processes. And I think that maps are tools and a language of this understanding! Maps are one of the most important and most special visual languages of the 21st century. I have been fond of maps since my childhood, and I am lucky to work with geography, and my most important task is to make our world's hidden context visible with our maps.

**We live in the age of fusions and networks.**

Where the two key passwords are connectivity and complexity. Fusions and networks. Of course, we find fusions in architecture, fashion and gastronomy. In gastronomy, when we say that Eastern tastes meet with the Western ones. Or we can see fusions in music. And, of course, these new fusional and network maps, connection maps show not just geographical locations, but music trends, too. Let us look at the territorial and network links of the world's music map and music geography: trip-hop and hip-hop, tango and electronic, folk and world music. Fusional world music genres from Malian blues through ethio-jazz to Thai funk, all new and exciting genres were born from fusions and music styles.

But we get the same map of fusions and connectivity if the most important geopolitical program of the 21st century is shown on the map. The Belt and Road Initiative or New Silk Road program, which links the easternmost parts of Asia to the westernmost point of Europe. The New Silk Road, the point of which is to bring the development axis back from the oceans to the mainland, creating a new world era, a long-term Eurasian era, which replaces a 500-year-old Atlantic age.

BRI, which consists of networks, links, infrastructure development, logistics centers, ports, scientific, educational, cultural, economic and commercial partnerships, and which links the most important intersections, cities and HUBs. Because cities have become the new powerhouses of the 21st century.

And if we look at the world map showing the key nodes, the world map of maritime trade routes, submarine Internet cables, infrastructure networks, motorways, rail networks, airplane

routes, and we superimpose the importance of cities and global cities on it, we will get the fusional map, which **I like to call the geofusional map of the 21st century**.

**Geofusion** is a fusion of locations and geography. Geofusion, which is both the network of geopolitics and the geopolitics of networks.

**We live in a new Renaissance**, and just as in the Renaissance, we have cities and city- states, commercial corridors and trade routes, technological explosion and, of course, bacteria, viruses and epidemics. And perhaps we are no longer surprised to see that if we examine the global spread of the coronavirus in space, we get the same map as the geofusional maps. A multitude of travel patterns, connections and networks.

I started with a map that had changed the world and I would like to finish with a map that has changed the 21st century. If only one map of the 21st century is to be highlighted, this would be it: the map of the 21st century: the map of the Internet. And if the Renaissance era brought an age of great geographical discoveries, the new Renaissance will bring a period of great technological discoveries in the 21st century.

The map of the Internet: connections and networks, fusions and nodes, connectivity and complexity. There are millions of maps in each node. And human-made things are more and more beginning to resemble biology, nature and technology itself. And this map is beginning to look like a cosmic network or the network map of the brain structure, but from this point it is another story that goes beyond the limits of geography.

Thus, the knowledge of maps, if summarised, is like literacy. If we can read our maps and read "between them", we will be able to read and write and understand the most beautiful and special visual language of the 21st century.

*Let us teach our children to write and read, pass on our knowledge, get to know the world with its driving forces, "read" maps and images, and pass down the generational knowledge that has navigated in life based on maps for thousands of years.*

*Wherever you live, wherever you learn, geography does matter...*

*Let us draw a map of the understanding of the 21st century and transform it into action so that more and more good stories can be told in good places and at the right time, for example here on the TED stage in this exciting new geofusional world order!*

# A Qualitative Assessment About Emergency Remote Teaching (ERT): A Case Study in Higher Education

**Kevin Fuchs**

Faculty of Hospitality and Tourism, Prince of Songkla University
80 Moo 1 Vichitsongkram Road, Kathu, Phuket 83120, Thailand
kevin.f@phuket.psu.ac.th

**ABSTRACT**

Online education, in its various modes, has been growing steadily worldwide due to the influence of new technologies, global adoption of the Internet, and intensifying demand for a workforce trained periodically for the ever-evolving digital economy. Well-planned online learning experiences are meaningfully different from courses offered online in response to a crisis or disaster. Higher education institutions working to maintain instruction during the COVID-19 pandemic should understand those differences when evaluating emergency remote teaching (ERT). Online distance education involves more than just uploading educational content; instead, it is a learning process that provides learners with support, responsibility, flexibility, and choice. Henceforth, the research aimed to examine undergraduate students' (n=238) perceptions about their preferred mode of learning during COVID-19. The paper identified a significant reluctance towards emergency remote teaching from first-year students. The paper also qualitatively investigated the underlying reasons through thematic analysis. The themed findings were (1) lack of social interactions, (2) difficulties staying engaged while studying from home, and (3) technological boundaries related to the students' Internet connections in rural areas. The paper concludes with recommendations that aim to provide institutions and educations with practical guidance on how to tackle the outlined issues.

**KEYWORDS**: Online Education, Emergency Remote Teaching, COVID-19, Higher Education

# 1        INTRODUCTION

Online education is on track to become mainstream by 2025 (Palvia et al., 2018). Furthermore, Palvia et al. (2018) state that the ubiquity of information technology has been influencing almost all aspects of our lives: the way we work, interact with others, process data into information, analyze and share information, entertain ourselves, and enjoy tourism. Due to the threat of COVID-19, colleges and universities are facing decisions about how to continue teaching and learning while keeping their faculty, staff, and students safe from a public health emergency that is moving fast and not well understood. Many institutions have opted to cancel all face-to-face classes, including labs and other learning experiences, and have mandated that faculties move their courses online to help prevent the spread of the virus that causes COVID-19. The research is guided by the following objectives:

(1) To examine if undergraduate students' support or oppose emergency remote teaching
(2) To investigate undergraduate students' perceptions toward emergency remote teaching

# 2        EMERGENCY REMOTE TEACHING

The list of institutions of higher education deciding to cancel face-to-face teaching and replace it with emergency remote teaching has been growing each day; it includes institutions of all sizes and types (Affouneh, Salha & Khlaif, 2020). We have now seen that the education system, in general, is unprepared and vulnerable to external threats. As a response to the global education crisis, online emergency remote teaching has been put into practice. However, we stumble in defining that which we are desperately trying to accomplish. It is a complex process that requires careful planning, designing, and determination of aims to create an effective learning ecology (Themelis & Sime, 2020). The temptation to compare online learning to face-to-face instruction in these circumstances will be great. Online learning carries a stigma of being lower in quality than face-to-face learning, despite research showing otherwise. These hurried moves online by so many institutions at once could seal the perception of online learning as a weak option when, in truth, nobody making the transition to online teaching under these circumstances will truly be designed to take full advantage of the affordances and possibilities of the online format (Palvia et al., 2018; Themelis & Sime, 2020).

Online education, including online teaching and learning, has been studied for decades. Numerous research studies, theories, models, standards, and evaluation criteria focus on quality online learning, online teaching, and online course design. What we know from research is that effective online learning results from careful instructional design and planning, using a systematic model for design and development. The design process and the careful consideration of different design decisions have an impact on the quality of the instruction. It is this careful design process that will be absent in most cases in these emergency shifts (Arora & Srinivasan, 2020). In contrast to experiences that are planned from the beginning and designed to be online, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery model due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses. Furthermore, the vast majority will return to that format once the crisis or emergency has abated. The primary objective in these circumstances is not to re-create a robust educational ecosystem, but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and reliably available during an emergency or crisis. When

we understand ERT in this manner, we can start to divorce it from online learning (Arora & Srinivasan, 2020).

## 3 METHODOLOGY

Convenience sampling was used to collect the data sample at a renewed university in Southern Thailand. The data was collected from undergraduate students that were enrolled as full-time degree students. A self-administered online survey was utilized to collect the responses during January 2021, amid the time students were studying remotely as a consequence of the global pandemic. The bi-lingual survey was offered in English and Thai. During the initial screening process, two responses were discarded due to incomplete data. A socio-demographic profile was established (Table 1) based on the responses deemed valid (n=238). The socio-demographic profile allowed categorization into gender, year of study, age range, and nationality. In addition to the socio-demographic profiling questions, the participants were asked a series of questions related to their experiences concerning emergency remote teaching. These responses were not accounted for in this particular paper. After answering a 20-item Likert-type survey, the participants were asked two questions that were analyzed in this paper. The nature of the first question was closed-ended and asked the participants if they prefer learning (1) in a traditional classroom, i.e. an on-site classroom, or (2) in a virtual classroom, i.e. n online classroom, based on their current experience. The nature of the second question was open-ended and asked the participant to substantiate in less than 100 words.

Table 1: Participants' socio-demographic profile

| Characteristics | Male | Female | Total |
|---|---|---|---|
| *Year of Study ($n_1$=238)* | | | |
| First Year | 10 | 45 | 55 |
| Second Year | 31 | 57 | 88 |
| Third Year | 16 | 34 | 50 |
| Final Year | 39 | 6 | 45 |
| *Age Range ($n_2$=238)* | | | |
| 18 year or below | - | 9 | 9 |
| 19 – 20 years old | 34 | 95 | 129 |
| 21 – 22 years old | 21 | 54 | 75 |
| 23 years or above | 8 | 17 | 25 |
| *Nationality ($n_3$=238)* | | | |
| Thai | 44 | 150 | 194 |
| Foreign | 19 | 25 | 44 |

In the three-step analysis, a clustered column chart (Figure 1) was firstly created. In the subsequent step, a word cloud (Figure 2) was created based on the qualitative data that was collected through the open-ended question, filtered to include only responses from female first-year students. Thematic analysis, as the last step, concluded the analysis. The qualitative data was assigned codes and relevant themes derived from the analysis. The word cloud and column chart helped to visualize the responses, as well as allowed the narrowing of focus for the thematic analysis.

## 4    THEMED RESULTS AND DISCUSSION

### 4.1    Preliminary Analysis

The clustered column chart visualizes the preferred mode of studying, clustered by year of study and sliced by gender. The percentage shows how many of the respondents prefer to study in a virtual classroom as opposed to a traditional classroom; the rating was therefore labeled as agreement rating with virtual studying. Furthermore, the chart shows us that students in their first year have the lowest agreement rating (3.6%) with learning in a virtual classroom, wherein students in their final year have the highest agreement rating (42.2%). Subsequently, 30.7% of students in their second year prefer the virtual classroom compared to a traditional classroom, while 20.0% of third-year students favor virtual classrooms.

It can be generally noted that one third (33.3%) of male students prefer to study in a virtual classroom, while the corresponding result for females is approximately two out of ten (21.1%). A particular finding is that none of the first-year female students prefer to study in a virtual classroom, while their male counterparts received a 20% rating on the same question. The students were asked which mode of studying they would prefer, which in essence does not necessarily mean that they disliked the second choice. However, putting the preferred mode of study into perspective together with the qualitative data, it suggested that the female first-year students have a strong reluctance towards emergency remote teaching.
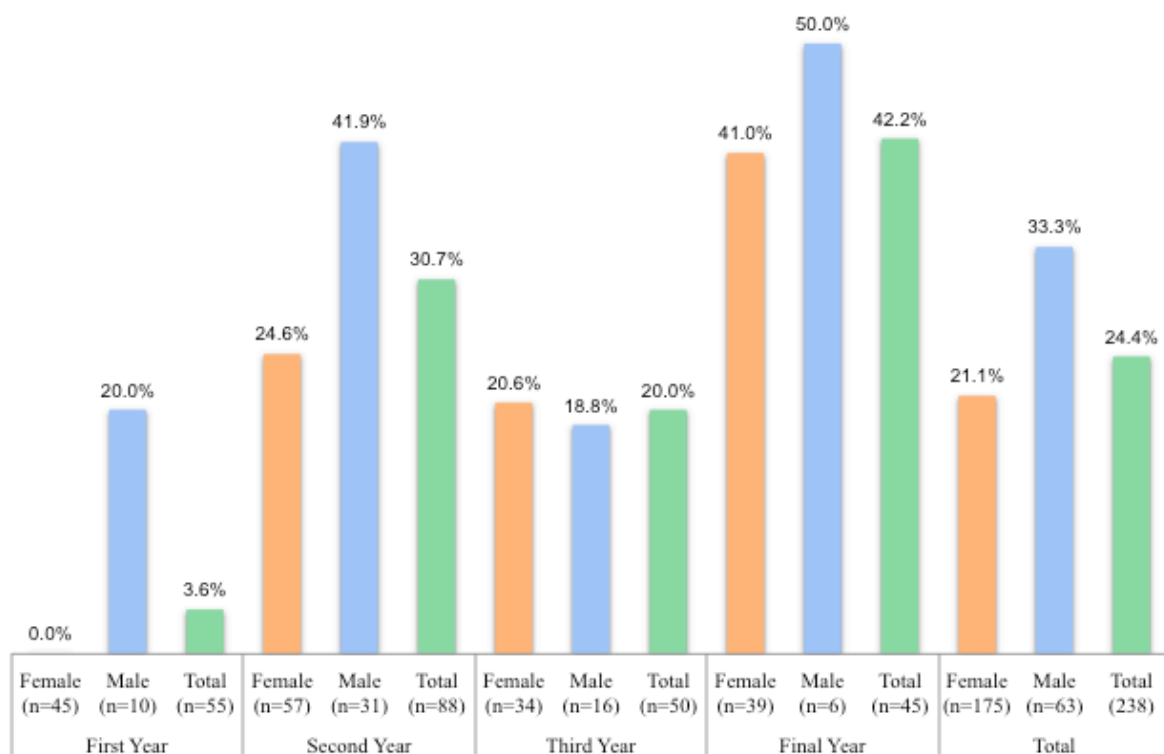


Figure 1: Respondents' preferred choice of study: agreement rating with virtual studying

In the second step of the analysis, the qualitative data from the female first-year students – that collectively prefer the traditional classroom – were examined. Based on the responses (n=45) in the open-ended questionnaire, a word cloud (Figure 2) was created to select keywords for further analysis. The only modification was the removal of stop words, which in this case included words such as "that", "this", "and", "because", "which", or "the".

The size of the words in the cloud is correlated to the frequency of their occurrences in the questionnaires. It can be noted that the most common word was "online" with 23 occurrences, followed by "study" (16), and "learning" (14). While these three words do not offer any particular insight, the words following the top three offered more perspective with regards to the students' perception towards emergency remote teaching. As seen in the cloud, the words "focus," "distracted," "understandable," "boring," "friends," "focused," and "enthusiastic" provide little value without proper context. However, they offered a first lead in the thematic analysis, which was conducted as the subsequent step.



Figure 2: Word cloud based on responses from female first-year students

## 4.2 Deficiency of social interactions

Irwin and Berge (2006) define social interaction as a significant factor in knowledge acquisition when peer collaboration occurs. It was noted on multiple occasions that students criticized the lack of social interactions with both their peers and teachers. A student stated, meeting with other students "makes students enthusiastic about their studies. (No. 29)". Although there is an abundance of research that supports the original idea of Piaget's constructivism theory (Harlow, Cummings & Aberasturi, 2007), the lack of social interactions between freshmen students could potentially lead to the deterioration of their academic performance (García-Ros, Pérez-González, Cavas-Martínez & Tomás, 2017). A statement from one student summarizes the social dilemma and predicament: "[I want to] be with friends and not need to feel alone (No. 41)". Another student shared a similar sentiment by expressing "I hope to get in-class learning soon (No. 5)". The basic idea of the constructivism pedagogy sees knowledge acquired through interaction with peers. Rather than through a top-down hierarchy, knowledge is "passed on" as if from mentor to mentee. "Being able to talk and exchange knowledge with friends (No. 29" and "meeting with friends and teachers makes learning more fun and understandable (No. 14)" were representative statements from the majority of the students. The lack of social interaction could lead to deteriorated knowledge acquisition and the worsening of students' academic performances.

## 4.3 Student engagement in web-based learning

Student engagement relates to the time and physical energy that students spend on activities in their academic experience. Furthermore, engagement pertains to the efforts of the student to study a subject, practice, obtain feedback, analyze, and solve problems (Robinson & Hullinger, 2008). Student engagement is a well-researched theme, in particular when it comes to web-based education. Many of the findings relate to student engagement or the lack thereof. Many of the students stated that their experience during the emergency remote teaching was "boring" and they were easily distracted. One participant stated, "online learning is boring. The teachers are boring in some subjects [...] makes me sleepy and easily distracted. (No.13)". Furthermore, participant no. 32 added, "Online learning is not as understandable as studying in the classroom". The sentiment of these quotes is shared amongst the large majority of students. A possible explanation is offered by the statement from another student, which noted "studying in the (traditional) classroom is like getting some exercise, such as traveling to the gym (No. 7)". There is a strong desire from the students to study in a physical classroom and receive more engaging content, which in turn makes studying online more interesting. One possible indication with regard to the lack of engagement is offered in a study conducted by Prestridge and Cox (2021). Prestridge and Cox (2021) note that collaborative activity supports cognitive engagement. In emergency remote teaching, the shift from traditional classroom teaching to virtual education occurred overnight; educators might find themselves in a situation where more time and effort is spent on adjusting to the new technological environment than actively engaging students in this new learning environment (Arora & Srinivasan, 2020). After all, these exceptional circumstances are new for educators and students alike. As one participant noted, "studying online and learning nothing (No. 23)" should not be regarded as an optimal learning outcome – regardless of the circumstances. Thus, allowing these shortcomings to be openly addressed and discussed with the students might help to improve the learning experience for students and teachers, ultimately increasing student engagement.

## 4.4 Technological Challenges

Information and Communication Technology (ICT) were already an important part of the traditional classroom. The use was firmly embedded in everyday classroom activities ranging from student response systems (SRS) and learning management systems (LMS) to collaborative group work through cloud-based solutions such as Google Slides or Google Docs (Azmi, 2017). Furthermore, ICT can impact student learning when teachers are digitally literate and understand how to integrate it into the curriculum. Based on the findings from the open-ended questionnaire, more than half of the students expressed their concern with digital communication in the virtual classroom. For example, one student stated, "it is not easy to ask when I am not understanding something No. 11" or "it is more convenient to exchange ideas in the traditional classroom No. 33)". While different types of research suggest that ICT can help students to collaborate online and provide ease to communicating with peers and the teacher (Azmi, 2017; Goh & Sigala, 2020), the findings are in contradiction to these studies. A possible hint about the underlying reason is the connectivity to the Internet, wherein a large number of students complained about a "disruptive connection that impacts their learning experience." However, even if considering that a stable Internet connection is a necessity for a seamless virtual classroom experience, there is still an ambiguity amongst students with regard to communicating amongst each other in the virtual classroom, as highlighted by the following finding that is representative for many similar results: "I miss the opportunity to chat with teachers and have a more helpful atmosphere to study than online (No. 25)".

# 5    CONCLUSION

The paper established three themes that outline potential challenges for higher education first-year students and contributed to the body of knowledge in the emerging paradigm of emergency remote teaching in online education. No research is without limitations and, consequently, the results of this paper are bound to first-year students at the undergraduate level. Furthermore, the findings of this paper are not generalizable to a larger population. However, they offer stakeholders an important perspective regarding where to put the immediate focus in times of crisis. If hybrid learning is applied to reduce the number of students on-site in a crisis, it is recommended to consider the year of study when determining quotas for on-site classes. In particular, first-year students struggled more with virtual studying than their older peers. Secondly, it was noted that institutions and stakeholders should consider technological requirements when converting fully online. Lastly, student engagement is a reoccurring theme; particularly during emergency remote teaching, it was outlined that student engagement levels appeared low. It would be recommended to determine student engagement during emergency remote teaching and the overall effectiveness of ERT.

## ACKNOWLEDGEMENTS

## REFERENCES

[1]    Affouneh, S., Salha, S., & Khlaif, Z. N. (2020). Designing quality e-learning environments for emergency remote teaching in coronavirus crisis. Interdisciplinary *Journal of Virtual Learning in Medical Sciences*, 11(2), 135-137. https://10.30476/IJVLMS.2020.86120.1033

[2]    Arora, A. K., & Srinivasan, R. (2020). Impact of pandemic COVID-19 on the teaching–learning process: A study of higher education teachers. *Prabandhan: Indian Journal of Management*, 13(4), 43-56. https://doi.org/10.17010/pijom/2020/v13i4/151825

[3]    Azmi, N. (2017). The benefits of using ICT in the EFL classroom: From perceived utility to potential challenges. *Journal of Educational and Social Research*, 7(1), 111. https://doi.org/10.5901/jesr.2017.v7n1p111

[4]    García-Ros, R., Pérez-González, F., Cavas-Martínez, F., & Tomás, J. M. (2018). Social interaction learning strategies, motivation, first-year students' experiences and permanence in university studies. *Educational Psychology*, 38(4), 451-469. https://doi.org/10.1080/01443410.2017.1394448

[5]    Goh, E., & Sigala, M. (2020). Integrating Information & Communication Technologies (ICT) into classroom instruction: teaching tips for hospitality educators from a diffusion of innovation approach. *Journal of Teaching in Travel & Tourism*, 20(2), 156-165. https://doi.org/10.1080/15313220.2020.1740636

[6]     Harlow, S., Cummings, R., & Aberasturi, S. M. (2007). Karl Popper and Jean Piaget: A rationale for constructivism. *In The Educational Forum* (Vol. 71, No. 1, pp. 41-48). Taylor & Francis Group. https://doi.org/10.1080/00131720608984566

[7]     Irwin, C., & Berge, Z. (2006). Socialization in the online classroom. *E-Journal of Instructional Science and Technology*, 9(1), n1. Retrieved from https://files.eric.ed.gov/fulltext/EJ846714.pdf

[8]     Palvia, S., Aeron, P., Gupta, P., Mahapatra, D., Parida, R., Rosner, R., & Sindhi, S. (2018). Online education: Worldwide status, challenges, trends, and implications. *Journal of Global Information Technology Management*, 21:4, 233-241. https://doi.org/10.1080/1097198X.2018.1542262

[9]     Prestridge, S., & Cox, D. (2021). Play like a team in teams: A typology of online cognitive-social learning engagement. *Active Learning in Higher Education*. https://doi.org/10.1177/1469787421990986

[10]    Robinson, C. C., & Hullinger, H. (2008). New benchmarks in higher education: Student engagement in online learning. *Journal of Education for Business*, 84(2), 101-109. https://doi.org/10.3200/JOEB.84.2.101-109

[11]    Themelis, C., & Sime, J. A. (2020). From Video-Conferencing to Holoportation and Haptics: How Emerging Technologies Can Enhance Presence in Online Education?. *In Emerging technologies and pedagogies in the curriculum* (pp. 261-276). Springer, Singapore. https://doi.org/10.1007/978-981-15-0618-5_16

# Attitudes of Thai English Learners towards Online Learning of Speaking

**Irish Chan Sioson**
Western Languages Department
Faculty of Humanities and Social Sciences
Thaksin University
Songkhla, Thailand
sioson.irish@gmail.com

## ABSTRACT

A recent challenge in the field of education has been met as a shift to online classes from traditional face-to-face classes has been attributed to the COVID-19 pandemic. Hence, certain issues arise from such a sudden shift to an online learning environment, especially for those who have been mainly (or for others, solely) taught in a face-to-face setting.

This paper aimed to determine the attitudes of Thai English learners towards online learning of speaking. The study involved fifty-four fourth year English majors in a university in southern Thailand. A survey questionnaire was developed to collect data. It consisted of a 5-point Likert scale asking for the students' level of agreement with statements and open-ended questions. The results show that the teacher being perceived as supportive and the students having a positive feeling when they had a stable Internet connection were the two areas that had the highest mean scores. On the other hand, being given enough opportunities to interact with classmates and preferring to participate in discussions using video (with microphone and video on) had the lowest mean scores. Moreover, the learners' comments provided insights into their attitudes toward online learning in terms of preferences and challenges. Implications for teaching are then drawn from the results.

**KEYWORDS**: attitudes, online learning, speaking

# 1    INTRODUCTION

A recent challenge in the field of education has been met as a shift to online classes from traditional face-to-face classes has been attributed to the COVID-19 pandemic. Hence, a number of issues arise from such a sudden shift to an online learning environment, especially for those who have been taught mainly (or for others, solely) in a face-to-face setting. It is therefore deemed significant to explore the attitudes of learners toward online classes as they are faced with challenges brought about by the pandemic.

Online learning involves an electronic learning environment with flexibility in terms of time and space [1]. Online education can be entirely virtual in that physical interaction is absent and can also be blended in which classes are done with a combination of face-to-face and virtual meetings [2]. Interactions that happen in online classes can include synchronous (online meetings between the students and teachers at a time that has been set) and asynchronous (course lessons that can be accessed by the students at any time) [3]. Examples of tools used in synchronous classes include online chat rooms, video conferencing and audio channels, while e-mails or discussion boards are used as tools in asynchronous classes [1, 4]. The learners' perception of social presence and their learning can be influenced positively when such learning tools are used effectively [4].

Certain issues relate to online learning. For example, the readiness for such an abrupt transition to online classes by students and teachers is one of the major issues as everyone needs to adjust to this change of environment due to the disruptions caused by the situation. Specifically, this study focused on the online learning of speaking as a language skill. Herrera Diaz and Gonzalez Miy [5] cited de la Torre (2011) that listening, writing, and readings skills as areas of focus for most online courses. Moreover, Levy and Stockwell (2006) as cited in Herrera Diaz and Gonzalez [5] affirmed that the most challenging for instruction, practice, and evaluation through the use of technology is the oral skill. This paper then aimed to determine the attitudes of Thai English learners towards online learning of speaking.

# 2    LITERATURE REVIEW

A number of studies have explored different factors that come into play in an online learning environment. For instance, Baber's [1] study involved 100 undergraduate students studying in different institutions in India and South Korea. The participants were studying online and were taking various courses. It was found that both interaction and student motivation had a strong influence on the perceived learning of the students. Moreover, student satisfaction was positively influenced by the perceived learning of the students and that the perceived learning outcome of the students was moderately influenced by course structure, as well as instructor facilitation/ knowledge. Another study [3] investigated the students' perceptions on distance education. Involving undergraduate students in three countries, Portugal, UAE, and Ukraine, the study found that factors such as motivation, English language skills, and time management were the main areas of concerns for the learners.

Studies in relation to the students' needs and challenges in line with online learning were also conducted. A qualitative study by Nartiningrum and Nugroho [6] explored the different challenges, suggestions, and needs in online learning perceived by 45 EFL learners from a university in Indonesia. The following were identified as challenges: unstable connection to the Internet, lack of interaction and feedback, and distraction, which affects the students' commitment to learn. Suggestions included using applications that enable videoconferencing, using downloadable materials and assignments, setting deadlines for

tasks, and using fun activities for learning. The study also found that the needed materials suggested by the participants related to grammar, vocabulary, current issues, and job preparation. Rahmawati's [7] study also found various opportunities and challenges perceived by six participants from a private university in Indonesia. Being flexible, providing updated information, providing abundant resources, encouraging learners to read, providing opportunities for students who were less active to participate more in activities, as well as e-learning being deemed simpler and fast were identified as opportunities in e-learning. On the other hand, the drawbacks perceived by the participants included interaction and oral communication being decreased, being costly, requiring skills in technology, requiring access to the Internet, lacking teacher's feedback, and increasing the likelihood of cheating and plagiarism.

Other related studies on online learning considered social presence which is defined as the 'the degree to which [a communicant] is perceived as a real person' (Short, Williams, & Christie, 1976, p. 73, as cited in Kear, Chetwynd, & Jefferis [8]) which relates to 'the degree to which a person is perceived as 'real' in mediated communication' (Gunawardena & Zittle, 1997, p. 8 as cited in Kear, Chetwynd, & Jefferis [8]). A study [4] among 81students in a cyber university in Korea found that learning satisfaction and social presence were not influenced by demographic factors (e.g., work status, gender, experience in online learning). However, quality of teaching and media integration were identified as significant predictors of both social presence and learning satisfaction, while another predictor of social presence was interactivity among the participants. In an exploratory research [5] that involved nine participants from a public university in Mexico who were taking an online English class, it was found that the community of inquiry framework by Garrison, Anderson, and Archer, (1999 as cited in Herrera Diaz & Gonzalez Miy [5]) and some indicators of the oral skill (vocabulary, accuracy, grammar) were related. It was the teaching presence that was perceived the most while the social presence was perceived to be low despite the participants' interactions during the course. This indicates that the level of involvement as individuals and as members of the group was deemed to be low by the participants. Such a result may possibly become a hindrance to higher levels of cognitive presence.

In terms of task types, Ko [9] examined how social presence (SP) and task types were related, involving 38 students with high-intermediate level in EFL in a university in Taiwan. The participants were grouped into two: text-chat without webcam and text-chat with webcam. There were two task types considered in the study: jigsaw tasks (JTs) and decision-making tasks (DMTs). The results showed that the students' SP development was influenced by task types with the DMTs as having higher perceived SP. The DMT webcam condition was perceived by the participants to have the highest SP while the JT-non-webcam condition had the lowest SP. Moreover, the benefits of the webcam image did not seem to be recognized by the learners.

With regard to e-learning methods, a study [10] was conducted with students of English language learning of media studies in Slovak Republic. The participants were divided into three groups based on the different modes of teaching: face-to-face, online learning, and blended learning. The results showed that the students who were in the group that experienced blended learning improved the most in the areas of listening, speaking, reading, and vocabulary) while both groups that experienced e-learning and face-to-face modes improved the most in vocabulary. Finally, there was an observed improvement in the areas of speaking and listening skills in the online learning group, indicating that communication in such mode provided the learners a simulation of the possible conditions found in their workplace in the future.

There are also studies that investigated online learning among Thai students. One such study is that of Imsa-ard [11] which involved 310 Thai university students. The study

found that the face-to-face setting was more preferred by most of the participants. The majority of them also expressed that they were unwilling to learn in an online setting in the future and that the instructors' support and feedback were found to be sufficient by most of the participants. Another study that explored the Thai's attitudes towards e-learning of English is that of Olivier [12]. There were 320 university students who responded to the survey questionnaire. Based on the results, it was found that generally, 60% of the respondents supported the idea of e-learning. The students' preference for studying in groups, the need for the presence of a teacher in a classroom and the lack of discipline to study online on their own, and learning English online only if there are credits that can be earned were identified as the main challenges in relation to the learners' preferences.

Another study [13] investigated the use of online language learning strategies (OLLS) and affection in online learning. It also aimed to examine the relationships between the use of OLLS affection in online learning and online English learning outcomes. There were 346 Thai university students who participated in the study. They were grouped into successful online language students (SLs) and unsuccessful online language students (ULs). The findings revealed that the OLLS use had significant differences between the two groups, with the metacognitive strategies receiving the highest level of use in both groups of students. The SLs also used the OLLs more significantly than the ULs. Moreover, a low level of correlation was found between the OLLS and online English outcomes and that a significant difference in the perceptions in terms of affection was also found. Furthermore, the findings suggested that ULs may not have yet been ready for an online learning environment. A study by Ngampornchai and Adams [14] study investigated the learners' readiness and acceptance of e-learning. The respondents were 84 undergraduate students who were taking face-to-face to classes in a university in the northeast of Thailand at the time of the study. It was found that there was a slightly positive perception of e-learning among the participants.

However, in another study [15], the Thai ESL learners surveyed in the research seemed to be ready for online classes based on their high levels of self-efficacy with regard to online learning. The said study focused on identifying the levels of self-efficacy in online learning as well as determining the relationship between the demographic characteristics and the levels of self-efficacy in online learning among 856 undergraduate ESL learners in a university in Thailand. It was found that there was a significant correlation between the learners' computer skills and their comfort level in Internet use and their overall self-efficacy in online learning as well as the four subscales of self- efficacy: 1) Internet competencies, 2) synchronous interaction, 3) asynchronous interaction I, and 4) asynchronous interaction II. The findings suggested that those who felt more comfortable using the Internet and who were more adept at using computers tended to be more confident that they would perform well in online courses. Moreover, the levels of self-efficacy in online learning were found to be significantly correlated with self-reported English proficiency scores, previous experience in online learning, comfort level when it comes to Internet use, and self-reported computer skills. However, there was no significant correlation between the students' English Proficiency scores and self-efficacy.

The findings from the surveyed literature demonstrate how learning and teaching are impacted in an online learning environment. It is hoped that the present study could contribute to the body of literature that seeks to understand and help pursue ways to enhance learning opportunities in online classes.

# 3       METHOD

The study employed the quantitative research design as it aimed to determine the attitudes of Thai English learners towards online learning of speaking. Comments sought from the participants served as qualitative data to provide support to the results gained from the attitudes survey questionnaire.

The participants in the study included fifty-four fourth year English majors in a university in Southern Thailand. Their ages ranged from 20- 24 years old. They were enrolled in a required speaking course in their program in the first semester of the academic year 2020. The majority of the students had not experienced studying online before. More than half of the participants accessed the Internet from their homes while some used the Internet from their dormitory or from the university. At the time of the study, there were options for classes to be held online or in classrooms while health measures were strictly observed. Online classes were conducted for the most part of the semester for this particular course.

A questionnaire was developed, informed by experience/practice and the literature [1, 9]. The questionnaire consisted of three parts: 1) Language Background Information, 2) a 21-item Attitudes towards Online Learning of Speaking section, which uses a 5-point Likert scale, and 3) Open-ended Questions. The said questionnaire was validated by three experts who are lecturers in the English program in the same university, all of whom had been teaching ESL/EFL for more than 10 years.  Two of the validators are Thai lecturers with a Ph.D. degree and one validator is a native speaker completing an MA degree. The questionnaire was revised according to the comments of the experts. It was then pilot tested to thirty-one English majors, and the results were then subjected to reliability analysis. It yielded .930 Cronbach's alpha which means that it is internally consistent.

The nature and purpose of the research were explained to the participants and their consent in participating in the study was sought. It took them about 25 minutes to complete the questionnaire. The mean and SD were then used to determine the participants' attitudes toward online learning of speaking. The mean scores for the items in the questionnaire were interpreted using the interpretation below adapted from [16] for the "perception" construct:

Table 1 Interpretation for the 5-point Likert Scale for the Construct Attitudes

| Interpretation | Attitudes | Mean Range |
| --- | --- | --- |
| Very low | Strongly Disagree | 1.00 to 1.80 |
| Low | Disagree | 1.81 to 2.60 |
| Medium | Neutral | 2.61 to 3.40 |
| High | Agree | 3.41 to 4.20 |
| Very high | Strongly agree | 4.21 to 5.00 |

# 4       RESULTS

## 3. 1.  Participants' Background Information

Table 2 presents the demographic profile of the participants. As can be seen, the students' age ranged from 20-24 years old. The majority use Thai language as their first language while a few of the participants use Bahasa Melayu as their first language. Most of them started to learn English at 3-5 years old. More than half of the participants accessed the Internet at home while some of them accessed the Internet in the university or dormitory. Finally, the majority had no prior experience in online learning.

Table 2. Demographic profile

| Item | Responses | Frequency | Percentage |
|---|---|---|---|
| Age | 20-21 | 19 | 35.19 |
| | 22-23 | 33 | 61.11 |
| | 24 | 2 | 3.70 |
| Gender | Female | 42 | 77.78 |
| | Male | 12 | 22.22 |
| First language | Thai | 47 | 87.04 |
| | Bahasa Melayu | 7 | 12.96 |
| Language/s used at home | Thai | 44 | 81.48 |
| | Bahasa Melayu | 4 | 7.41 |
| | Thai & Bahasa Melayu | 5 | 9.26 |
| | Thai & English | 1 | 1.85 |
| Age started learning English | 3-5 | 29 | 53.70 |
| | 6-8 | 20 | 37.04 |
| | 9- above | 5 | 9.26 |
| Internet access | Home | 29 | 53.70 |
| | university/dormitory | 17 | 31.48 |
| | home & dormitory | 4 | 7.41 |
| | anywhere (mobile phone) | 4 | 7.41 |
| Experience in online learning | No | 38 | 70.37 |
| | Yes | 16 | 29.63 |

## 3.2. Attitudes towards Online Learning of Speaking

Table 3 shows the attitudes of Thai English learners towards online learning of speaking. As can be seen, two items were rated as "strongly agree" ("very high"), with the teacher being supportive as having the highest mean score ($\bar{x}$=4.39), followed by feeling positive when the Internet connection is stable ($\bar{x}$=4.37). Ten items were deemed as "high" ("agree"), while the three items that had the lowest mean scores included feeling that they can concentrate on the speaking lessons ($\bar{x}$=2.96), being given enough opportunities to interact with their classmates ($\bar{x}$= 2.89), and preferring to participate in discussions using video (with the microphone and video on) ($\bar{x}$= 2.81) during online classes.

Table 3 Attitudes towards Online Learning of Speaking

| Items | Mean | SD | Interpretation |
|---|---|---|---|
| 19. The teacher is supportive when I learn English speaking in online classes. | 4.39 | 0.79 | Very high |
| 10. I feel positive when I have a stable Internet connection. | 4.37 | 0.85 | Very high |
| 18. I feel comfortable when I am guided by the teacher in online classes. | 4.06 | 0.86 | High |
| 11. I feel that I can manage my time when completing tasks for my online classes. | 3.81 | 0.91 | High |
| 20. I learned a lot during my online learning of speaking. | 3.76 | 0.89 | High |
| 17. When I miss an online class, I can keep up with the lesson because the materials are always made available. | 3.69 | 1.08 | High |
| 14. I enjoy English speaking activities during online classes. | 3.65 | 0.99 | High |
| 12. I can work on speaking tasks independently. | 3.63 | 0.83 | High |
| 13. I can adapt to an online environment when learning speaking. | 3.52 | 0.84 | High |
| 9. I feel confident about using technology in making my oral | 3.50 | 1.04 | High |

| | | | |
|---|---|---|---|
| presentations. | | | |
| 21. I am satisfied with my online learning of speaking classes. | 3.50 | 0.86 | High |
| 3. I am given enough opportunities to interact with my teacher during online classes. | 3.43 | 0.84 | High |
| 8. I feel comfortable delivering oral presentations during online classes. | 3.37 | 1.01 | Medium |
| 4. I prefer to participate in class discussions orally (with the microphone *on*). | 3.35 | 1.05 | Medium |
| 6. I prefer to participate in class discussions using chat or text messages. | 3.35 | 1.36 | Medium |
| 1. I am given enough opportunities to practice speaking during online classes. | 3.33 | 0.82 | Medium |
| 15. I feel motivated to practice speaking in online classes. | 3.33 | 0.99 | Medium |
| 16. Online learning for a speaking class is convenient for me. | 3.24 | 1.23 | Medium |
| 7. I feel that I can concentrate on the speaking lessons during online classes. | 2.96 | 1.15 | Medium |
| 2. I am given enough opportunities to interact with my classmates during online classes. | 2.89 | 1.02 | Medium |
| 5. I prefer to participate in class discussions using video (with the microphone and video *on*). | 2.81 | 0.93 | Medium |

### 3. 2. Comments from the students

In terms of the open-ended questions which asked about their feelings and suggestions about their online classes, their preferences and the challenges they encountered surfaced.

### 3.2.1. Necessity

The students recognize the necessity for adjusting to a new set-up such as online classes, as seen in the comments below:

*S37: It's acceptable in quarantine to learn in online.*

*S38: For me, learning to speak in English with online classes is fine. It is necessary sometimes when we can't go to the regular classes. For me it is pretty well.*

### 3.2.2. Comfort and Convenience

For some students, they find online classes convenient and comfortable since they do not have to spend time preparing to go to the campus and be physically present in the classroom. They can also go online at the time of their class in a place of their choice, as seen in the following remarks:

*S5: Of course, learning online is convenient and I can manage my own space.*

*S23: I'm happy because I can learn the online class everywhere.*

*S27: I feel comfortable to learn English because it is easy to study anywhere. This chance is a new opportunity to learn English online, so I can adjust with technology to improve and challenge myself. Before this, we never learn English through online.*

*S30: In my opinion, I feel comfortable to learn speaking in English via online classes because it is convenient for me to learn...*

For S27, not only is the online class convenient but also finds it as an opportunity to learn technological skills.

### 3.2.3. Self-confidence

For some students, the level of confidence and comfort stem from the nature of online classes where the physical presence of others may contribute to their anxiety if the classes

were done in a face-to-face environment. They may feel more comfortable communicating in an online setting, as seen in the following comments:

*S2: I feel confident when I take online classes to learn in English. This is because I can be myself and interact with people.*

*S10: I feel comfortable when we [are] taking online class with the teacher, and I don't feel pressure when I have to speak in English.*

*S16: It helps somebody who lack of self-confident. Online study makes them speak more because it is not in front of a lot of people.*

*S22: I think online classes is a good choice for learning speaking in English because it can reduce my anxiety when I speak English and the teacher always support and help when I have a mistake with speaking skills.*

*S31: I feel comfortable because studying online means we have to be alone and not watched by those around me. It makes me more comfortable. But studying in the classroom feels more warm.*

*S46: I feel comfortable because I can speak out loud and I don't worry about classmates how they think about my speaking skill.*

*S54: It's very well. Because online class make me more communicate with teacher.*

### 3.2.4. Motivation

As seen in the comments below, motivation is one of the challenges that students experience in online classes as well as a point for consideration by the teachers.

*S39: When it comes to the online class, I almost feeling lazy all the time because of lacking of interacting with others.*

*S41: At first, I feel happy that I don't have to go to university, but after I studied for 3 months, I think sometimes I feel lonely and I feel no motivation.*

### 3.2.5. Internet connection

While some students experience convenience in being able to access online classes anywhere, a stable internet connection seems to be a source of anxiety for some students as reflected in the following comments:

*S5: Sometimes I find my Internet connection bad. It affects the scores when having quizzes and doing some activities. Sometimes, my devices have problems: camera or microphone doesn't work...*

*S18: I feel a bit moody when the connection is unstable.*

*S20: I feel nervous because there are several things that I concern such as internet connection, my microphone, my video and where I can study.*

*S30: ...sometimes I feel nervous because I have some problems about Internet connection, it make me lack of the content that the teacher teaches.*

*S38: If it has a problem with online classes, I think it will be an Internet connection.*

*S45: I think I cannot catch up much as I want because I always have problem about my internet connection. I[t] made me missed some topic.*

There is a worry that they might miss important information or activities during the class due to a weak connection with the Internet.

### 3.2.6. Concentration

Another challenge that students encounter in an online learning environment is the amount of concentration needed to engage in class with distraction or physical discomfort, as seen in the following remarks:

*S1: I feel good when I have online classes but sometimes I feel annoyed because there are some sounds of environment around my house.*

*S6: In my opinion, learning speaking should study in the class more [than] learning online because I can't concentrate when I study online.*

*S7: ...Moreover, it's hard to concentrate the whole class because of eye pain.*

### 3.2.7. Naturalness of the environment

The students also commented about the realness or "natural" environment for speaking or learning as seen in their comments below:

*S5: ...Most importantly, I feel awkward when speaking to the camera and not to real people.*

*S9: I think comfortable delivering oral presentation, but it is not like in the real classroom. I'm appreciated to learning in the class more than online classes. We can touch facial expressing and accent better [than in] online classes.*

*S12: ...And don't open the microphone when it is not necessary.*

*S30: I prefer to learn regular classes because when I study the speaking course. I like to see face to face to the teacher. I can interact with each other. It is natural more than studying via online classes.*

*S34: I feel that online class make me least opportunity to interact with the teacher. I feel more motivated to ask the teacher a question in regular class.*

*S36: In my opinion, learn speaking in English through an online class is not effective. When speaking, gesture is important too.*

*S48: I feel good because I still can speak even it is online, but it is the speaking class, so I need the audience to listen what I'm speak, so I think that it will be better if I can speaking in face-to-face class.*

The comment from S12 was practical as unnecessary sounds interfere with communication. However, turning the microphone off can also add to the feeling of "unnaturalness" since in an authentic speaking environment, noise is a common occurrence.

### 3.2.8. Preference for face-to-face setting

Another point that was raised in some of the students' responses is the preference for face-to-face classes as reflected in the comments below:

*S3: I think I feel comfortable when I study. However, I still want to learn in the class more than online class.*

*S31: ...It [studying online] makes me more comfortable. But studying in the classroom feels more warm.*

*S52: I feel good when I have to speak English in taking online classes, but not much because I would love to talk face to face with my teacher more.*

### 3.2.9. Instruction

The manner in which the lessons are delivered also plays a crucial factor in conducting classes. This is where the role of the teacher comes especially in designing activities. For example, some students expressed some satisfaction with the activities:

*S1: I think now it's good because the teacher has more activities always and it makes me wake up all the time.*

*S12: At the first class I felt nervous, but next time I felt comfortable when I learn online class because the teacher made me relax.*

*S21: I felt asleep during online classes sometimes, but the way teacher teaches me can make me fun.*

*S23: I think it's perfect now because teacher has a lot of activities before start learning that it help students alert and boost energy.*

*S43: Online classes are like classes at the university because the teacher has a plan for teaching that makes me understand about the lessons easily.*

However, online classes can also pose additional issues in designing more engaging and interactive activities that would support, as well as challenge learners. This further challenges the teachers to hold students' attention, especially for those who may be distracted or feel discomfort in the duration of classes. Below are some comments and suggestions of the participants:

*S5: Teachers might have interesting and fun activities for students in case sometimes students may feel asleep and disturbed by their surroundings.*

*S7: I want some games in the class to wake me up from [being] sleepy.*

*S26: Should have more games or activities to convince the students' attention.*

Another suggestion is to make everyone visible on video during class.

*S24: I will suggest both students and teacher should stay in a quiet place, and they [students] should open their camera during studying.*

*S27: I would like to suggest that we have to open the video camera during studying.*

*S35: I would suggest that student should [be] force[d] to open their monitor, not only the teacher. i think that many students are doing other things besides learning.*

*S50: Everyone should turn on video.*

However, this option may not be for everybody; for instance, as seen in the previous section on "self-confidence", some students may feel more comfortable that they do not feel judged by their peers during classes. Another student expressed a personal concern about being on video call or on the phone:

*S40: I feel uncomfortable and less confident because I have a personal problem that I always nervous and panic when I'm during the video call or on the phone.*

Moreover, as seen in the survey results of the students' attitudes toward online learning, preference to participate in discussions while the microphone and video are turned on received the lowest mean score.

## 5  DISCUSSION

While the students recognize the necessity of online classes especially at the time of pandemic, the preference for face-to-face classes of some students are understandable especially considering the sudden shift to online classes. Readiness for such shifts should be considered more closely. As Baber [1] puts it, the satisfaction of the learners may be affected by their perceived learning.

Moreover, their perceived learning may also have been influenced by various factors such as access to technology or resources, for example, having devices that could further enhance their learning such as microphone and stable Internet connection. Having slow connection and having many people using the computer were found to be factors related to

limited access to the internet as identified by Chomphuchart [17] in her study. As Imsa-ard [11] cites from Saengpassa (2013) and Ngampornchai and Adams [14], the Internet services are established and made available for all schools educational institutions in the country; however, concerns about the digital divide may arise since not everyone has access to online resources and has the necessary equipment for learning at home [11]. The findings from the present study also relate to that of Imsa-ard [11] who found that the majority of the students encountered technical and internet-access related problems. This particular finding is also similar to that of other studies [6, 7] in which the participants also identified unstable connection as one of the challenges they encountered.

As pointed out in the results, some students may find online classes suitable for them as they feel comfortable in that particular environment. While there are benefits of having the videos turned on the whole time of the class, there are a number of reasons that this could be an optional set-up. For example, Moses [18] identifies challenges that students may encounter in online classes such as increased anxiety and stress, "Zoom" fatigue, obligations that may result in multitasking, right to privacy, as well as financial resources or limitations in access. On a practical note, there may also be concerns about the bandwidth needed to have videos turned on most of the time. Additionally, the results of this study showed that the preference to participate in discussions in online classes with the microphone and video turned on had the lowest mean score. This suggests that most of the participants may not feel comfortable with this format.

On the other hand, the medium by which participants interact plays a role in social presence. For instance, when comparing a videoconference and a discussion forum, the former is more likely to render higher social presence than the latter since a videoconference enables the participants to hear and be visible to each other [8]. Therefore, a balance in the use of different modes of communication in an online environment should be taken into consideration. This provides the learners a variety of ways to communicate in an online set-up. Furthermore, this can help in making the students feel more confident in an environment that they prefer while also providing them opportunities to deal with different settings that they may encounter such as in their future workplace.

Moreover, one finding in this study is the perceived convenience and comfort that an online learning environment provides them. Such finding is also in line with Rahmawati's [7] study that the participants deemed flexibility as the primary opportunity provided by e-learning, as it refers to "the ease of access to which students could access at any time and from anywhere" (p. 6). For some students, they find online classes convenient and comfortable since they do not have to spend time preparing to go to the campus and be physically present in the classroom. They can also go online at the time of their class in a place of their choice. However, the place for learning is another point to consider as certain distractions in the environment can hinder them from maximizing the opportunities to learn.

Another factor that needs to be considered is the learners' motivation, as it drives the person towards a particular goal. Hence, in an online learning environment, as Baber [1] cited from the literature (Barbour & Reeves, 2009; Hsu, Wang, & Levesque-Bristol, 2019; Nelson, Oden, & Williams, 2019 as cited in Baber [1]), it will be the learners who have high motivation that will succeed more than those whose motivations are low. It is therefore necessary to devise ways that would increase the students' motivation and engagement in learning in an online environment by employing varied teaching strategies and considering student's interests and preferences. Olivier [12] also noted that "a positive student-attitude is paramount to satisfactory learning goals" (p. 5).

Enhancing interaction is also another point that needs further examination. For some students, the authenticity and realness of interaction and different ways of communicating and their preferences for a particular mode are highlighted. This is similar to the finding from

another study [6] in which some of the participants identified insufficient interactions between the learners and the teacher as one of the challenges they had in an online learning environment. Insufficient personal interaction between and among the learners, as well as between the learners and the instructors seem to be the focal issue [19]. Student satisfaction can be raised when there are helpful and frequent interactions between the teachers and the students [19]. Add to these is the sense of immediacy where in an online learning environment, there are limitations in communicating through nonverbal behaviors and that verbal behaviors are mainly communicated through texts [4].

As a way to address such challenges, continuous and consistent teacher trainings should be conducted to further help educators become more ready in the shift to online classes. Such trainings can further equip them with the necessary skills and knowledge that relate to instruction and technology. Teachers could regularly check the students' attention and learning from time to time by asking questions, getting and giving feedback, and designing lessons that increase engagement. Varied and appropriate activities and forms of assessment should be explored in order to ensure that learning takes place. Moreover, balancing the use of synchronous and asynchronous tools is also necessary in ensuring that the delivery of instruction is efficient and effective. As noted in the students' responses in this study, a stable Internet connection is one of the challenges they encounter, and yet this connection is crucial in conducting synchronous classes.

Giving students opportunities to choose ways to communicate (e.g., chats, videoconference, discussion forums) and activities is another way to address the challenge as individual differences, just like in traditional classrooms, should be considered. Such practices, however, need to be in line with the purpose and nature of the course, activities, and forms of assessment. The teachers then should be flexible in setting the guidelines or rules in conducting online classes. Ways that permit students to collaborate and opportunities that give them room for interaction, sharing of opinions and knowledge production are essential for online educators to develop [2]. Being flexible when it comes to interaction and pacing in an online set-up stimulates a student-centered learning environment [15] since such a learning environment is important in an online setup [6]. In online learning, to reduce the possibility of dropping out or disengagement of the students, monitoring their progress and determining the challenges and following up on them are deemed as crucial responsibilities of the teachers [20]. Moreover, based on the findings of this study, the students perceived the teacher as being supportive, suggesting that they felt guided and helped by the instructor. Thus, training teachers in conducting online classes can be beneficial in providing further support to their students' needs.

There is also need to provide students with trainings that will help them ease the challenges that online learning may pose for them. As Baum and McPherson [19] noted, self-directed learners who are academically prepared and have more access to technology tend to adapt better to the online learning environment. Having self-discipline and managing time effectively are needed more in online learning as compared to the face-to-face learning environment [19]. In addition, learners who have been used to the traditional mode of learning may find developing self-regulation skills demanding [15]. Finally, not all learners have developed the knowledge or skills in using technology. After all, "Not every student is computerate" [11, p. 43].

## [6]    CONCLUSION

This study aimed to identify the attitudes of Thai English learners towards the online learning of speaking. The results show that the teacher being perceived as supportive and the students having a positive feeling when they had a stable Internet connection were the two areas that had the highest mean scores. However, being given enough opportunities to interact with classmates and preferring to participate in discussions using video (with microphone and video on) had the lowest mean scores. Moreover, the learners' comments provided insights into their attitudes toward online learning in terms of preferences and challenges. The areas of concern identified in their responses included necessity, comfort and convenience, self-confidence, motivation, internet connection, concentration, naturalness of the environment, preference for face-to-face setting, and instruction. Trainings for both teachers and students would be beneficial for them to handle the challenges that an online learning environment may pose.

## REFERENCES

[1]     Baber, H. (2020). Determinants of students' perceived learning outcome and satisfaction in online Learning during the pandemic of COVID19. *Journal of Education and e-Learning Reearch, 7 (3),* 285- 292.

[2]     Ferreira, J., Behrens, M., Torres, P., & Marriott, R. (2018). The necessary knowledge for online education: Teaching and learning to produce knowledge. E*URASIA Journal of Mathematics, Science and Technology Education, 14(6),* 2097-2106.

[3]     Fidalgo, P., Thormann, J., Kulyk, O., & Lencastre, J.A. (2020). Students' perceptions on distance education: A multinational study. Inte*rnational Journal of Educational Technology in Higher Education*, *17(18).*https://doi.org/10.1186/s41239-020-00194-2

[4]     Kim, J., Kwon, Y., & Cho, D. (2011). Investigating factors that influence social presence and learning outcomes in distance higher education. *Computers & Education, 57,* 1512- 1520.

[5]     Herrera Díaz, L. E., & González Miy, D. (2017). Developing the oral skill in online English courses framed by the community of inquiry.PROFILE Issues in Teachers' Professional Development, 19 (1), 73-88. http://dx.doi.org/10.15446/profile.v19n1.55957

[6]     Nartiningrum, N. & Nugroho, A. (2020). Online learning amidst global pandemic: EFL students' challenges, suggestions, and needed materials. *ENGLISH FRANCA : Academic Journal of English Language and Education, 4, 2*. http://dx.doi.org/10.29240/ef.v4i2.1494

[7]     Rahmawati, F. (2016). E-Learning implementation: Its opportunities and drawbacks perceived by EFL students. *Journal of Foreign Language, Teaching, & Learning, 1*, 1-15.

[8]     Kear, K., Chetwynd, F., & Jefferis, H. (2014). Social presence in online learning communities: The role of personal profiles. *Research in Learning Technology, 22:* 19710. https://doi.org/10.3402/rlt.v22.19710

[9]     Ko, C.J. (2016). The effect of task types on foreign language learners' social presence in synchronous computer mediated communication (SCMC). *The JALT CALL Journal, 12(2),* 103- 122.

[10]    Kurucova, Z., Medová, J.  & Tirpakova, A. (2018). The effect of different online education modes on the English language learning of media studies students, *Cogent Education, 5:1*, 1523514.

[11]    Imsa-ard, P. (2020). Thai university students' perceptions towards the abrupt transition to 'forced' online learning in the COVID-19 situation. J*ournal of Education Khon Kaen University*, *43(3)*, 30- 44.

[12]    Olivier, G.D. (2017). Students' attitudes toward learning English through e-learning at a Thai university. Retrieved from https://so03.tci-thaijo.org/index.php/journal-la/article/view/107675/85211

[13]    Kuama, S. & Intharaksa, U. (2016). Is online learning suitable for all English language students?. *PASAA, 52,* 53- 82.

[14]    Ngampornchai, A. & Adams, J. (2016).Students' acceptance and readiness for E-learning in Northeastern Thailand. *International Journal of Educational Technology in Higher Education, 13(34)*, 1-13.

[15]    Ramsin, A., & Mayall. H. J. (2019). Assessing ESL learners' online learning self-efficacy in Thailand: Are they ready? *Journal of Information Technology Education: Research, 18, 467-479*. https://doi.org/10.28945/4452

[16]    Gyamfi, G., & Sukseemuang, P. (2017). EFL learners' perceptions, practices and achievement with the online learning program *Tell Me More*. *Contemporary Educational Technology, 8(4)*, 338-358.

[17]    Chomphuchart, N. (2017). Thai university students' attitudes toward the use of the Internet in Learning English. *Rangsit Journal of Educational Studies, 4(1)*, 13-30.

[18]    Moses, T. (2020). 5 reasons to let students keep their cameras off during Zoom classes. Retrieved from  https://theconversation.com/5-reasons-to-let-students-keep-their-cameras-off-during-zoom-classes-144111

[19]    Baum, S. & McPherson, M. (2019). The human factor: The promise & limits of online education. *American Academy of Arts & Sciences*. https://doi.org/10.1162/daed_a_01769

[20]    Roddy, C., Amiet D.L., Chung, J., Holt, C., Shaw, L., McKenzie, S., Garivaldis, F., Lodge, J.M. & Mundy, M.E. (2017). Applying best practice online learning, teaching, and support to intensive online environments: An integrative review. F*ront. Educ. 2:59*. doi: 10.3389/feduc.2017.0005

# Effectiveness of Collaborative Learning
# for Improving False Beginners' Grammar Skills and Self-efficacy

Kazuko Shiota

Ikuei Junior College

**Abstract:**

Prior studies indicate that many Japanese college students remain at the beginner level even after studying English for six years. Also, their self-efficacy is low, which hinders their improvement. Generally, grammar classes are taught in a traditional way, that is, one-way teacher centered, and students are supposed to copy what is written on a blackboard while listening to teachers' instruction and memorizing grammar rules. In such grammar classes, false beginners have had little successful experience. Traditional teaching methods are intended to provide remedial education in many colleges but might result in poor outcomes and even be counterproductive.

According to Bandura (1977), self-efficacy drives actions that are necessary to achieve desired results, and he classified the concepts of self-efficacy into the following four categories: (1) performance accomplishment, (2) vicarious learning, (3) verbal encouragement, and (4) emotional state.

For improving false beginners' English skills, self-efficacy matters. So, for college students still at the beginner level, what would be the ideal method of learning English grammar? How should teachers help them?

What if collaborative learning is introduced?

In collaborative learning, two or more people learn together. In contrast to individual learners, collaborative learners gain advantages from one another's resources and skills (e.g., asking one another for information, evaluating one another's ideas, monitoring one another's work). Under such a circumstance, learners can make it easier to accomplish tasks by encouraging each other. They see a successful peer as a future ideal self, and then they can sense possibilities for themselves, i.e., self-efficacy.

In fact, beginners' low meta-cognitive skills (Sakai, 2011) prevent them from improving their English skills. However, collaborative learning might be a solution because it is more effective than individual learning in achieving critical thinking (Oxford, 1997).

More so than in other subjects, collaborative learning is actively conducted in English classes, e.g., conversation practice in pairs, peer feedback on writings, presentations, and group discussions, but there are few pedagogical reports on collaborative learning from grammar classes.

In this small poster presentation for the 16th Education and Development Conference,

(1) the effectiveness of collaborative activities in Japan for learning grammar will be overviewed, and

(2) other options that could improve false beginners' self-efficacy in learning English grammar are discussed to provide directions for further research.

**Keywords:** Collaborative/Cooperative Learning, False-beginner, grammar, self-efficacy, meta-cognitive skills

**References:**

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84,* 191-215.

Oxford, R.L. (1997). Cooperative Learning, Collaborative Learning, and Interaction: Three Communicative Strands in the Language Classroom. *The Modern Language Journal*, 81, 443-456.

Sakai, S. (2011). The Structure of Usage of Mata-cognitive Strategies of Japanese Learners of English (*Nihon no Eigo Gakushusha no Ninchi-horyaku Shiyou Kozo ni Tsuite*). *The Bulletin of Remedial Education, 6 (1)*, 55-70.

# English Language Learning Anxiety among Korean College Students in the Philippines

Hyemin Kim, Elaine Vernadine A. Liongson

De La Salle University

**Abstract**: Although a number of studies have been done about Foreign Language Anxiety among Korean students, limited studies have been done on foreign language anxiety toward Korean college students in the Philippines. This paper seeks to find out the factors that may affect foreign language anxiety of both male and female college students in learning English, their foreign language learning anxiety in terms of gender, and the factor that may decrease the anxiety of the participants. Data was gathered through the use of a Foreign Language Classroom Anxiety Scale (FLCAS), a Likert scale adopted from Yassin (2015) and was analyzed by getting the mean, while the findings were interpreted using the mean scale proposed by Mamhot, Martin & Masangya (2013). Surprisingly, the result revealed that foreign language anxiety is not significant among Korean students. Moreover, the female participants showed higher confidence in speaking and using the language compared to male participants in some aspects.

**Keywords**: EFL; FLCAS, foreign language anxiety; gender

## I. Introduction

A number of studies have talked about anxiety in the language education setting since it hinders students from learning the target foreign language (Wu, 2010). In fact, Horwitz, Horwitz, and Cope, were the very first people to have a study on this, they have come up with Theory of Foreign Language Anxiety (1986), saying, "Foreign Language Anxiety (FLA) is the feeling of uneasiness, worry, nervousness and apprehension by non-native speakers when learning or using a second or foreign language." Moreover, The theory includes the motivation, attitude, anxiety, and self-confidence of the learners which highly affect language acquisition.

As foreign language learning becomes popular worldwide, many researchers of foreign language started to investigate the factors that may deter language learners from acquiring foreign language effectively. Of all factors, many studies have revealed that learning foreign languages could sometimes be a traumatic experience as it arises anxiety among learners. Students experience anxiety not only inside the classroom but also outside the classroom, especially when they are required to speak a foreign language. Foreign language anxiety can occur if students are exposed to several negative experiences in a foreign language context (Chen & Chang, 2004). Moreover, it can make learners be discouraged to learn and avoid participating in classroom activities.

As posited by Na (2007), one of the reasons why language anxiety is a big issue among educators is because when the students are exposed to negative experiences in using a foreign language, it leads to foreign language anxiety which will "discourage, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language as well". These studies have shown that learners with high anxiety often perform at lower levels than those with lower anxiety (Gardner, Tremblay, and Masgoret, 1997).

A number of studies have been done about the English language anxiety of the learners and this most apparent in EFL countries or learners. According to Yassin and Razak (2018), there is a higher possibility that anxiety is higher among EFL learners, as their study examined Yemeni EFL learners using the Foreign Language Anxiety Scale, this showed that 82% of the students experienced high and moderate level of anxiety. Meanwhile, Chan and Wu (2004), were able to investigate the elementary EFL learners in Taipei through interviews and classroom observation, the result showed that the anxiety was quite obvious and high among the participants, the three main constructs were the anxiety of the participants in taking tests, they also feared being less competent, and lastly, they were afraid of speaking the language itself. In addition, the participants were mostly worried that they are less competent in using the language compared to the other students in the school. Moreover, a study by Gatcho and Hajan (2018), examined foreign language learners in the Philippines. The participants were already in the tertiary level in some of the big institutions in the Philippines. A survey was done to get the data, and the result showed that the anxiety was high among the learners, and it is through reading and vocabulary strategies that they try to develop their language learning.

On the other hand, some studies were done among Korean EFL learners and they showed various results. A study by Mamhot, Martin, and Masangya (2013), where they examined 20 Korean students in the Philippines, surprisingly showed no level of language anxiety among the participants, while in the study of Kim (2000), a listening proficiency was

done among the participants, the result showed that the tension and absence of self-confidence highly affected the students' English listening. Meanwhile, Kim (2018) had a study on investigating Foreign Language Anxiety and Language Anxiety in Cognitive Processes of Korean university students in TOEIC speaking program and their relationship with the participants' academic achievement. Semi-structured interviews were also conducted. The results showed that Foreign Language Anxiety and Language Anxiety in Cognitive processes influenced TOEIC speaking performance of the learners negatively.

Learners with high anxiety often perform at lower levels than those with lower anxiety, especially in language classes (Cui, 2011). The studies mentioned earlier were able to support this idea. However, one of the underlying factors that may affect the level of anxiety of the learners is gender. Gender plays a significant role in a number of studies done. However, this issue is still a controversial matter as the studies give various results concerning the difference between males and females in terms of anxiety. In a study by Elaldi (2016), it was discovered that EFL students studying English and literature in Turkey experienced a moderate level of anxiety. This study focused on the gender differences in Foreign Language Anxiety. The results showed that male participants' anxiety score obtained was higher than female participants. While Glowka (2014) examined students in secondary and higher vocational schools in Poland, this study showed that the female students achieved significantly better results than the boys in learning English. On the other hand, in a study done by Shi and Liu (2006), it was discovered that female students experienced lower anxiety than male. The English test used in the study showed that the lower level of anxiety was seen among female students than males.

In contrast, Abu-Rabia (2004) claims that there are several studies showing female students experiencing a higher level of anxiety than male students in foreign language learning. A study of Abu-Rabia (2004) was conducted in Israel among Jewish EFL students. The study found that female students experience a higher level of anxiety than male students. Furthermore, in her study, Ezzi (2012) conducted in Hodeidah University, Yemen, where 163 students have participated, showed that female students experience a higher level of anxiety than male students. Also, in the study of Kamarulzaman et al. (2013) in Malaysia, the result revealed that female experience a higher level of anxiety than males.

Although a number of studies have been done about the English language anxiety among EFL learners, limited studies would focus on the Korean students in other countries and in the Philippines, as discussed earlier in this paper. This paper argues that Korean students studying in the Philippines at the university level would often have high anxiety in learning English. Hence, this paper aims to investigate the language anxiety of Korean students in the Philippines. This study seeks to answer the following questions:
- *What factors may affect the participants' anxiety in learning English?*
- *How is the participants' anxiety different in terms of gender?*

## III. Methodology

### A. Procedure
The data gathering procedure will be done by providing a consent form and a Foreign Language Classroom Anxiety Scale (FLCAS) from a study done by Yassin (2015). The questionnaire will be divided into two parts, namely:
- Profile (Gender and Mother Tongue)

● Foreign Language Classroom Anxiety Scale

**B. Research Instrument**

In this paper, a 33-item Likert scale (FLCAS) is adopted from Yassin (2015). In order to examine further the factors that affect the anxiety of the participants, the items are categorized in the table below:

| Cause of Language Anxiety | Questionnaire Number |
|---|---|
| I. Communication Anxiety | 1,9,14,18,24,27,29,32 |
| II. Fear of Negative Evaluation | 3,7,13,15,20,23,25,31,33 |
| III. Test Anxiety | 2,8,10,19,21 |
| IV. English Classroom Anxiety | 4,5,6,11,12,16,17,22,26,28,30 |

**Table 1.** FLCAS Category Table.

**C. Participants**

This study used convenience sampling, in which a total of 38 Korean university students from Metro Manila participated. There were 21 female participants and 17 male participants who participated in the study.

**D. Data Analysis**

This study will employ Creswell's (2014) mixed-method, explanatory sequential mixed design, which is the combination of quantitative and qualitative methods investigating English language anxiety in online settings. "The intent of this method is to first use quantitative methods and then use qualitative methods to help explain further the quantitative results in more depth. This is an easy, straightforward design" (Creswell, 2014, p. 6).

The data collected from the questionnaire were analyzed by getting the mean. This will give researchers ideas on the factors that mostly affect students' foreign language anxiety and the factor that mostly does not affect students' foreign language anxiety. After getting the mean, the interpretation will be based on the scheme below (Mamhot, Martin & Masangya, 2013):

| Mean | Interpretation |
|---|---|
| 4.20 - 5.00 | Strongly Agree |
| 3.40 - 4.19 | Agree |
| 2.60 - _3.39 | Neutral |
| 1.80 - 2.59 | Disagree |
| 1.00 - 1.79 | Strongly Disagree |

**Table 2.** Mean Interpretation Scheme (Mamhot, Martin & Masangya, 2013)

On the other hand, the transcripts from the interview will show the students' subjective points since these will be opinions that will give the researchers a wider view of the students' foreign language anxiety. Through analyzing the repeated statements from the participants, the researchers will be able to identify the factors that may decrease the participants' level of anxiety.

**IV. Results and Discussion**

The result of the Foreign Language Classroom Anxiety Scale showed the anxiety is most evident among the Korean EFL participants in this study. The data was tallied, and each statement in the questionnaire was categorized according to four categories: I. Communication Anxiety, II. Fear of Negative Evaluation, III. Test Anxiety, and IV. English Classroom Anxiety. The mean for each item and category were computed to show the interpretation for every statement. As presented in Table 3 below, the overall interpretation showed that both male and female participants were neutral in all the categories of cause of language anxiety (Male: m = 2.8, Female: m = 3.0).

| Cause of Language Anxiety | Male Korean EFL Students | | Female Korean EFL Students | |
|---|---|---|---|---|
| | Mean | Interpretation | Mean | Interpretation |
| I. Communication Anxiety | 2.9 | Neutral | 3.0 | Neutral |
| II. Fear of Negative Evaluation | 2.5 | Neutral | 3.1 | Neutral |
| III. Test Anxiety | 2.8 | Neutral | 2.9 | Neutral |
| IV. English Classroom Anxiety | 2.8 | Neutral | 3.0 | Neutral |
| Total | 2.8 | Neutral | 3.0 | Neutral |

**Table 3.** Cause of Language Anxiety

As shown in Table 4, male and female students gave similar results. Both male and female participants in items 14,18,24,27, and 29 had the same interpretation, while only items 1, 9, and 32 showed contrast in the interpretation. The item that was mostly agreed by both groups was question 14, *"I would not be nervous speaking the foreign language with native speakers."* (Male: M = 3.5 (Agree), Female: M = 3.5 (Agree)). On the other hand, both male and female participants disagreed with the statement 27, *"I get nervous and confused when I am speaking in my language class."* (Male: M = 2.5 (Disagree), Female: M = 2.4 (Disagree)).

There was a slight difference in the results. In item number one, *"I never feel quite sure of myself when I am speaking in my foreign language class."* (Male: M = 2.4 (Disagree), Female: M = 2.9 (Neutral), the male participants disagreed with the statement while female participants responded neutral to it. Moreover, in item number two, *"I start to panic when I have to speak without preparation in language class."* male participants disagree (M = 2.5) while female participants showed neutral result (M = 3.1). The results show that both male and female participants do not show any significant anxiety when it comes to speaking the language. It could be implied that it is because they had been exposed to the English language for some time and are used to speaking the language. Lastly, in item number thirty-two, *"I would probably feel comfortable around native speakers of the foreign language."* male participants agreed with the statement while the female students still showed neutral results (Male: M = 3.5 (Agree), Female: M = 3.1 (Neutral)). This could imply that the participants are not conscious in terms of producing the correct language.

| I. Communication Anxiety | Male Korean EFL Students | | Female Korean EFL Students | |
|---|---|---|---|---|
| | Mean | Interpretation | Mean | Interpretation |
| 1. I never feel quite sure of myself when I am speaking in my foreign | 2.4 | Disagree | 2.9 | Neutral |

| | | | | |
|---|---|---|---|---|
| language class. | | | | |
| 9. I start to panic when I have to speak without preparation in language class. | 2.5 | Disagree | 3.1 | Neutral |
| 14. I would not be nervous speaking the foreign language with native speakers. | 3.5 | Agree | 3.5 | Agree |
| 18. I feel confident when I speak in foreign language class. | 3.1 | Neutral | 3.1 | Neutral |
| 24. I feel very self-conscious about speaking the foreign language in front of other students. | 3.0 | Neutral | 3.1 | Neutral |
| 27. I get nervous and confused when I am speaking in my language class. | 2.5 | Disagree | 2.4 | Disagree |
| 29. I get nervous when I don't understand every word the language teacher says. | 2.8 | Neutral | 2.9 | Neutral |
| 32. I would probably feel comfortable around native speakers of the foreign language. | 3.5 | Agree | 3.1 | Neutral |

**Table 4.** Communication Anxiety Summary

As shown in Table 5, male and female participants' responses yield to different results in most of the items (items 3,7,13,15,23, 31,33). However, it was more obvious with female participants that they fear negative evaluations of the others than male participants do. In item number seven, *"I keep thinking that the other students are better at languages than I am"*, the male participants showed neutral (M = 2.8) result while female participants agreed (M = 3.7) with the statement. It is also true with the statement 23 and 33, *"I always feel that the other students speak the foreign language better than I do" "I get nervous when the language teacher asks".* According to La Greca and Lopez (1998), girls are more worried about what others are thinking or judging about their behavior, particularly about their peer group's negative evaluations. Similarly, the findings of this study showed that the female participants compare themselves with others more than male participants do.

| II. Fear of Negative Evaluation | Male Korean EFL Students | | Female Korean EFL Students | |
|---|---|---|---|---|
| | Mean | Interpretation | Mean | Interpretation |
| 3. I tremble when I know that I'm going to be called on in language class. | 2.4 | Disagree | 3.0 | Neutral |
| 7. I keep thinking that the other students are better at languages than I am. | 2.8 | Neutral | 3.7 | Agree |
| 13. It embarrasses me to volunteer answers in my language class. | 2.5 | Disagree | 2.8 | Neutral |
| 15. I get upset when I don't | 2.4 | Disagree | 2.7 | Neutral |

| | | | | |
|---|---|---|---|---|
| understand what the teacher is correcting. | | | | |
| 20. I can feel my heart pounding when I'm going to be called on in language class. | 2.4 | Disagree | 2.0 | Disagree |
| 23. I always feel that the other students speak the foreign language better than I do. | 2.8 | Neutral | 3.8 | Agree |
| 25. Language class moves so quickly I worry about getting left behind. | 2.4 | Disagree | 2.5 | Disagree |
| 31. I am afraid that the other students will laugh at me when I speak the foreign language. | 2.5 | Disagree | 3.3 | Neutral |
| 33. I get nervous when the language teacher asks | 2.6 | Neutral | 3.4 | Agree |

**Table 5.** Fear of Negative Evaluation Summary

As can be seen in Table 6, it is notable that most of the statements in the test anxiety category gave similar results except statement 8. The male participants agreed while the female participants showed neutral result. This result shows that the female participants feel slightly higher anxiety during tests in foreign language class than male students. From this table, two-point are given attention:

1. both male and female students do not worry about making mistakes in language class.
2. both male and female students are not afraid that their language teacher is ready to correct whenever they make mistakes.

These results may indicate that both genders have little to none anxiety with foreign language tests. As stated earlier, the participants had been exposed to speaking the language, hence it may be implied that is the same during test assessments too.

| **III. Test Anxiety** | **Male Korean EFL Students** | | **Female Korean EFL Students** | |
|---|---|---|---|---|
| | **Mean** | **Interpretation** | **Mean** | **Interpretation** |
| 2. I don't worry about making mistakes in language class. | 3.5 | Agree | 3.2 | Agree |
| 8. I am usually at ease during tests in my language class. | 3.6 | Agree | 3.3 | Neutral |
| 10. I worry about the consequences of failing my foreign language class. | 2.5 | Neutral | 3.2 | Neutral |
| 19. I am afraid that my language teacher is ready to correct every mistake I make. | 2.0 | Disagree | 2.5 | Disagree |
| 21. The more I study for a language test, the more con- fused I get. | 2.3 | Disagree | 2.4 | Disagree |

**Table 6.** Text Anxiety Summary

Similar responses were given in English Classroom Anxiety result (Table 7). No big difference was shown between two genders except statement 28, ***"When I'm on my way to language class, I feel very sure and relaxed."*** (Male: M = 3.3 (Neutral), Female: M = 4.6 (Strongly Agree)). It can be implied in this statement that both the participants have no significant fear or anxiety in attending the language class. In the study of Nikitina and Furuoka (2007) where they looked into the male and female student's perspectives on language learning, the result showed that the female participants were more motivated to learn the language, as well as their confidence in using the language, was higher than of the males. This study shows similar results to the findings of this paper.

| IV. English Classroom Anxiety | Male Korean EFL Students | | Female Korean EFL Students | |
|---|---|---|---|---|
| | Mean | Interpretation | Mean | Interpretation |
| 4. It frightens me when I don't understand what the teacher is saying in the foreign language. | 2.8 | Neutral | 2.9 | Neutral |
| 5. It wouldn't bother me at all to take more foreign language classes. | 3.8 | Agree | 3.3 | Neutral |
| 6. During language class, I find myself thinking about things that have nothing to do with the course. | 2.5 | Disagree | 3.0 | Neutral |
| 11. I don't understand why some people get so upset over foreign language classes. | 2.9 | Neutral | 3.0 | Disagree |
| 12. In language class, I can get so nervous I forget things I know. | 2.4 | Disagree | 2.7 | Neutral |
| 16. Even if I am well prepared for language class, I feel anxious about it. | 2.8 | Neutral | 3.3 | Neutral |
| 17. I often feel like not going to my language class. | 2.5 | Disagree | 2.2 | Disagree |
| 22. I don't feel pressure to prepare very well for language class. | 2.6 | Neutral | 3.1 | Neutral |
| 26. I feel more tense and nervous in my language class than in my other classes. | 2.0 | Disagree | 2.2 | Disagree |
| 28. When I'm on my way to language class, I feel very sure and relaxed. | 3.3 | Neutral | 4.6 | Strongly Agree |

**Table 7.** English Classroom Anxiety Summary

On the other hand, the participants' responses during the interview showed that they needed more motivation through classroom strategies by the teacher and more engagement within the class. Most female participants mentioned they would have less anxiety if they have approachable and easy to get along with teachers and classmates. Moreover, the female participants preferred classroom discussions that are relatable among their generation. Meanwhile, the male participants mentioned that games in the classroom will decrease their language anxiety, as it distracts them from their apprehension. Similar to the female participant's responses, the male participants preferred relatable classroom discussions,

specifically discussions that are contextualized to their culture as foreigners, as it is confusing and difficult to understand discussions that are not based on their culture.

The results of the interview showed that language anxiety is more obvious among the female participants compared to the male participants. In addition, factors that may affect the participants' language anxiety are high self-consciousness when using the language, this also includes attending the language class itself. Furthermore, questions to be answered by the teacher gives the participants higher anxiety, including consequences they will be facing when they commit a mistake, consequences such as low grades, and embarrassment in front of other people.

## V. Conclusion

In this paper, the researchers aim to investigate and examine the factors that affect the level of language anxiety among Korean college EFL learners. Moreover, this study wanted to differentiate the level of anxiety in both male and female participants, as gender plays a significant role in language learning and level of language anxiety (Elaldi, 2016; Glowka, 2014; Shi & Liu, 2006). Surprisingly, the findings of this study have shown that there is no significant fear or anxiety in the language learning of both male and female participants. The results showed that in some aspects the female participants' confidence is higher compared to the male participants' anxiety. According to the data collected, the factor that may affect the participants' foreign language anxiety is self-consciousness in using the language in front of other people, especially native speakers. The findings can indicate that both male and female participants are confident enough to speak the language.

## VI. Recommendations

Based on the interview conducted with the participants of this study, the teacher also plays a significant role in helping the students be encouraged to learn the foreign language. The teacher and school may provide a more conducive environment where the students feel safe from making errors, in order for them to be motivated in learning the language. The teachers may also be more open and accepting of the mistakes of the students and provide friendly corrections and positive feedback. Moreover, it is relevant for teachers to incorporate relatable topics, discussions, and examples for the foreign students that could be contextualized to the culture that they are familiar with. Lastly, it is advisable for teachers to make the learning interesting and enjoyable by making use of some educational games that will engage the learners.

**Reference:**

Abu-Rabia S. A. (2004). Teachers Role, Learners Gender Differences, and FL Anxiety Among Seventh-Grade Students Studying English as a FL. Educational Psychology, 24(5), 711-721. doi:10.1080/0144341042000263006

Chan, D.U., Wu, G. (2004). A study of Foreign Language Anxiety of EFL Elementary School Students in Taipei County. Journal of National Taipei Teachers College, 17(2), P. 287 – 320.

Chen, T.U., Chang G.Y. (2004). The Relationship between foreign language anxiety and learning difficulties, Foreign Language Ann. 37(2):279-289.

Cui, J. (2011). Research on high school students' English learning anxiety. J. Language Teach. Res. 2(4):875-880.

Eladi, S. (2016). Foreign Language anxiety of students studying English Language and Literature: A Sample from Turkey. academicJournals. 11(6), 219 – 228

Ezzi, N. A. A. (2012). The impact of gender on the foreign language anxiety of the Yemeni university students. International Journal of Applied Linguistics & English Literature, 1(2), 65-75. http://dx.doi.org/10.7575/ijalel.v.1n.2p.65

Gardner, R.C., Tremblay, P.F., & Masgoret, A. M. (1997). Towards a full model of second language learning: An empirical investigation. Modern Language Journal, 81, 344 – 362.

Gatcho, A. R., Hajan, B. H.(2018). Englsih language learning anxiety among foreign language learners in the Philippines. Educative: Journal of English Education and Teaching Innovation, 2(2). P.143 – 158.

Główka, D. (2014). The impact of gender on attainment in learning English as a foreign language. Studies in Second Language Learning and Teaching, 4(4), 617.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. The Modern language journal, 70(2), 125-132. Scovel, Thomas. "The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research." LANGUAGE LEARNING, 28.1.

Kamarulzaman, M. H., Ibrahim, N., Yunus, M. M., & Ishak, N. M. (2013). Language anxiety among gifted learners in Malaysia. English Language Teaching, 6(3), 20-29. http://dx.doi.org/10.5539/elt.v6n3p20

Kim, J. H. (2000). Foreign language listening anxiety: A study of Korean students learning English. University of Texas, Austin.

Kim, J. O. (2018). Ongoing Speaking Anxiety of Korean EFL Learners: Case Study of a TOEIC Intensive Program. The Journal of AsiaTEFL, 15(1), 17-31. doi:10.18823/asiatefl.2018.15.1.2.17

Krashen, S. D. (1986). Principles and practice in second language acquisition. New York: Pergamon Press.

La Greca, A. M., & Lopez, N. (1998). Social anxiety among adolescents: Linkages with peer relations and friendships. Journal of Abnormal Child Psychology, 26, 83–94.

Mamhot, A.M., Martin, M. H., Masangya, E. (2013). A comparative study on the language anxiety of ELS and EFL learners. Philippine ESL Journal,10. P.200 – 231.

Na, Z. (2007). A study of high school students English learning anxiety. Asian EFL J. 9(3):22-
34.

Nikitina, L., Furuoka, F. (2007). Language Classroom: A "girl's domain"? Female and Male Students' Perspectives on Language Learning. MICOLLAC 2007. 1 – 12

Shi, Y. Z., & Liu, Z. Q. (2006). Foreign language reading anxiety and its relationship to English
achievement and gender. Journal of PLA University of Foreign Languages, 29, 59–65.

Wu, K. (2010). The relationship between language learners' anxiety and learning strategy in the CLT classrooms. Int. Educ. Stud. 3(1):174-191

Yassin, A. (2015). Investigating Foreign Language Anxiety Among Yemeni University EFL Student. Unpublished MA Thesis: UKM, Malaysia.

Yassin, A. and Razak, N. (2018). Investigating Foreign Language Learning Anxiety Among Yemeni University EFL Learners: A Theoretical Framework Development. English Language Teaching, 11(10), p.38.

# Factors Influencing Academic Performance Of Children With Autism Included In The General Education Classroom: A Case Study

**Charizze Mae A. Andoy**
**University of Science and Technology of Southern Philippines**
**Claro M. Recto Avenue, Cagayan de Oro City, 9000, Philippines**
charzmae89@gmail.com


**Saturnina P. Aberin**
**University of Science and Technology of Southern Philippines**
**Claro M. Recto Avenue, Cagayan de Oro City, 9000, Philippines**
saturnina.aberin@ustp.gov.ph

## ABSTRACT

Students with autism face diverse challenges in general education classroom and this greatly affect their access and full participation in academic programs. The purpose this case study is to find out the factors influencing the academic performance of children with autism included in general education classroom. The study was guided in establishing the factors influencing the academic performance of children with autism; the instructional strategies; the family involvement; the attitude and their overall academic performance.

The study adopted theories of Bandura Social Cognition and Weiner Attribution. The questionnaires were administered to parents, autism graduates and to their previous teachers in 4 levels. Data were analysed and summarized. Findings indicated that classroom factors, step-by-step method of instructional strategies, the positive feedback; family involvement, character of obedience and persistence of the students that range from average to excellent level influence the academic performance of autism students included in general education classroom. The study recommended that autism students should work hard despite of their condition. Parents should find ways on how to handle their children. Teachers must not only monitor the academic performance and behaviour of students. Community should embrace understanding and acceptance of autism students who have done right and wrong.


**KEYWORDS**: Academic Performance, Autism, General Education Classroom

# 1  INTRODUCTION

**Background of the Study**

According to the estimation of National Centre for Education Statistics (Statistics, 2018) , 710,294 students are diagnosed with autism where 43,233 of them are Asians. My personal experience inspired me to do further study with respect to special education particularly autism spectrum disorder especially the influence of academic performance in general education classroom.

Unfortunately in Philippine Setting, there are only few autism students that are included in general education classroom because of lack of facilities, lack of teachers, and lack of parental support. Before the special education classes, those students with autism will go directly in general education classroom and the teachers will assist their needs.

Autism also called autism spectrum disorder (ASD), is a complicated condition that includes problems with communication and behaviour. It can involve a wide range of symptoms and skills.

As a result of the passage of Public Law 94-192, the Education for All Handicapped Children Act, all people with disabilities are allowed free access to public education and equal rights to due process procedures. In addition to a free and appropriate education and due process, the law provides for LRE placement (U.S. Department of Education, 2007). LRE, or Least Restrictive Environment, describes a situation in which a child has the greatest possible opportunity to interact with children who do not have a disability and to participate in the general education curriculum (Autism Speaks, Inc., 2010).

The researcher discusses evidence-based practices that aid in the success of Autism Spectrum Disorder (ASD) children in the mainstream classroom. He outlines some strategies that can be used. These strategies were found based on his research and professional knowledge in the field of autism.

Davis (2013) quotes that in order for a student to function in the mainstream classroom, he feels that teachers should not have a preconceived notion about these children. According to him, Teachers also need to make adaptations in a variety of academic subjects and it feel that it is important to modify the conversational language because students with ASD have a difficult time understanding speech that is not literal. It was reported that children with ASD have "trouble using and comprehending verbal and nonverbal communication which is social conversation, interpreting the emotional states of others, forming and maintaining friendships with peers, and developing effective play skills". Children that are mainstreamed in a classroom still struggle with these issues which can make their experience unsuccessful and cause them to feel alone. In order for these students to be successful in the classroom, teachers need to understand the students' strengths and know how to best help them participate in a meaningful way. Teachers and others working with the student also need to be given multiple strategies that have been proven successful for that particular student. The evidence-based strategies discussed in this article include: "flexible grouping, concrete supports, self-management, and video modelling".

This study was employed a case study qualitative methodology to gather data on the factors influencing the academic performance of students with autism. It discusses the challenges

and successes of the subjects which deal with the incidence, distribution, and inter-relations of variables. This method emphasizes on the frequency of answers to the same question by different people. This design aims at obtaining information from a representative selection of the population known as a sample.

The research made questionnaires were for the collection of reliable data from many respondents. The set of questionnaire were administered to the parents/guardians, to the autism graduates and to the teachers in 4 levels (e.g. Kindergarten, Elementary, High School and College). The instrument was based on their experiences on how they handled an autism graduate during their school days and family involvement. Here is the table below:

Table of Interview Questions by Categories

| Questions | Students | Parents | Teachers |
|---|---|---|---|
| What are the factors that influence your academic performance in the general education classroom? | ✓ | ✓ | ✓ |
| What instructional strategies influence your academic performance? | ✓ | ✓ | ✓ |
| What family involvement influences your academic performance? | ✓ | ✓ | ✗ |
| What attitude impact academic performance? | ✓ | ✓ | ✓ |
| What is your academic performance in the general education classroom? | ✓ | ✓ | ✓ |

Academic performance represents an absolutely crucial role in producing the most improvement and achievement of pupils with autism. Inclusion opens opportunities for career development, meaningful occupation and a chance for a dignified life for children with Autism.

Autism is a condition that relates to brain development; it impacts how a person perceives and socializes with others, causing problems in social interaction and communication. The disorder also includes limited and repetitive patterns of behaviour. The term "spectrum" defines displaying traits such as awkwardness in social situations, restricted interests, or repetitive patterns of behaviour and refers to the wide range of symptoms and severity.

The inclusion of students with Autism in the general education classroom has been a major topic of discussion for many years because some of teachers and non-disabled students are having a difficulty to deal and teach with them in fact, they have a little or no background experience in dealing those students with ASD. Inclusive classrooms are a general education classroom in which students with and without disabilities learn together. It is essentially the opposite of a special education **classroom**, where students with disabilities learn with only other students with disabilities because in special education classroom, it serves as an primary school if the child is ready to go in inclusive classrooms or not.

## 2 CONCLUSION

From the study findings it can be concluded that students with autism included in general education classroom face challenges that influence their academic performance. Most of the students indicated that they had strong open communication, support and love.

In comparison, children with autism and the parents in a modern world are just to be contented on what the doctor's assessment stated and they go to school for the sake of compliance unlike in the previous years that the parents are having time to monitor the child's activity. Nowadays, children with autism are exposed to any form of technology which may lose their focus.

Classroom factors can influence the child's academic performance where they can explore, compete, and learn new things. Sometimes they will experience common problems in school such as bullying.

In spite of many challenges and difficulties in life they continue to strive hard in order to reach their goals and making their dreams come true. They always do their best to prove that they can do it.

Overall, they range from average, above average and excellent. They are just not an ordinary but they are always unique totally interesting sometimes mysterious.

**REFERENCES**

[1] Adalikwu, S. A., & Iorkpilgh, I. T. (2013). The Influence of instructional materials on academic performance of Senior Secondary School students in Chemistry in Cross River State. *Global Journal of Educational Research*, *12*(1), 39-46.

[2] Adams, R. V., & Blair, E. (2019). Impact of time management behaviors on undergraduate engineering students' performance. *SAGE Open*, *9*(1), 2158244018824506.

[3] Afzal, H., Ali, I., Aslam Khan, M., & Hamid, K. (2010). A study of university students' motivation and its relationship with their academic performance. *Available at SSRN 2899435*.

[4] Alhanati, J. (2014). Follow your passions and success will follow. *Investopedia. Retrieved from http://www. investopedia. com/articles/pf/12/passion-success. asp*.

[5] Al-Kaabi, A. F. (2016). *Effects of collaborative learning on the achievement of students with different learning styles at Qatar University* (Doctoral dissertation, Brunel University London).

[6] Bailey, T. (2017). The impact of parental involvement on student success: school and family partnership from the perspective of students.

[7] Baranek, L. K. (1996). The effect of rewards and motivation on student achievement.

[8] Barbara, G. D. (1993). *Tools for teaching*. Jossey-Bass.

[9] Bariroh, S. (2018). The Influence of Parents' Involvement on Children with Special Needs' Motivation and Learning Achievement. *International Education Studies*, *11*(4), 96-114.

[10] Bates, A. T. (2015). 3.6 Experiential learning: learning by doing (2). *Teaching in a Digital Age*.

[11] Blazar, D., & Kraft, M. A. (2017). Teacher and teaching effects on students' attitudes and behaviors. *Educational evaluation and policy analysis*, *39*(1), 146-170.

[12] Brooke, E., Learning, L., & Stone, R, (2017). The Critical Role of Oral Language in Reading for Title I and ELL Students.

[13] Bush, H. H., Cohen, S. R., Eisenhower, A. S., & Blacher, J. (2017). Parents' Educational Expectations for Young Children with Autism Spectrum Disorder. *Education and Training in Autism and Developmental Disabilities*, *52*(4), 357-368.

[14] Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2019). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 1-44.

[15] Daviran, A. (2014). Investigation of impact of educational attitudes of students and teachers on academic achievement of third grade middle school students in

Zanjan. *International Journal of Academic Research in Progressive Education and Development IJARPED*.

[16] Davis, A. (2013). Factors That Impact a Child on the Autism Spectrum in the General Education Classroom. *Online Submission*.

[17] Ebele, U. F., & Olofu, P. A. (2017). Study Habit and Its Impact on Secondary School Students' Academic Performance in Biology in the Federal Capital Territory, Abuja. *Educational Research and Reviews*, *12*(10), 583-588.

[18] Flashman, J. (2012). Academic achievement and its impact on friend dynamics. *Sociology of education*, *85*(1), 61-80.

[19] Forsyth, D. R., Story, P. A., Kelley, K. N., & McMillan, J. H. (2009). What causes failure and success? Students' perceptions of their academic outcomes. *Social Psychology of Education*, *12*(2), 157-174.

[20] Groenendijk, T., Janssen, T., Rijlaarsdam, G., & van den Bergh, H. (2013). The effect of observational learning on students' performance, processes, and motivation in two creative domains. *British Journal of Educational Psychology*, *83*(1), 3-28.

[21] Grogan, K. E., Henrich, C. C., & Malikina, M. V. (2014). Student engagement in after-school programs, academic skills, and social competence among elementary school students. *Child Development Research*, *2014*.

[22] Hmedan, H. A. A., & Nafi, J. S. I. (2016). The effect of using inductive and deductive methods on 7th grade students' achievement in grammar in Bethlehem District and their attitudes toward EFL.

[23] Holstermann, N., Grube, D., & Bögeholz, S. (2010). Hands-on activities and their influence on students' interest. *Research in science education*, *40*(5), 743-757.

[24] Kapur, R. (2018). Factors influencing the students academic performance in secondary schools in India. *University Of Delhi*.

[25] Kayani, S., Kiyani, T., Wang, J., Zagalaz Sánchez, M. L., Kayani, S., & Qurban, H. (2018). Physical activity and academic performance: the mediating effect of self-esteem and depression. *Sustainability*, *10*(10), 3633.

[26] Keen, D., Webster, A., & Ridley, G. (2016). How well are children with autism spectrum disorder doing academically at school? An overview of the literature. *Autism*, *20*(3), 276-294.

[27] Krapohl, E., Rimfeld, K., Shakeshaft, N. G., Trzaskowski, M., McMillan, A., Pingault, J. B., ... & Plomin, R. (2014). The high heritability of educational achievement reflects many genetically influenced traits, not just intelligence. *Proceedings of the national academy of sciences*, *111*(42), 15273-15278.

[28] Leithwood, K., Seashore, K., Anderson, S., & Wahlstrom, K. (2004). Review of research: How leadership influences student learning.

[29] Mahuro, G. M., & Hungi, N. (2016). Parental participation improves student academic achievement: A case of Iganga and Mayuge districts in Uganda. *Cogent Education*, *3*(1), 1264170.

[30] MAINGI-LORE, M. A. R. Y. (2016). *Factors Influencing Academic Performance of Students with Special Needs in Institutions of Higher Learning. The Case of Middle-Level Colleges in Machakos County. Kenya* (Doctoral dissertation, University of Nairobi).

[31] Mart, C. T. (2013). A passionate teacher: Teacher commitment and dedication to student learning. *International Journal of Academic Research in Progressive Education and Development*, *2*(1), 437-442.

[32] McQuown, A. (2011). Focus and Motivation: Two Contributing Factors That Lead a Student to Academic Success. *Online Submission*.

[33] Meyer, B., Haywood, N., Sachdev, D., & Faraday, S. (2008). What is independent learning and what are the benefits for students. *Department for Children, Schools and Families Research Report*, *51*.

[34] Mnyandu, P. T. (2001). *The relations between self-determination, achievement motivation and academic achievement* (Doctoral dissertation, University of South Africa).

[35] Montgomery, J. R. (2009). Using Audio Books to Improve Reading and Academic Performance. *Online Submission*.

[36] Moradi, K. (2013). The impact of listening strategy instruction on academic lecture comprehension: A case of Iranian EFL learners. *Procedia-Social and Behavioral Sciences*, *70*, 406-416.

[37] Mulford, B. (2003). School leaders: Challenging roles and impact on teacher and school effectiveness. *a paper prepared for the OECD Improving School Leadership activity, available at www. oecd. org/edu/schoolleadership*.

[38] Nardo, M. T. B. (2017). Modular instruction enhances learner autonomy. *American Journal of Educational Research*, *5*(10), 1024-1034.

[39] Nasrullah_PhD, S., & Khan_PhD, M. S. (2015). The impact of time management on the students' academic achievements.

[40] Newchurch, A. (2017). The Impact of Parental Involvement on Student Success: School and Family Partnership from the Perspective of Parents and Teachers.

[41] Partlo, S. (2018). Meeting Learning Needs of Children with Autism Spectrum Disorder in Elementary Education.

[42] Perez-Felkner, L. (2013). Socialization in childhood and adolescence. In *Handbook of social psychology* (pp. 119-149). Springer, Dordrecht.

[43] Prince, M. J., & Felder, R. M. (2006). Inductive teaching and learning methods: Definitions, comparisons, and research bases. *Journal of engineering education*, *95*(2), 123-138.

[44] Ratnasari, S. W., Novandalina, A., & Perhatian, D. (2019). The Effect of Self Effecacy on the Quality of Knowledge to Increase Academic Achievement Students of Gayo in Overseas. *Journal of the International Academy for Case Studies*, *25*(2), 1-7.

[45] Riungu, E. N., & Kinyua, S. M. (2018). Group Obedience and Its Impact on Academic Counseling Among Students: A Comparative Study of Boys and Girls in Public Secondary Schools in Tharaka-Nithi County, Kenya.

[46] Robinson, C. M. (2012). The influence of inclusion on the academic performance of general education students on the New Jersey Assessment of Skills and Knowledge in grades 6, 7, and 8.

[47] Rugutt, J. K., & Chemosit, C. C. (2005). A Study of Factors that Influence College Academic Achievement: A Structural Equation Modeling Approach. *Journal of Educational Research & Policy Studies*, *5*(1), 66-90.

[48] Sauer, K. (2012). The impact of student interest and instructor effectiveness on student performance.

[49] Savolainen, T., & Häkkinen, S. (2011). Trusted to lead: Trustworthiness and its impact on leadership. *Open Source Business Resource*, (March 2011).

[50] Schmuck, J. (2011). Parental Influence on Adolescent's Academic Performance. *The Journal of Undergraduate Research*, *9*(1), 11.

[51] Silvervarg, A., Haake, M., & Gulz, A. (2018, June). Perseverance Is crucial for learning."OK! but Can I take a break?". In *International Conference on Artificial Intelligence in Education* (pp. 532-544). Springer, Cham.

[52] Serly, V. (2018, July). Understanding The Influence of Motives, Preparedness, and Expectations on Accounting Students' Performance: An Indonesian Study. In *First Padang International Conference On Economics Education, Economics, Business and Management, Accounting and Entrepreneurship (PICEEBA 2018)*. Atlantis Press.

[53] Seymour, K. (2017). Inclusion of Students with Autism: Teacher Perceptions Regarding Evidence-Based Strategies and Staff Supports in Pennsylvania.

[54] Shahzadi, E., & Ahmad, Z. (2011). A study on academic performance of university students. *Recent Advances in Statistics*, *255*.

[55] Tanujaya, B., Mumu, J., & Margono, G. (2017). The Relationship between Higher Order Thinking Skills and Academic Performance of Student in Mathematics Instruction. *International Education Studies*, *10*(11), 78-85.

[56] Trucchia, S. M., Lucchese, M. S., Enders, J. E., & Fernández, A. R. (2013). Relationship between academic performance, psychological well-being, and coping strategies in medical students. *Revista Facultad de Ciencias Medicas*, *70*(3), 144-52.

[57] Vanthournout, G., Gijbels, D., Coertjens, L., Donche, V., & Van Petegem, P. (2012). Students' persistence and academic success in a first-year professional bachelor program: The influence of students' learning strategies and academic motivation. *Education Research International*, *2012*.

[58] Verešová, M., & Malá, D. (2016). Attitude toward school and learning and academic achievement of adolescents. In *7th International Conference on Education and Educational Psychology, Published by Future Academy*.

[59] Wilson, N. (2009). Impact of extracurricular activities on students.

[60] Yusof, A. M. (1984). The relationships between family communication, self-concept, and academic achievement of adolescents in some schools of Petaling Jaya, Malaysia.

[61] Yusup, N. B., & Mansora, A. A. (2016). The influence of parents support and its relationship with students achievement in English education. In *International Conference on Education and Regional Development (ICERD)*.

# HOW TEACHER QUESTIONS FACILITATE STUDENT LEARNING IN EFL CLASS.

Nguyen Anh Hao

University of Languages and International Studies, Vietnam National University

## Abstract

Questioning is considered as one of the most dominant features in virtually every classroom discourse. This study aims at examining the types and functions of teacher questions that facilitate student learning in an EFL class in Vietnam. The classification of questions employed in the study follows the work proposed by Richards and Lockhart in 2007. Participants in the research were one teacher and 25 students in an English university class in Vietnam. The data was collected through classroom observation and audio recording. Both qualitative and quantitative content analysis were utilized to analyze the data. The findings of the study indicate that the most frequently used question types were convergent and divergent questions, and procedural questions only accounted for a small proportion. Furthermore, it was found that convergent questions were employed to check and guide students' understanding of the lesson's target lexical items, while divergent ones were used to promote students' further analysis and their own evaluation of the knowledge provided in the study material. Finally, procedural questions were chiefly posed when the teacher monitored students in class activities.

**Keywords:** classroom discourse, classroom interaction, teacher questions

# Public Archaeology and Museum: A Humanistic Education

**Peirui Yang**

Área de Prehistoria, Universidad de Alcalá
Pza. San Diego, s/n, Alcalá de Henares (Madrid), Spain
peirui.yang@edu.uah.es

**ABSTRACT**

In recent years, museum education has become a popular way, not only the various public education activities of the museum, but also the opening of archaeological sites for public participation. And this kind of education not only improves the humanities education, but also improves the degree of public participation in archaeology, making archaeology public. In this context, explore the possibility of collaboration between public archaeology and museums, and the diversity of humanistic education.

**KEYWORDS**: public archaeology, museum education, humanities education, educational diversity, archaeological teaching methods

## 1. Introduction

This research hopes to explore the possibility of public archaeology and museum education from three aspects. The first is the public opening of archaeological sites, the second is museum teaching, and the second is the diversity of humanities education. In recent years, archaeology has gradually entered people's vision. As a discipline with a humanistic background, public archaeology has also been used as a research and method. Many archaeological sites have begun to be opened to the public to conduct public education activities to let the public understand history and culture. At the same time, the site of the archaeological excavation was shown to the public, so that the archaeological work is no longer in the ivory tower.

Museum education has also been incorporated into the public education plans of various museums, combined with art and humanities. For example, in some museums, lectures or guided tours are held regularly, which is also a way of education. Curiosity is important to learning. Learning is actually a public activity. The museum shows the physical and spatial nature of the transitional moment of curiosity (Yun, 2018, p.480). As a composite space, the museum can use its unique sense of space to create a learning atmosphere.

Humanities education is actually a kind of compound education, which not only cares about the skills education of students and the public, but also guides through the humanities, and carries out diversified and interdisciplinary education. It is no longer dedicated to general subject classification, but to guide students and the public to understand the world and society, as well as our culture and history.

## 2. Public Archaeology and Education

When archaeology no longer resides in the ivory tower, public archaeology has played its greatest role. According to a study by Bonacchi (2018), "Public archaeology is not Minerva's owl and cannot just fly at dusk. If we want to make a difference, we should seek multi-dimensional and coordinated types of societal engagement: from education practice to policy and communication."(p.1661). Educational practice is an important part of public archaeology, because the goal of public archaeology is to convey knowledge and information to the public, and education is the best medium. The most common practice we can see now is to open archaeological sites to the public, rather than ordinary lectures. Because archaeological sites can express information more intuitively and can create a sense of experience for the public, especially the younger public.

## Calendar of Events

## Open Days at the Archaeological Site of Esquerda

This Event is part of European Archaeology Days

Date:
Friday, June 19, 2020 - Sunday, June 21, 2020

Kind of Event:
Guided Tour

Organised by:
Jaciment Arqueològic L'Esquerda (ES)

Country:
Spain

Website:
www.lesquerda.cat

Era(s):
Early Middle Ages

### Open days

During the European Archaeology Days you can visit the Museum. The permanent exhibition, which opened in December 2019, shows the evolution of the excavations, with a series of audiovisual tutorials that allow you to see the evolution of the site throughout history.

Some items cannot be used due to the COVID-19 (headphones, touch screens). But you can make a quiet visit and in a safe environment.

Figure 1: Archaeological Site Open Day (Open Days at the Archaeological Site of Esquerda | EXARC, n.d.)

Another important point about education and public archaeology is that archaeology is the subject of excavating human history, although there are now more pioneering and diversified archaeology, such as future archaeology. But in the traditional sense, public archaeology can enhance history education because it can provide contextual teaching. This is a kind of experiential learning for the public, and for the young public, it can increase their interest in learning and induce their curiosity and interest in learning about history.

In addition to opening up archaeological sites, the combination of public archaeology and education can also be reflected in technological changes. As we have entered the digital and technological society and the world is still trapped in COVID-19, online education has become the key. The public archaeology is reflected in the opening of online exhibitions in the museum, which is online through immersive technology, which not only increases the number of views, but also presents archaeological exhibitions to the public through new technologies, making it easier for young people accept.



Figure 2: Online archaeological exhibition (Lawson Exhibit 1950, n.d.)

### 3. Museum Education and Humanities

Museum education is usually embodied in the museum itself, or museum education is spatial, because it is usually carried out in museums. Phenomenological method is the center of perceiving the world and the basic premise of museum space experience (Simonsson, 2014). A museum is a space with a variety of resources and equipment. For example, a general museum is equipped with an audio-visual room, a study room, and even a library. For example, the Queen Sofia National Museum Art Centre in Spain has its own library, and its buildings and spaces have become part of the urban landscape.



Figure 3: The Museo Reina Sofía Library (Library and Documentation Centre | Museo Nacional Centro de Arte Reina Sofía, n.d.)

Museum education is also reflected in public activities. Raise people's cognition and knowledge by conducting open lecture activities to the public, such as archeology, art, music, etc. The National Archaeological Museum (MAN) in Spain has set up a special education program and provides a virtual teaching platform for the public. According to the museum's explanation, the virtual classroom is an educational multi-platform platform for teachers and schoolchildren, aiming to use the museum's collections as a learning tool in school plans (MAN, n.d.).

Figure 4: Virtual Classroom (MAN) (MAN, n.d.)

For the above education methods, some museums also use experiential teaching methods to spread and share knowledge in collaboration with the public through drama, performance art and other methods. The Thyssen-Bornemisza National Museum in Spain conducts theater activities in the museum. Through different methods to educate and transfer knowledge, and through the spatial nature of the museum, so that the public diversified understanding of exhibitions, culture and art.



Activities /

## The Storyteller on the Roof.
## Performance of folk tales from the Jewish tradition

Theatre. Saturdays 14, 21 and 28 April 2012

Saturdays 14, 21 and 28 April 2012 at 9pm and 10.15pm, visitors to *Chagall* exhibition found an intriguing character waiting for them as they left the exhibition. This was Chagall's beloved Uncle Neuch, a cattle merchant whose artistic temperament on occasions led him to play the violin on the roof, according to Chagall's own account. The actor Fernando González Herrero brought Uncle Neuch to life, offering visitors a selection of stories from the Russian and Jewish folk culture that so inspired the work of Chagall.

Figure 5: Thyssen-Bornemisza National Museum ("The Storyteller on the Roof. Performance of folk tales from the Jewish tradition," n.d.)

## 4. The diversity of humanities education

The diversity of humanities education is actually the diversification of educational methods. Just like museum education and the opening of sites, our educational location should not be limited to schools and institutions, but popular. To achieve the diversity of humanistic education, various public spaces must be used favorably. The essence of education is to spread knowledge, while the essence of humanistic education lies in humanity, which makes humanity more complete.

Public archaeology and museums are not only the sharing of history but also the spread of humanism. In recent years, more private museums have appeared on our city map. In fact, galleries, museums, art centers, theaters, etc., as humanistic spaces, can all be places for humanistic education. Once we realize this unique spatiality, humanistic education will be everywhere, and public education will be richer.

Humanities education in the digital and technological age requires more network. Although we have been implementing online teaching many years ago, COVID-19 has made online education more perfect. Not only schools offer online courses, but various museums and institutions also organize online courses. Lectures and even online tours, or the development of smartphone apps, make the spread more widespread. The diversity of humanities education will rely more on smart technology and the network society now and in the future.

## 5. Conclusion

This research explores the diversity of humanistic education through public archaeology and museums. Humanistic education is necessary and important, not only in traditional media and space, but in the present and future, the integration of humanistic education and the network society will be closer. We must be aware of such educational trends and technological changes, so as to truly realize humanistic education offline and online and create a common future that belongs to all human beings and communities.

## References

[1]Bonacchi, C. (2018). Public archaeology cannot just "fly at dusk": the reality and complexities of generating public impact. Antiquity, 92(366), 1659–1661. https://doi.org/10.15184/aqy.2018.231

[2]Lawson Exhibit 1950. (n.d.). TMHC. Retrieved January 31, 2021, from https://tmhc.ca/digital-exhibits/lawson/lawson-exhibit-1950#main_begins

[3]Library and Documentation Centre | Museo Nacional Centro de Arte Reina Sofía. (n.d.). Www.museoreinasofia.es. Retrieved February 1, 2021, from https://www.museoreinasofia.es/en/library-and-documentation-centre

[4]MAN. (n.d.). AULA Virtual. Www.man.es. Retrieved February 1, 2021, from http://www.man.es/man/educacion/aula-virtual.html

[5]Open Days at the Archaeological Site of Esquerda | EXARC. (n.d.). Exarc.net. Retrieved January 31, 2021, from https://exarc.net/events/open-days-archaeological-site-esquerda

[6]Simonsson, M. (2014). Displaying Spaces Spatial Design, Experience, and Authenticity in Museums. https://www.diva-portal.org/smash/get/diva2:760025/FULLTEXT01.pdf

[7]"The Storyteller on the Roof. Performance of folk tales from the Jewish tradition." (n.d.). Museo Nacional Thyssen-Bornemisza. Retrieved February 1, 2021, from https://www.museothyssen.org/en/activities/storyteller-roof-performance-folk-tales-jewish-tradition

[8]Yun, S. (2018). Curiosity, Wonder and Museum Education. Journal of Philosophy of Education. https://doi.org/10.1111/1467-9752.12303

# Remote Learning Responses to the COVID-19 Situation in Creating Collaborative Learning Environment: Cases from Nagasaki's Public Schools

**Satoshi Ishida (Ph.D.)**
University of Nagasaki, Department of Public Policy
Kawashimocho 123, Sasebo, Nagasaki, Japan
st.ishida@sun.ac.jp

## ABSTRACT

This paper examines collaborative learning environment through remote learning in local government. While COVID-19 brought pedagogical and financial challenges to public schools that were already experiencing crises in the management of their educational programs, it also created new opportunities to strengthen relationships and create institutions that will bring out the resilience needed to bounce back stronger and better than before. Government-led approaches to introduce ICT into the educational environment have become even more important in the during the COVID-19 disaster, and in this crisis, public school education in remote areas, including remote island regions, is about to undergo a major transformation. In recent years, ICT environments have begun to be established in educational settings throughout the country. However, it is a fact that there is a large difference in the response to remote learning among local governments. On the other hand, some local governments in Nagasaki Prefecture have begun initiatives to collaborate with private companies and universities to enhance remote learning. In particular, in remote island areas, cross-border collaborative remote learning is being developed in a way that makes use of past experiences. These efforts are expected to meet the needs of the "new normal" under the COVID-19 situation and to be effectively used as "hubs for collaborative learning" that will become the standard in the future. This paper briefly explores the challenges and possibilities of how the promotion of remote learning can bring a ray of hope to the educational field of public schools, using the case of Nagasaki Prefecture, which includes remote island area.

**KEYWORDS**: Remote Learning, Online Education, COVID-19, Collaborative Learning, Nagasaki

# 1. INTRODUCTION

Technology is changing the way teachers interact with students at classrooms in their school. The COVID-19 pandemic as unexpected events made it impossible to conduct class within school walls. This situation accelerated existing trends in remote work, automation and online education, than previously estimated potentially needing to switch our lifestyle. This pandemic has challenged many of the ways that school students share knowledge, formally and informally. Face to face discussions are literally difficult under pandemic situation.

Since Japanese government declared a state of emergency in February, 2021 due to the spread of the new coronavirus, the learning environment for students has drastically changed. Measures against the COVID-19 infection have had a major impact on all aspects of our lives, and public schools were no exception. As a measure to prevent the spread of the virus, most elementary, junior high, and high schools, as well as universities in Japan, took measures such as temporary closure of schools, and in some areas, the closure period lasted for over two months, an unprecedented emergency. In this context, remote learning and online education has been attracting more attention as one of the methods to secure learning opportunities for students.

Under these circumstances, schools, boards of education, local governments, and central government agencies have taken various measures to support students' learning during the closed period. This paper focuses on remote learning using ICT in Nagasaki Prefecture (including remote islands area), and discusses the possibilities and future prospects of emerging remote learning. Especially this paper examines remote learning initiatives before the widespread use of COVID-19, and how remote learning has changed and what issues have arisen in the wake of COVID-19, with a particular focus on the response of public high schools in Nagasaki Prefecture, including remote island areas. The research method is based mainly on a literature review, participant observation from online-based study groups and opinion exchanges, and interviews with people involved in education in the Nagasaki Prefecture. For the purpose of this paper, remote learning is considered as learning method that occurs when teachers and students are separated by distance or time, making it impossible to meet in a traditional classroom. When this paper mentioned remote-learning that is utilizing learning technologies to maximize lesson plan and curriculum outside of the physical classroom for both teachers and students.

This paper is organized as follows. Section 2 introduces the brief concept of collaborative learning. Section 3 describes the response to remote learning in the COVID-19 crisis in remote education, and Section 4 and 5 discusses the situation of developing remote learning environment in local municipalities, focusing on leading cases in Nagasaki, including the remote island areas. Finally, Section 6 presents the conclusive remarks.

## 2. Collaborative Learning and Online Environment

Collaborative learning is based on a new view of academic achievement that is the concurrence of both constructivist approaches to learning, and the development of the Internet has led to the development of a particular form of constructivist teaching, originally called computer-mediated communication (CMC), or networked learning. In today's Internet-enabled online environment, it is often referred to as "online collaborative learning" (OCL) (Harrasim 2012)[1]. OCL builds on and integrates theories that focus on conversational learning, conditions for deep learning, development of academic knowledge, and knowledge construction (Scardamalia and Bereiter, 2006)[2].

Since the very early days of online learning, some teachers have focused on the communicative potential of the Internet. Early discussion over OCL dates back to the 1970s, but the combination of the invention of the World Wide Web, high-speed Internet access, and the development of online remote learning management systems in the 1990s led to their full-scale popularity, and most systems now include an online discussion (Harrasim 2012). Researchers and educators from a wide range of disciplines have been focusing their research on online collaborative learning and communities of inquiry, and there is a certain consensus and agreement on the strategies and design principles that will lead to success. For academic and conceptual development, discussions need to be effectively managed and administered by faculty, and they need to be well supported to enable students to construct new knowledge as they develop their ideas(Salmon, 2000; Bates and Poole, 2003)[3][4].

The role of teachers and schools in this kind of remote learning is not only to facilitate the process and provide appropriate resources, educational content, and learning environments to facilitate this kind of learning, but also as representatives of the knowledge community and subject area, it is considered important to ensure that the core concepts, practices, standards, and principles of the subject area are fully integrated into the learning cycle (Bates, 2019)[5].

Recently in Japan, collaborative learning is based on a new view of academic achievement that is included in the New Courses of Study to be implemented in 2020. It is a method of education that utilizes small groups, in which students work together to maximize their own learning and the learning of others. In the U.S. and other countries, this type of education has been popular for a long time, but in Japan, it has been advocated since around 2011 in the "New Learning (*Atarashii Manabi*)" section of the Learning Innovation Project of the Ministry of Education, Culture, Sports, Science and Technology (MEXT). In this project, new learning is also to be realized through the use of ICT.

(1) Realization of classes that are easy for students to understand
(2) Learning according to the abilities and characteristics of each student (individualized learning)
(3) Collaborative learning where students teach and learn from each other (cooperative learning)

Specifically, it is said that collaborative learning will broaden the scope of learning in situations such as "presentations and discussions", "cooperative organization of opinions", "cooperative production", and "learning that transcends school barriers. In the New Courses of Study, it has been announced that classes will be improved by emphasizing not only "what to learn" but also "how to learn" (Murakami 2020)[6].

In recent years, it is not uncommon to see small classes on remote islands or rural areas in Japan due to the decreased number of students caused by the declining birth rate. Although this is a common sight in remote islands area, it goes without saying that it is not a favourable situation when considering the growth of individuals in a group. In order to overcome this handicap, there have been attempts in various regions, including Nagasaki Prefecture, where there are many remote islands, to connect the main school and branch schools via a video conferencing system. On the other hand, there are many attempts to conduct collaborative learning through exchange with local elementary and junior high schools, which are described on the MEXT website[7]. Through collaborative learning experiences based on interaction with diverse peers, students learn to think for themselves, deepen their understanding of others, and develop critical thinking skills. This paper mainly examines the development and promotion measures for online collaborative learning environments at the local government level. The following section discusses about the current

status and challenges of response to remote learning by extracting practical cases and educational policy approaches of local governments in Japan.


## 3. Response to Remote Learning:

With the spread of the COVID-19, many countries have implemented emergency plans to slow down and limit the spread of the virus – and address for a possible longer term disruption of school closure and students attendance. Those school closure might give a massive loss in the development of human capital with significant long-term economic and social implications. In a sense, the spread of the virus is a strong stress test for education systems, but it could be an opportunity to rethink existing education systems and to develop alternative education opportunities.

In situations of necessary closure, different forms of online education and educational resources need to be mobilized. The central government and local governments should use existing online remote education courses whenever possible, encourage educational technology companies to make their resources freely available, diversify delivery methods according to age and ability, encourage teacher cooperation, and invest with educational resources. Online remote learning platforms may offer curriculum courses and resources in different digital formats (text, video lectures, etc.). In general, teachers and instructors can select lectures and exercises for students to watch and do, and instruct them through messages and synchronous classes. If such remote education platforms do not exist, open educational resources can be used (OECD 2020)[8].

Even in Japan, the development of new online education platforms is in a developing stage. One of the difficulties with existing resources is that their mass use is not always possible at the same time. Some private platforms have already made their resources and services freely available to some schools in order to expand the response capacity of central and local governments.

According to the MEXT report (April 16, 2020) public elementary schools, junior high schools, high schools, and special support schools provided some form of academic guidance during the temporary closure. Looking at the status of specific efforts, the mainstream was "home learning using textbooks and paper materials," which is the traditional analogue way of supporting learning. On the other hand, "home study using digital textbooks and digital teaching materials" accounted for 29%, "home study using class videos created by the board of education" for 10%, and "home study through simultaneous interactive online instruction" for 5%. Immediately after the government declared a state of emergency, this indicates that only a few public schools provided learning support using ICT [9].

In Japan, before the spread of the COVID-19, the expected role of remote learning was to supplement face to face education. This is because public school education in Japan is based on face-to-face setting, which is based on direct contact between students and teachers, and between students. Under such circumstances, a survey by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) in March 2019 showed that only 22% of municipalities were implementing remote education. The reasons for this include a variety of factors, such as the fact that whether or not to implement remote learning has been left solely up to the educational field, delays in the development of online education, and regulation on implementation.

In 2018, when the MEXT created the "Policy on Measures to Promote Remote Learning", it also stated that it is essential to establish a foundation of human relationships between teachers and students, and among students as a prerequisite for remote learning to be effective. In the fiscal year 2019 supplementary budget, 22 9 .8 billion yen was allocated for

the realization of the GIGA School Initiative. In a nutshell, the GIGA School is "a concept to sustainably realize education that fosters fairness, individual optimization, and creativity at school sites across the country, without leaving any children behind, through the integrated development of one-by-one terminals for students and high-speed, high-capacity communication networks. GIGA stands for "Global and Innovation Gateway for All". On April 7, 2020, the MEXT Minister Hagiuda announced at a press conference that in response to the declaration of a state of emergency due to the spread of the COVID-19 infection, he would actively promote support for the early realization of the GIGA school concept. In the near future, more and more advanced technologies such as AI and big data will affect the quality of education, and it is expected that the next generation of educational infrastructure, including ICT environments and school facilities that can meet new educational needs, will be enhanced. The concept of GIGA School aims to realize an education that maximizes students' abilities by optimizing individualized learning for each student and allowing them to learn flexibly according to their level of proficiency. To archive this goal, the government initiatives to be promoted will include: (1) integrated development of hardware, such as one digital device per student and a high-capacity, high-speed network; (2) expansion of software, such as digital content and learning activities; and (3) construction of a teaching system that enables students to use ICT on a daily basis (MEXT 2019)[10].

However, in the field of remote learning, there are still many problems in terms of both hardware and software. "The Policy for the Promotion of Remote Education" states that prior to the spread of COVID-19, the following issues were identified as hardware issues in the implementation of remote learning: (1) Inadequate ICT environment and system (2) A lot of time and effort are required to prepare teaching plans and teaching materials. As for software issues, (1) it is difficult for teachers to provide timely and appropriate guidance and evaluation to students, and (2) difficulty to take prompt action in case of unforeseen circumstances. In addition, there are some restrictions on the implementation of remote learning, such as (1) teachers must be assigned on the receiving side for safety management (MEXT's notice), (2) in principle, remote learning was not treated as attendance and was not reflected in evaluation (compulsory education), and there is an upper limit to the number of credits that can be obtained (high school and university) (School Education Law Enforcement Regulations, etc.), and (3) even for educational purpose, individual permission from the copyright holder is required for the use of online materials, etc. (the former Copyright Law, Article 4), which raised the hurdle for implementing remote learning.

In addition, the current status of ICT environment development in public schools nationwide as of March 2019 is as follows: 5.4 students per educational computer, 41.0% of regular classrooms have wireless LANs, and 70.3% have Internet access of 100 Mbps or higher The current status is as follows In addition, 52.2% of the classrooms were equipped with electronic blackboards, large displays, projectors and other large presentation devices. Looking at the number of students per educational computer at the municipal level, Saga Prefecture had 1.9 students per computer, while Aichi Prefecture had 7.5 students, a huge difference. Furthermore, Shibuya Ward in Tokyo has achieved one unit per person, while Nerima Ward has one unit per 14 people, a large disparity exists even within the same Tokyo metropolitan area.

The prolonged temporary closure of schools due to COVID-19 infections rapidly drew attention to online-based remote learning. What became apparent was the disparity in response to the school closure among regions and schools. The next section looks at how government and municipalities response the situation in use of online educational materials.

## 4. Use of Online Educational Materials in COVID-19 Crisis

Following the spread use of the COVID-19, the government has been moving forward with the deployment of one digital device per student to flexibly manage the number of class hours for certain subjects. Furthermore, the first supplementary budget for FY2020 includes 229.2 billion yen to implement the deployment of one device per student in public junior high schools until the end of FY2020 (as of the end of February 2021, this has yet).

In the emergency economic measures approved by the Cabinet on April 20, 2020, the items implemented for remote learning include the urgent development of an environment for ICT-based education and a review of the requirements and number of credits for remote learning. The government also planned to support students' home study, such as the development of online curriculum (Table 1). Through these measures, the government aims to ensure that no student is left behind and that learning effect is maximized.

**[Table 1] Items Implemented for Remote Learning**

| **1. Prompt Development of ICT Environment** |
| --- |
| ・Provide one digital device per person for elementary and junior high school students, and implement supplementary budget for communication environment. <br> ・Ensure that priority is given to those in need. |
| **2. Review of Requirements for Remote Learning** |
| ・The current requirement of "presence of a teacher at the receiving end" will be recognized as an official class even if it is not met. <br> ・Similarly, if the mandatory requirement of "simultaneous interactive" is not met, the class should be recognized as an official class. |
| **3. Relaxation of the Limit on the Number of Credits for Remote Learning** |
| ・The maximum number of credits approved for remote learning in high schools and universities is 36 and 60, respectively. <br> ・Flexible measures will be taken to calculate the number of credits for these remote learning courses. |
| **4. Development of Online Curriculums** |
| ・Expand online educational content to enable students to study at home |
| **5. Organize Copyright Requirements for Online Learning.** |
| ・Immediately enforce the law to amend part of the Copyright Act to make the distribution of digital materials license-free in principle, and to make them available for use upon payment of compensation. |

Source: Cabinet Office, "Emergency Economic Countermeasures for New Coronavirus Infections" (April, 2020)

However, according to the report released by MEXT on April 16, 2020, only 29% of local governments that have temporarily closed schools were using online learning materials for instruction. Only 5% of respondents were using the "simultaneous interactive" type of online instruction, which is similar to face-to-face instruction but lectures in real time, and both the teacher and students can communicate with each other [Figure 1]. Even after the outbreak of COVID-19, more time is needed to improve remote learning system.

**[Figure 1] Status of Home Study during Temporary School Closure (N=1,213)**
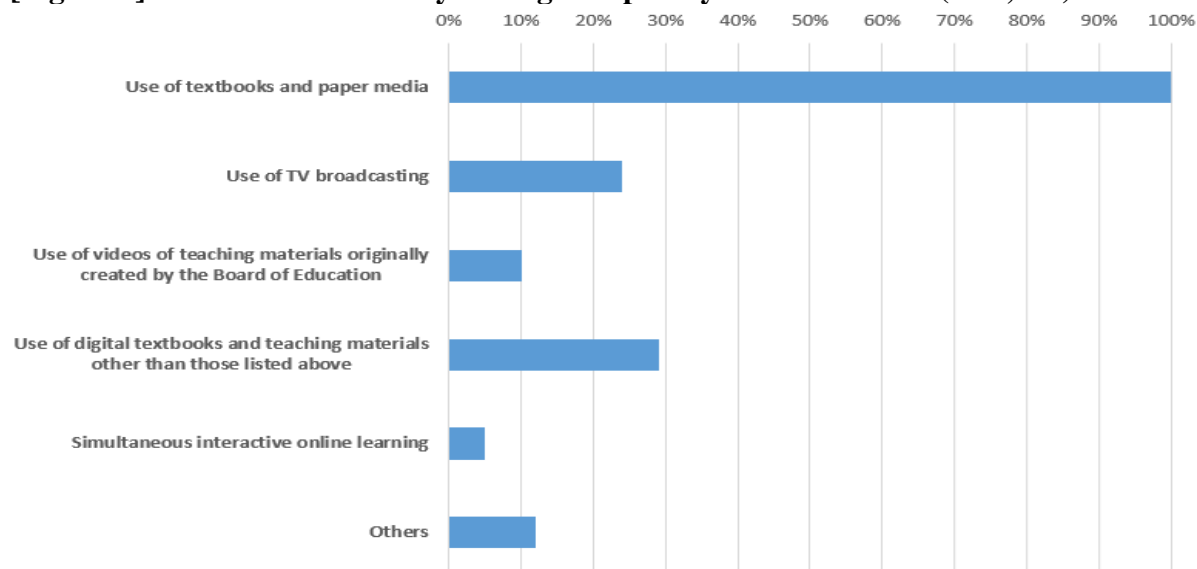


Source: MEXT (2020) "Status of Efforts for Learning Guidance at Public Schools in Relation to Temporary Closure of Schools for Countermeasures against COVID-19 Infections"

Here, I would like to introduce some examples of ICT-based remote learning initiatives in elementary, junior high, and senior high schools. For example, Kumamoto City became one of the first cities in Japan to implement remote learning in all public schools within the city. Kumamoto City started to improve the ICT environment in the education field in 2018, and has introduced more than 23,000 LTE model tablet terminals (Ando 2020)[11]. The maintenance rate of the terminals is equivalent to one terminal for every three students. All elementary schools will start using the terminals in FY2019, and junior high schools were planned to start using the terminals in FY2020. In the midst of this situation, the City also started temporary school closures on March 2, 2020, and they were extended to the new school year and even to May, so the city's Board of Education decided to introduce remote learning at all elementary and junior high schools. However, there were not enough tablets to lend to all the students for the introduction. Therefore, during the spring vacation, a questionnaire survey was conducted to ascertain the status of the ICT environment at students' home, and LTE model tablets that had been installed at the school were loaned to families that did not have an ICT environment, so that all students could participate in remote classes.

On the other hand, to support teachers who actually conduct remote learning, they prepared a manual for practicing remote learning, presented model classes, and provided information and training on how to tackle the issue step by step. After these preparations, all public schools in Kumamoto City started remote learning early in April. So, what did they actually do? The following is a list of ICT-based remote education programs that have been implemented nationwide, including in Kumamoto City (see Table 2). From these examples, we can point out the following two characteristics of remote learning in public schools. The first is that remote learning in public schools to video distribution of lessons, but actively engages in activities that take advantage of the interactivity of ICT. The second is that remote education is used for a wide range of purposes. The second is that remote education is used for a wide range of purposes, from morning meetings, classes, homework, after-school club activities, and even health care and mental support [12].

**[Table 2] Online Educational Contents during the COVID-19 Pandemic**

| Activities | Outline |
|---|---|
| Online Homeroom | Teachers check on students' home study progress, announce online career counselling, etc., and explain and respond to each student's recent situation. |
| Health Care Records | Students will be able to use ICT devices to input and transmit their temperature and physical condition to help them manage their health. |
| Video Lessons | Use video distribution services to deliver video lessons. In some cases, the boards of education of each municipality have created the videos, and in other cases, they have collaborated with local TV stations and cable TV stations to create the video lessons. |
| Live Interactive Classes | Using zoom, etc., live delivery similar to regular classes will be conducted using the raise hand function, screen sharing function, and chat function. |
| Collaborative Learning | Students will share the information created by each person in groups using the collaborative learning support tool, and then present the information. The group function of the video conference system will be used for discussion. |
| Assigning and Extracting Learning Tasks | Give assignments such as reports using the video conference system and express what they have learned using ICT devices |
| Study Records | A reflective record of what the students have done in their daily (at home) remote learning and their impressions will be filled in by the students and submitted to the teachers. This is useful for understanding the progress of learning and reflecting on the class. |
| Use of Digital Learning Contents | Support home learning by using teaching materials available on ICT devices, video lesson services, etc. |
| Online Learning Consultation | Online guidance on study content that help students to get better understanding in their home study, using a video conference system |
| Online consultation for problems | Provide opportunities to discuss problems and concerns during the COVID-19 self-restraint using SNS and video conference systems. |

Source: Cabinet Office "Emergency Economic Countermeasures for the COVID-19 Infections" (April 7, 2020)

## 5. Challenges of Remote Learning Development in Public Schools of Nagasaki

Currently, ICT in education is progressing at a rapid pace. At the elementary and junior high school level, the 'Global and Innovation Gateway for All (GIGA) School Concept' has been proposed, in which one educational computer is distributed to each student and a high-speed in-school network environment is provided to promote the development the ICT environment in public school by the end of March 2023[13]. The GIGA School Initiative aims to correct this disparity and promote the next generation of learning by allowing everyone to use ICT devices. The government is accelerating its efforts ahead of planned schedule, coinciding with the increased need for online classes due to the effects of the COVID-19. The year 2020 also marks the "dawn of digital education" from various perspectives, as programming education became compulsory in elementary schools from the year 2020.

Of course, ICT environments have been developed at educational sites across the country in the past. However, it is a fact that there has been a lack of impartiality due to the great difference in response among local governments. According to the "Survey on the Actual Status of the Computerization of Education in Schools (Summary)" conducted by the MEXT, the number of students per educational computer in Saga Prefecture, which ranks the first, is 1.9 students per computer, while that in Aichi Prefecture, which ranks last, is 7.5 students per computer, a four-fold difference (as of March 2019)[14].

The number of children and students in Nagasaki Prefecture has been decreasing for a long period of time due to the declining birth rate, and it is an important to ensure a sustainable educational environment, including in remote island areas where the depopulation is more pronounced than in the mainland. In the midst of this disparity, for example, Kawatana Town in Nagasaki Prefecture, is a leading example of ICT in education. Kawatana is a small town with a population of less than 14,000, but in the "Public School

Informatization Ranking 2019" by Nikkei BP, the town ranked 28th in Japan out of more than 1,700 municipalities [15]. Nagasaki City, the prefectural capital and the most populated city in the prefecture, is ranked 222nd, and Sasebo City, the second largest city adjacent to Nagasaki City, is ranked 308th (see Table 3).

Considering this situation, it can be said that Kawatana Town has a blessed ICT environment [16]. The Town of Kawatana, in cooperation with Panasonic, a major electronics manufacturer, has introduced the system as an infrastructure for online education, and The MEXT-led initiative to introduce ICT into the educational environment has become more important with the COVID-19 disaster. For example, in high school level, there are plans to install one large display unit in each classroom by 2022, and the Board of Education of Kawatana Town has decided to install fifty five electronic blackboards for strengthening remote learning system. Thus, it is expected to be effectively used as a hub for collaborative learning, which will become the standard in the future [17]. On the other side, Kawatana Town has supported the development of ICT in education, but there are teachers who are not good at ICT. The key to future efforts would be how to lower the hurdle of operation for those teachers who are uncomfortable with it.

**[Table 3] Public Schools Informatization Ranking in Nagasaki (2019)**

| Municipality | Overall Rank. | Infrastructure Rank. |
|---|---|---|
| Nagasaki Prefecture | - | - |
| Nagasaki City | 222 | 197 |
| Sasebo City | 308 | 206 |
| Shimabara City | 1383 | 1403 |
| Isahaya City | 1414 | 1465 |
| Omura City | 539 | 487 |
| Hirado City | 647 | 616 |
| Matsuura City | 1175 | 1192 |
| Tsuhima City | 1422 | 1433 |
| Iki City | 743 | 737 |
| Goto City | 195 | 176 |
| Saikai City | 438 | 376 |
| Unzen City | 526 | 472 |
| Minami Shimabara City | 1046 | 373 |
| Nagayo Town | 425 | 482 |
| Higashisonogi Town | 127 | 87 |
| Togitsu Town | 534 | 482 |
| **Kawatana Town** | **28** | **15** |
| Hasami Town | 1072 | 1073 |
| Ojika Town | 214 | 14 |
| Saza Town | 214 | 186 |
| Shin Kamigoto Town | 1544 | 1588 |

Source: Adapted from Nikkei BP "Public Schools Informatization Ranking 2019"
Note: The number of municipalities surveyed was 1739 for the elementary school, 1776 for the middle school, and 47 for the high school. Grey shading represents remote island municipalities

Next, this paper explores the situation in the remote island areas of Nagasaki Prefecture, which has the most remote island municipalities in Japan. The term "remote islands" here refers to "islands in the sea far away from land". In recent years, islands close to the mainland (inland areas) have tended to be connected by bridges, but in this paper, the term "remote islands" is used only for islands that are not connected by bridges and must be travelled to by boat or airplane.

The remote island areas of Nagasaki have historically played an important role in maintaining international exchange (trade, exchange, and cooperation), and thus possess a great deal of historical heritage and natural environment. However, due to the development of the world economy (transportation systems, etc.), the role of these islands has declined, and these islands are facing major social problems such as declining employment and population, and incomplete public services (health care, education services, etc.), which make life inconvenient and unsustainable for the islanders. Local governments in island countries are encouraged to implement policies to solve the problems in order to maintain the culture, society, and economic growth of the islands (Okuyama and Ishihara, 2015)[18]. However, local governments in island area cannot implement expensive public projects to solve problems because of severe financial constraints.

Of course, in the educational environment, island municipalities have been making efforts in remote education from early on. As will be discussed later, some island municipalities have developed educational environments not only in Nagasaki Prefecture but also in remote islands and overseas. Previous descriptive and quantitative studies have shown remote learning in islands during peacetime, but there have been few studies analyzing the current status and issues of the efforts under the COVID-19 crisis situation. This paper attempts to analyse these aspects in the islands. As described above, all islands in the world have common problems, and the results of this paper will contribute to the improvement of services in the educational environment of other islands.

In areas where there are many remote islands, it is common for residents of remote islands who wish to pursue higher education to use remote learning at universities. In remote island areas, there are several universities and their satellite offices (e.g., Cyber University) that are completely on the Internet, and the Open University of Japan also provides education through television (BS) and radio broadcasts and streaming via the Internet. In the case of the Open University of Japan, for example, there are Learning Centers all over the country, where face-to-face education is also provided, though in fewer numbers. In some cases, examinations are held face-to-face at learning centers called satellites or branches. In other words, students of the Open University of Japan who live in remote islands can take classes every day in their place of residence, but they must travel to study centers (or satellites or branches) to take interview classes and credit approval exams. In this respect, students living in remote islands have to bear the burden of costs and time that students living in other areas do not have. As an extreme example, a student living in Ogasawara in Okinawa Prefecture may have to travel almost 30 hours one way by boat and then by train, costing almost 30,000 yen each way. With an airplane, the time is reduced, but as with a ship, the flight may be cancelled due to typhoons or other natural conditions, and the student may not be able to take the exam. Thus, in remote island areas, access to educational infrastructure and transportation can be more difficult than on the mainland. The remote islands of Nagasaki are no exception to this situation.

In response to the difficulties in transportation access due to the geographical environment, ICT in education has been promoted in Nagasaki Prefecture since before the COVID-19 epidemic, with the aim of improving students' academic performance and eliminating geographical burdens such as remote island education. In elementary, junior high, and prefectural schools, electronic blackboards, tablet PCs, and digital textbooks have been installed as part of the ICT education promotion project. In addition, five public schools in remote island areas, and 12 elementary and junior high schools have been designated as the model schools for promoting ICT education. These schools highly engages practical research on effective learning styles [19]. In addition, in order to enhance the teaching in remote islands by using the remote class system, we have set up a system for conducting remote classes through interactive communication in 18 locations in the prefecture.

While school has been closed due to the spread of the COVID-19, for example, Tsushima Prefectural High School has been working on remote learning. One of the features of this project is that the know-how gained from the lessons conducted under an agreement with a university outside of the island could be applied to the lessons during the school closure. In Tsushima City, Korean instructors are conducting interactive education such as Korean language classes by using remote learning tools such as tablet PCs and Zoom. In addition, the high school has adopted the "Study Abroad Program in Remote Islands" (SAPRI) from inside and outside of the prefecture.

Nagasaki has many remote islands blessed with rich nature. In 2003, the five prefectural high schools introduced RISP for high school students to enable them to study in the environment of these islands, and it has been the first in Japan to recruit students from both inside and outside of Nagasaki Prefecture. SAPRI is available at five schools: Tsushima High School, Iki High School, Goto High School, Goto Minami High School, and Naruru High School. This program offers specialized courses such as Korean, Chinese language, history, sports courses. These are curriculums unique to the remote island region that aims to develop the characteristics of students with a sense of purpose and motivation [20].

The SAPRI students were also affected during the temporary closure of schools due to COVID-19, forcing students from outside the island to return their hometown. Since April 2020, many high schools in Nagasaki Prefecture have resumed school on April 8. However, in Tsushima, for example, students from outside the island had to stay in student dormitories or hotels for two weeks for quarantine purposes, as it was judged that medical care on the island would be affected in the event of an infected person. Students were not able to attend school together until April 20, later than other schools (The reopening of schools was delayed, but soon after, the government declared a state of emergency and the schools were temporarily closed again from April 22).

Although the school closure period was extended as mentioned above, there were situations in which the remote island areas were able to make use of the know-how of remote learning. Some high schools in remote island region, including Tsushima High School, have been designated by the MEXT as research schools for remote learning systems, and have been practicing classes collaborating with Ritsumeikan Asia Pacific University and Pukyong National University in Busan, South Korea. Even when the school is temporarily closed, the school conducts remote learning in collaboration with universities (Nagasaki Prefectural Board of Education) [21]. In addition to classes, they have also held consultation sessions via Zoom application with the parents for students care. On the night of April 17, when Nagasaki Prefecture announced that classes would be cancelled, about 90% of parents participated in the online consultation sessions. Such a quick response can be attributed to the success of the remote learning experiences that had been in place before the pandemic.

In terms of collaborative learning environment, high schools in island regions are also seeing cross-border educational cooperation by connecting with neighboring Korea, as in the case of Tsushima. In addition, Tsushima is opening an online-based citizen's course called the "Tsushima Glocal University"（https://tsushimaglocal-u.com/）at the end of September 2020 to learn about the nature and culture of the island region and the future of remote islands. The contents are designed in collaboration with university researchers and museum curators. These efforts are beyond the scope of public schools and represent a new challenge that has the potential to deepen connections between students and the local community in a declining population. The collaboration with Korean schools and students in Tsushima City's public schools, for example, allows students to learn together with students from overseas while staying in Japan. Such cross-border educational cooperation can be called "collaborative online international learning" (COIL) (Ikeda 2016) [22].

Since the COVID-19 pandemic has made it difficult for people to visit the island, this citizen's course is changing policy to have all lectures online. This course is open to high school students and above, and students are required to take several lectures and online seminars over a period of six months and submit reports to complete the course. As of the start of the course, more than 120 people have already applied from inside and outside of the island. With the spread of COVID-19, the program has become available not only to public school students, but also to people on and off the island. It is hoped that this will lead to a learning environment where islanders and off-islanders can learn new ideas from each other through online, and develop through connection.

According to an interview by the Asahi Shimbun, Kotaro Tagawa, Principal of Tsushima High School reflected that "Zoom has enabled us to have interactive classes and send out information". On the other hand, he pointed out that "the challenge is to deal with students who don't have smartphones and families who cannot send and receive large amounts of data over the Internet. He added, "Only after we clear these issues we will be able to provide classes in accordance with the curriculum to all students. I wish that the prefecture and the central government will take this opportunity to create a communication environment that guarantees the right to learn. I hope that the prefectural and national governments will take this opportunity to create a communication environment that guarantees students' right to learn" [23]. Although this is an another private school case, on a remote island other than Tsushima, N High School, a correspondence private high school run by Kadokawa Dwango, is collaborating with Goto City to develop a virtual and real work experience program from 2019. These activities are currently restricted by the pandemic situation, however, some local governments are steadily preparing social project-based education programs that combine online educational content with real-life experiences in remote islands [24].

In the remote island region of Nagasaki, it was confirmed that there has been a certain degree of accumulation of collaborative learning through remote learning before the COVID-19 pandemic. Based on these experiences, they will be required to further respond to digitalization.


## 6. Conclusive Remarks: Challenges and Opportunities

This paper briefly explored that the collaboration between the public and private sectors, as seen in Kawatana Town, and the utilization of the know-how on remote learning in remote islands that has been accumulated since before COVID-19, is being utilized in collaborative learning through remote learning in COVID-19 disaster. However, there is still a large disparity in the ICT infrastructure environment among local governments, and the effectiveness of remote learning may be reduced if students do not have the technical support and environment to learn comfortably at school or home. Particularly in rural areas and remote island regions, it may cost a large amount of money to establish an Internet environment. If students and families cannot afford to pay for it, they will not be able to access learning resources.

In some cases, students have personal and family problems accessing tools and learning resources, while in other cases, the lack of technical support has been a challenge because faculty members are busy with infection control and not all are necessarily familiar with developing ICT-based educational programs. The rapid change in learning styles from face-to-face to online (or on-demand) after the COVID-19 pandemic may have caused stress to the staff working in the field. One of the reasons for the lack of support from local governments may be not only financial issues, but also limited knowledge and capacity to make the best use of learning and teaching resources in remote areas.

The COVID-19 pandemic presents a major challenge to the field of education, but also an opportunity for us to explore new ways of education for rural and remote island areas with rapidly declining populations. In other words, with creativity, flexibility, and intentional planning, it is possible to enhance collaborative learning, whether face-to-face, online, or with EdTech. Again, as long as COVID-19 exists, the biggest challenge is resource constraints. Remote learning requires technical resources and innovative idea that are costly to procure and maintain.

In Nagasaki Prefecture, as seen in Kawatana Town and Tsushima City, the situation is not as disadvantageous as expected, and there is a need for efficient use of the resources and know-how of local governments and communities that manage public schools, including collaboration with the private sector and development of transnational educational programs. This can be an opportunity. Community-based public schools should be resilient enough to withstand any disaster. By improving cross-sector collaboration in the paradigm shift to effective education in remote areas, public schools will be able to survive COVID-19.

Some of the common challenges that public schools are facing in COVID-19 in various parts of Japan may include financial difficulties, lack of IT knowledge and expertise, and difficulties in developing online learning materials. However, in conclusion, we should not ignore the possibility that these situations can be alleviated in this COVID-19.

Local public schools are expected to play a more effective role in providing educational opportunities for students. Schools may need to establish ways to help students continue their learning and avoid failure. For example, they could ask graduates or private sectors that already have a track record in industry-academia collaboration to provide guidance to help students learn, especially those who are not used to remote learning. Particularly in depopulated areas, it is important to establish a system that facilitates the participation of not only students and school teachers, but also all parties involved; in the wake of the COVID-19 pandemic, it will be essential to create new system that takes into account the current trends in order to enhance more inclusive education in depopulated areas and remote islands.

This paper deals with the trends and issues in remote learning, but was not able to sufficiently examine the correlation between the improvement of the learning environment by local government educational policies and the actual educational effects on students. This will be the subject of future research.

# REFERENCES

[1] Harasim, L. (2012). Learning Theory and Online Technologies. New York: Routledge/Taylor & Francis.

[2] Scardamalia, M. and Bereiter, C. (2006) Knowledge Building: Theory, Pedagogy, and Technology. In Sawyer, K. (Ed.), Cambridge Handbook of the Learning Sciences. New York: Cambridge University Press. pp.97-118

[3] Salmon, G. (2000) e-Moderating: The Key to Teaching and Learning Online London: Taylor and Francis

[4] Bates, A. and Poole, G. (2003) Effective Teaching with Technology in Higher Education: Foundations for Success, San Francisco: Jossey-Bass

[5] Bates, A.W. (2019) Teaching in a Digital Age: Guidelines for Designing Teaching and Learning. BC Campus: Chapter.4

[6] Murakami, Y. (2020) A Learning Support System that Realizes Collaborative Learning in Distance Learning Across Prefectures. National University Corporation Tsukuba University of Technology Techno Report Vol.28 (1): pp.36-40

[7] Ministry of Education, Culture, Sports, Science and Technology (MEXT) (2014) "Learning Innovation Project Report" https://www.mext.go.jp/component/a_menu/education/micro_detail/__icsFiles/afieldfile/2018/08/14/1408183_3.pdf

[8] OECD (2020) Education responses to COVID-19: Embracing Digital Learning and Online Collaboration. https://www.oecd.org/coronavirus/policy-responses/education-responses-to-covid-19-embracing-digital-learning-and-online-collaboration-d75eb0e8/ (Accessed 2021/02/10)

[9] MEXT (2020) "Status of Academic Guidance, at Schools that were temporarily closed". https://www.mext.go.jp/content/20200421-mxt_kouhou01-000006590_1.pdf

[10] MEXT (2019) Policy Package for the Realization of "One Computer Per Student" (Draft). December 19, 2019. https://www.mext.go.jp/content/20191219-mxt_syoto01_000003363_10.pdf

[11] Ando, M. (2020) Possibilities and New Signs of Remote Education from the New Countermeasures against the COVID-19. InfoCom T&S World Trend Report. 29, Jun, 2020 Retrieved from https://www.icr.co.jp/newsletter/wtr375-20200629-ando.html

[12] The Board of Education, Kumamoto City https://www.city.kumamoto.jp/hpkiji/pub/List.aspx?c_id=5&class_set_id=2&class_id=324 (Accessed 21/01/18)

[13] MEXT (2020) The Realization of the GIGA School Concept. https://www.mext.go.jp/a_menu/other/index_00001.htm (Accessed 2020/01/09)

[14] MEXT (2020) The Survey on the Actual Status of the Computerization of Education in Schools (Summary) https://www.mext.go.jp/a_menu/shotou/zyouhou/detail/1420641.htm (Accessed 2020/01/09)

[15] Nikkei BP (2020) "Public School Informatization Ranking 2019" https://active.nikkeibp.co.jp/atcl/wp/b/20/02/05/00336/

[16] Masataka, K. (2020) Educational ICT Reform in a Small Town in Nagasaki Prefecture. Social Design Research, Mirai Kotohajime. December, 15, 2020 https://project.nikkeibp.co.jp/mirakoto/atcl/design/2/t_vol52/?P=2

[17] Sato, H. (2020) Educational Responses to the Pandemic in Japan: Primary and Secondary Education Policy Issues. International Studies in Educational Administration Vol. 48 (2): pp.64-70

[18] Okuyama, T. and Ishihara, H. (2015) Effects of Improving Public Services for Tourism Developments in Islands: The Case of Remote Islands in Nagasaki, Japan. Open Journal of Social Sciences (June, 2015): pp.114-126

[19] Jichitai Tsushin Online (2020) Remote Learning Project / Case Study [Textbook of Local Government Case Studies]. December 29, 2020 https://www.jt-tsushin.jp/article/casestudy_gakko_ict_enkaku-jyugyo_case/ (Accessed 2020/01/12)

[20] Nagasaki Prefectural Government (2020) "Study Abroad Program in Remote Islands"https://www.pref.nagasaki.jp/bunrui/kanko-kyoiku-bunka/shochuko/ritoryugaku/ (Accessed 2020/01/12)

[21] Nagsaki Prefectural Board of Education (2019) "Educational Effects of Collaboration with Universities in Japan and Abroad Using Remote Education System" (March 31, 2019)

[22] Ikeda, K. (2016) Is Online International Education/Virtual Exchange Effective?: A Discussion based on COIL (Collaborative Online International Learning) Practice in Japan. Webmagazine "Ryugaku Kōryu" Vol.17: pp.1-11

[23] Asashi Shimbun (May 4, 2020) https://www.asahi.com/articles/ASN536TFZN51TOLB005.html

[24] Kakisaki, A. (2020) "Don't stop learning with online classes" EduA, Asashi Shimbun (April 27, 2020) https://www.asahi.com/edua/article/13330964

# STRATEGIES IN LEARNING ENGLISH VOCABULARY AMONG TWELFTH GRADERS IN XUAN DINH HIGH SCHOOL

**Hoang Anh Phong**

University of Languages and International Studies, Faculty of English language
Teacher education
Pham Van Dong, Cau Giay, Hanoi, Vietnam

**ABSTRACT**

Vocabulary learning is an immense journey which leaves its trademarks in all of the four skills. It places an upheaval importance in every EFL learner's process of acquiring it. The aim of this study was to identify the vocabulary learning strategies in terms of frequency patterns and the differences between Social Science and Natural Science students. 151 Xuan Dinh non-majoring in English students participated in the research. The study utilized quantitative method with questionnaires as the representative. Descriptive statistics, including means and standard deviations and response percentages were analyzed to compile the responses to the discovery and consolidation strategies. The findings reveal that consolidation sub-group's cognitive and discovery sub-group's determination were more widely used among students than other strategies and Social Science students tended to use discovery group more than Natural Science pupils. Based on the findings of the study, understanding students' strategy use may enable EFL teachers to incorporate vocabulary learning strategy training in English lessons in Xuan Dinh high school and improve students' vocabulary learning strategies in accordance to their majors.

**CHAPTER 1: INTRODUCTION**

The opening chapter gives information about the overview of the research and is categorized into six main parts (1) rationale for the study, (2) research aims and research questions, (3) significance of the study, (4) scope of the study, (5) research design and (6) organization.

## 1.1 Rationale for the study

There is no denying the importance of English as a common means of communication across the world, or its strength as the first foreign language of choice for most non-Anglophone countries (Enever & Moon & Raman, 2009). Learning English has become fundamental in our lives. The reality that we all need to learn vocabulary to apply it in all four skills of learning English: listening, reading, speaking and writing is irreplaceable. Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms (Alqahtani, 2015). For listening, we will mishear, misunderstand the context of a conversation without an adequate number of conventional words as background knowledge. In terms of reading, the general information and the meaning of underlying context will become uncertain, misleading hence limiting readers from understanding the meaningful material. For speaking, the conversation will become essentially confusing if the communicators cannot understand each other through rephrasing, causing confusion and complexity, affecting the quality of the speaking process. When it comes to writing, expressions are also incomprehensible or indigent without suitable words for each context so unsuitable words will expose the lack of appropriate words for context.

Vocabulary learning strategies work, like well manufactured and easily dispensed pills and potions for the relevant students. The research under review intends to investigate the types of vocabulary learning strategies which the 12th grade students reported to deal with their vocabulary learning. The research group decided to choose Xuan Dinh high school in Hanoi as the setting of the present study. Established since 1960, Xuan Dinh high school has gained enormous reputation of patriotism and hard-working traditions. That a lot of a lot of the school's alumni became renowned figures in many areas of Vietnamese society makes this school an outstanding one. Therefore, the researchers are honored to conduct the study in such a prestige and prominent highschool in Hanoi. Hopefully the results of this study could be of benefit to a large population.

## 1.2 Research aims and research questions

The research group aimed at discovering the strategies 12th graders studying in Xuan Dinh school are using in the process of learning English vocabulary. In general, the research was conducted with the use of questionnaires and then distributed to Xuan Dinh's students to discover their current utilization of different vocabulary learning strategies. Based on the data analysis, research group composed discussion and some suggestions towards the strategies.

To systematize the research, the objectives are given below:

1. What vocabulary learning strategies do 12th graders in Xuan Dinh high school report using?
2. What are the most and least frequently used strategies reported by students?
3. What are the differences between the strategies used by NS students and SS students?

## 1.3 Significance of the study

The research group discovered the strategies that 12th graders in Xuan Dinh high school are using in the process of learning vocabulary. To be specific, the results of this research can be beneficial in terms of discovering the most and least popular English vocabulary learning strategies and shows the differences in the strategies used between NS and SS students. This discovery can pave the way to the utilization of strategies among Xuan Dinh students and gives insights to the teachers of how to renovate the approaches towards students exploration in English vocabulary strategies.

## 1.4 Scope of the study

The research focused on twelfth graders non-majoring in English strategies in the process of learning vocabulary in Xuan Dinh high school. The procedure included surveying 151 twelfth-graders in classes non-specialised in English. Specifically, the research group chose students from 4 classes including 1 NS class and 3 SS classes in which their core subjects are: literature, mathematics, physics, chemistry and English. The students have been acquiring vocabulary knowledge from similar material: experimental textbooks and also have the assimilated foundation at the beginning of the learning course.

## 1.5 Research design

The research group decided to utilise quantitative method. Questionnaires is the representative to identify the vocabulary learning strategies that Xuan Dinh high school students are reported using. 27 Likert-scale questionnaire items was an adaptation from Riankamol's (2008) 25-item Vocabulary Learning Strategy Questionnaire and adapted the

taxonomy by Schmitt (1997). With the projected scope and aim, the research group decided on choosing this method for the sake of the research.

**1.6 Organisation**

The following chapters are included correspondingly in this research paper.

Chapter 2: Literature review - provides the key term's definition and the review of related studies.

Chapter 3: Methodology - describes the application of a specific process to collect data

Chapter 4: Findings and Discussion - presents and discusses the findings

Chapter 5: Conclusion - summarizes the findings, implications and limitations of the study and recommendations for further studies.

Following these chapters are References and Appendices.

**CHAPTER 2: LITERATURE REVIEW**

This chapter provides information about the key terms, accordance issues and related research on different approaches to vocabulary learning strategies.

**2.1 Vocabulary**

In order to investigate the obstacles faced by students in the process of learning English vocabulary, it is fundamental to understand the term "vocabulary".

Vocabulary is generically defined as the knowledge of words and word meanings. More specifically, we use vocabulary to refer to the kind of words that students must know to read increasingly demanding text with comprehension (Kamil & Hiebert, 2005). It is something that expands and deepens over time.

Vocabulary is generally considered as the basic communication tool, and often labelled as the most problematic area by language teachers (Celik & Toptas, 2010). Even though learners master all grammatical areas in the language, the communication stops when they do not know the necessary word. Strategies used for vocabulary learning have been examined by many researchers, scholars, linguists and language teachers for over the past decades (Levenston, 1979).

**2.2 Types of Vocabulary**

According to Coxhead (2016), categorizing academic vocabulary can be considered as "a layer of vocabulary that occurs across a range of academic subject areas", meaning that these words will be encountered by students regardless of their particular area of their study. Academic vocabulary can also be acknowledged as a subgroup of a much wider and more general lexicon and overlaps with the term 'technical vocabulary' which refers to the specialized words and collocations related to specific fields of study, such as biology, engineering and computer science (Coxhead, 2000; Nation, 2013). Despite existing overlap between academic and technical, a way of differentiating the two domains is to reflect on "the degree of relatedness of a particular word to a subject matter of the field" (Nation, 2013). As a rule of thumb, if a particular word in the context of a certain discipline is clue to understanding a particular concept in a text, then it is technical vocabulary (Beck, McKeown, & Kucan, 2013).

## 2.3 The importance of learning vocabulary

Learning vocabulary in any language is certainly very important. Learning grammar is definitely also important, however, you cannot simply speak without any knowledge of vocabulary items. Grammar is rather a system of rules that connects these items in meaningful units. If you need to transfer some meaning into a conversation, e.g. when you want to find a train station in a foreign country, you do not need to know any grammar rules but words and gestures. Of course, it does not mean that students should only pay attention to learning and using vocabulary. For the correct and precise usage of language you have to manage all elements of it. On the other hand, emphasis was not always put on vocabulary learning and acquisition. There have been several teaching approaches in history, which concentrated mainly on grammatical structures. Direct Method and audiolingualism for instance. (Thornbury 14) The change of this attitude came later as Thornbury mentions. "The advent of the communicative approach in the 1970s set the stage for a major re-think of the role of vocabulary."(14). Since that time vocabulary has been targeted more than before.

## 2.4 Vocabulary learning strategies

### 2.4.1 Vocabulary learning strategies

Vocabulary learning strategies have been defined differently by several scholars. Nation (2001), for example, defines vocabulary learning strategies as a part of language learning strategies which in turn are a part of general language learning strategies" (p.217). In the same vein, Schmitt (1997), for example, adopts *Rubin's (1987)* definition

of learning strategies, which states that learning is the process of obtaining, storing, retrieving and using information (p.29). To elaborate on this, he stated that "vocabulary learning strategies could be any which affect this rather broadly defined process" (p.203). Schmitt's adoption of Rubin's definition of language learning strategies as a standard for vocabulary strategies is an acknowledgement that vocabulary strategies are a subclass of learning strategies.

According to Cameron (2001), vocabulary strategies are the actions that learners take to help them understand and remember vocabulary (p. 92). As supported by Catalan (2003) defines vocabulary strategies as "knowledge about the mechanism (e.g., processes, strategies) used in order to learn vocabulary as well as steps or actions taken by students to find out the meaning of unknown words, retain them in long-term memory, recall them at will and use them in oral or written mode" (p. 56). Takač (2008), however, considers vocabulary strategies as "activities, behaviors, steps, or techniques used by learners (deliberately) to facilitate learning.

It can be clearly observed from the aforementioned definitions that there is no unifying definition of vocabulary strategies. To end this, Nation (2013) notes that there are a variety of vocabulary learning strategies, which L2 learners can use to aid and facilitate vocabulary learning. Therefore, these learners are required to regulate their own learning by choosing strategies which help them in learning new vocabulary.

## 2.4.2 Taxonomies of vocabulary learning strategies

According to Cook and Mayer (1983) and Nation (1990), vocabulary strategies could be classified into two main groups: discovery strategies and consolidation strategies. The former is about discovering new word meanings and the latter is for remembering and retaining new word meanings. Sanaoui (1995) also identified two distinct approaches to vocabulary learning: a structured and an unstructured approach. However, both Sanaoui's and Mayer and Nation's classifications are not profound enough. Another researcher, Stoffer (1995) developed a more reliable and valid categorization of vocabulary learning strategies, the Vocabulary Learning Strategy Inventory (VOLSI), consists of 53 items, which are classified into 9 groups based on the results of factor analysis:

1. Strategies that involve authentic language use;

2. Strategies that involve creative learning activities;

3. Strategies of self-motivation;

4. Strategies for creating mental linkages;

5. Memory strategies;

6. Visual/auditory strategies;

7. Strategies that involve physical action;

8. Strategies used to overcome anxiety; and

9. Strategies used to organize words (p. 119).

One of the most recent and comprehensive classifications of vocabulary learning strategies is Schmitt‘s taxonomy, which consists of 58 strategies divided into five groups. Schmitt‘s taxonomy of vocabulary learning strategies were based on Oxford‘s classification system and Mayer & Nation's Discovery/Consolidation distinction. He adopted four of Oxford‘s six strategy groups which are most useful for his purpose (Schmitt 1997:205).

1. Social strategies (SOC) —use interaction with other people to improve language learning.

2. Memory strategies (MEM) —relate new material to existing knowledge.

3. Cognitive strategies (COG) —exhibit the common function of manipulation or transformation of the target language by the learner. They are similar to memory strategies, but are not focused specifically on mental processing.

4. Metacognitive strategies (MET) —involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study.

In addition, Schmitt created a new category called Determination Strategies (DET). The reason is that in Oxford‘s taxonomy —there is no category which adequately describes the kind of strategies used by an individual when faced with discovering a new word's meaning without recourse to another person‘s expertise (Schmitt 1997:205). Altogether, there are five strategy categories containing 58 strategy items in Schmitt‘s taxonomy of vocabulary learning strategies.

## 2.5 Research on Vocabulary Learning Strategies

Lu and Liu (2011) constructed a research on Affection factor and Strategy utilization with the particular participants: Chinese undergraduate students under EFL context and narrowed down on first year non-majoring in English pupils from 3 different universities. Their backgrounds are various including diverse majors such as Law, Engineering, Mechanics and Economics and Management. Obtaining the same participants, Tsai and Chang (2009) led a research on Chinese freshmen in Nankai University of Technology to investigate their vocabulary learning strategies as in EFL context. Meanwhile, Zou & Zhou (2017) targeted students in one particular university:

Leshan Normal University in Sichuan China. Their major varied in fields: Computer, Accounting, Political Science, Law, however, they are also not specialized in English. Although the three research were conducted on subjects with high similarities in the setting: being first-year students of Chinese universities with majors not including English, they differed in the research aim: while Lu & Liu (2011) discussed the anxiety issues and linked it with vocabulary use among freshmen; Tsai & Chang (2009) compared the utilisation among male and female students, departments and proficiency in English then Zou & Zhou (2017) compared between the majorities of Han students and the minorities of other ethnics like Yi, Tibetan, Mongolian students. These different aims had led to further differences in their research path.

Ye & Wang (2004) highlighted the vocabulary strategies used by senior high school students in Taiwan and targeted on finding the frequency and differentiation amongst ranked students in utilizing different groups of strategies. Their results are summarized as follows: cognitive and determination strategies were used the most whilst meta-cognitive and social strategies were scarcely applied; furthermore, there was a significant difference in the frequencies of overall strategy use between good and poor learners. This implies that good learners tended to use overall strategies more often than poor learners did. Conducting research on the similar participants-to be more specific, secondary schoolers, Gao and Liu and Zhu (2013) shifted the setting onto Mainland China to testify English vocabulary usage. Although focusing on the same subject, however, the setting categorized the two research had led to the differences in the results of the two research.

In terms of frequency usage of vocabulary learning strategies by EFL university students, foreseeably similar results are observed as well. Tsai and Chang (2009) identified English as a Foreign Language vocabulary learning strategies of English and non-English major freshmen students in Taiwan. The results of their study suggest that strategies such as 'guessing meanings', 'speaking words out loud' and 'looking up the dictionary' are most used strategies. These findings were in accordance with the study result by Easterbrook (2013), who conducted a research on vocabulary learning strategies in a Chinese context, also found that students have a tendency to acquire English vocabulary by practicing these strategies.

Le (2018) conducted a survey question about the strategies that EFL university students use for academic vocabulary learning and whether there are differences in strategies for learning general vocabulary and academic vocabulary. Her survey's results

illustrate that the cluster of meta-cognitive group reaches the lowest mean score among all the six groups of surveyed strategies. Additionally, her findings indicates that learners depended more on external factors in learning academic words than internal factors related to cognitive strategies. In accordance with Le (2018), Lu and Liu (2011) examined foreign language anxiety and strategy use in relation to their interactive effect on the students' performance in English simultaneously with Chinese university EFL learners of similar backgrounds. However, their participants reported a medium use of the cognitive strategies of receiving and sending messages and analyzing and reasoning, a medium use of all the categories of metacognitive strategies. Tsai & Cheng (2009) noted that the most frequently used strategy is cognitive and metacognitive. The disagreement between the used strategies by Le (2018)'s participants and Tsai (2009)'s implies the difference in vocabulary learning strategies between Vietnamese, Chinese and Taiwanese EFL university students.

When conducting research about vocabulary learning strategies, out of the two research methods, many researchers have prefered to choose and apply quantitative method over qualitative method. To be more specific, data was collected using questionnaires in both online and offline survey. In their research examining on EFL Vocabulary learning strategies of students at the University of Technology of Taiwan, Tsai and Chang (2009) distributed an English vocabulary learning questionnaire to 23 freshmen classes, seven hundred and twenty-eight questionnaires were collected with 675 valid copies. The same data collection method was utilised by Le (2018), adapting the taxonomy by Schmitt (2000) and Bramki and Williams (1984) and Chung and Nation (2003). The strategies included 6 clusters: Determination, social, memory, cognitive, metacognitive, and device-assisted strategies. The questionnaire contains 35 items for all the strategy groups. Along with quantitative research method, qualitative method including semi-structured interviews and interviews have also been used to gain in-depth understanding and analysis of the collected data. In Saengpakdeejit (2014) investigation on how Thai university students deal with vocabulary problems, the interview recordings from the semi-structured interview were transcribed verbatim and then translated from Thai into English for the purpose of data analysis. The translated data was then validated and analyzed.

Differences in vocabulary learning strategies used by male and female were illustrated in many pieces of research of this topic. According to Marttinen (2008), females and males adopted different strategies, while females used memory strategies

more often than males, males used metacognitive strategies more often than females. Malik and Akhtar (2015) highlighted the difference in the use of vocabulary learning strategies on the basis of gender, female students used metacognitive strategies more than their counterparts, the male students. Omaar (2016) studied EFL vocabulary learning strategies among Tuareg people, he noticed that there were statistically significant differences between male and female students associated with (1) the overall use of the social strategies and (2) in using two individual strategies in the determination strategies category as well as using one individual strategy in memory strategies category. The analysis of the independent samples t-test revealed that female participants had statistically significant mean scores in (1) using a bilingual dictionary (2) word lists to discover the meanings of new English words as well as (3) saying a new word aloud when studying to consolidate the meanings of English vocabulary.

Aforementioned, the research centralized on the strategies used in learning English vocabulary. The participants of the research varied in size and patterns, however, the research group noticed the similar context behind Yeh and Wang (2004) and Gao and Liu and Zhu (2013) when they conducted their research on Chinese adolescent learners: studying in Mainland China and Taiwan. These particular subjects shared similar patterns with Vietnamese learners that we are investigating on: they are all Asian learners, Vietnamese curriculum adapted significant proportion from those of Chinese and classroom operation as well as testing system are of the same denominator. It is noticeable that a colossal number of researchers had focused and investigated on Chinese learners like Gu and Johnson (1996) researched on Chinese EFL learners' strategies in vocabulary learning or Yang (1999) focused on Taiwanese graduates' vocabulary learning strategies. Little notice had been shifted to Vietnamese learners and their approaches to vocabulary acquisition. Furthermore, in terms of methodology, the majority of research apply quantitative method with questionnaire as representative. Since these research like Yeh and Wang (2004), Tsai and Chang (2009), Marttinen (2008) were conducted over a decade ago, their questionnaire items had little adjustment from the original source of Schmitt (1997). The results, consequently, could not overhaul the modern days' conventional strategies. These factors affect future study on vocabulary strategies in general.

**CHAPTER 3: METHODOLOGY**

The following sections describe the research methodology of the present study. The problem and hypotheses are discussed first and then the analysis methods will be introduced in detail. The data was analysed using quantitative method in order to find answers to the research questions. This chapter also includes a description of the questionnaire design, data collection and provides information on the students participating in the study.

**3.1 Research questions**

1. What vocabulary learning strategies do 12th graders in Xuan Dinh high school report using?

2. What are the most and least frequently used strategies reported by students?

3. What are the differences between the strategies used by A01 students and D01 students?

**3.2 Participants**

**3.2.1 Research setting**

The research was put forward at Xuan Dinh High school in Hanoi. The main subject is 12th graders from classes non-majoring in English and they have had concrete foundation in general since the school is prestigious in terms of academic performance. To be more specific, all of the students had previously entered the high school entrance exam and Xuan Dinh high school has high competitive acceptance rate among non-specialised schools in the area. In Xuan Dinh high school, students are divided into their chosen blocks, but we mainly focus on students who are in SS which primarily study English, Mathematics, Literature (03 classes) and NS (01 class) which study Chemistry, Mathematics, Physics as core subjects. They share similar English background knowledge as throughout the first and second year of high school and they had undergone multiple examinations in English to seclude and refine themselves. Furthermore, all of the participants have adapted the same studying materials from the English textbook renovation scheme, depart themselves from other students in the same school which up to this point still attach with the previously generalized English textbooks.

**3.2.2 Participants**

The population of the research was 151 students from Xuan Dinh high school. Each class has different students number: class 12D1 has 34 students, class 12D2 has 27 students, class 12D3 has 36 students and class 12A1 has 54 students. 109 female students (72,2%) and 42 male students (27,8%) participated in the research. In terms of main core subjects, there were 97 SS students (64%) and 54 NS students (36%). They share similar patterns of academic acquisition in general and English proficiency in specific. In regard to years of learning and studying English, it should be mentioned that most of the participants in the study started learning English during elementary school. Particularly, after 2015, the Ministry of Education decided to apply the English textbook renovation scheme into the curriculum of high school students to replace the contemporary version. The pupils are acquiring and practicing English by using the renovated textbooks. The context that they are studying English under is mainly for the University entrance exam and other purposes. In addition, all of the students attend 3 hours of compulsory English lessons a week.

Table 3.1

*Participants' Demographic Information*

| Variable | Frequency | Percent |
|---|---|---|
| **Gender** | | |
| **Male** | 42 | 27,8% |
| **Female** | 109 | 72,2% |
| **Total** | 151 | 100% |
| **Core subjects** | | |
| **D01** | 97 | 64% |
| **A01** | 54 | 36% |
| **Total** | 151 | 100% |

### 3.3 Sampling

### 3.3.1 Justification for the sampling method

The research group decided to utilise quantitative method. Questionnaire was the representatives. There are two main kinds of sampling for the quantitative method in social research: 1) probability sampling and 2) non-probability sampling. In the former, there is a probable chance that every individual in a large population will be randomly selected in the research study, and it consists of four types of probability sampling: random, systematic, stratified, and multi-stage cluster. In non-probability sampling, on the other hand, not every individual in the population will be randomly selected in the research study. It also consists of four kinds of sampling: convenience, snowball and quota (Bryman, 2012).

Given the fact that this study is concerned with investigating the overall use of vocabulary learning strategies in Xuan Dinh high school in Ha Noi, a non-probability type of sampling was used in the selection of the participants for the quantitative phase of the mixed methods research design, namely convenience sampling. The rationale for using this type of sampling is based on the availability and accessibility of the participants. According to Bryman (2012), "convenience sampling is simply available to the researcher by virtue of its accessibility" (p. 201). The limitation of convenience sampling, however, lies in the fact that the research findings cannot be generalized beyond the targeted group

### 3.3.2 Sample size

54 A01 and 97 D01 students were selected to find out whether there is any significant difference in strategy use at the identified level of 0.50 effect size (d) required for vocabulary studies (Hattie, 2012). According to Suter (2012), effect size (d) is "an index of a treatment effect expressed as a standardized difference between two means (the mean difference divided by the standard deviation of the comparison group's mean)".

### 3.4 Research method

The research group decided on choosing a quantitative method with the representative of survey to analyse the research topic to the fullest. This method drew conclusions for large numbers of people: as this research was conducted among 151 high school students, quantitative research with the representative of a survey was suitable and convenient. Secondly, it analyzed data efficiently: the data were analyzed and summarized efficiently since the data were compressed and encrypted through calculating engine. Furthermore, the relationships were investigated within data since the aim of the research

was to identify the frequency in which the students used strategies. Therefore, quantitative research can assist in identifying the link that interwinds the numbers together and build up a chain of pattern: which strategies are mostly used? Which strategies are rarely used? Which kind of strategies do Natural Science and Social Science students often aim at? Quantitative method could also assure biased circumstances not to occur since the structure of the questionnaire was systematically arranged with little affection items included and no intention or personal purposes interfered in the process of conducting the survey, it is highly un-biased as well as reaching a certain objective level. Lastly, it is appealed to people's preference for numbers since the fact that survey is not time-consuming and of convenience for the participants (Creswell, 2015).

## 3.5 Data collection procedure

### 3.5.1 Data collection instrument

Questionnaire is regarded as an important instrument and effective tool for data collection of research process (Oppenheim, 1992). According to Brown (2001), questionnaires are "any written instruments that present respondents with a series of questions or statements to which they react either by writing out their answers or selecting from among existing answers". This tool is also considered as "one of the most common methods of collecting data on attitudes and opinions from a large group of participants" (Markey & Gass, 2005).

In this research, questionnaire was chosen as one of the data collection instruments as its typical function of measurement is of benefit to the process of studying and analysing respondents' attitude and behavior. With the help of this instrument, the researchers aimed at getting straightforward information from the samples. Comprehensive explanation is also given to the participants about why the information was being collected and how beneficial their response would be to the study.

This survey study adapted the taxonomy by Schmitt (1997), Riankamol (2008) 25-item Vocabulary Learning Strategy Questionnaire was directly used as an instrument. 25 items are about how often learners use vocabulary learning strategies. The researcher had added two questionnaire items: in MEM section, the researcher divided the item: 'I use a bilingual dictionary to help me translate English words into native language.' into two separated items:' I use a bilingual dictionary on electrical devices (smart phone, e-

dictionary,...) to translate English vocabulary to Vietnamese meaning.' and 'I use hard-copied bilingual dictionary (Oxford, Cambridge,...) to translate English vocabulary to Vietnamese meaning.'; in COG section, the researcher divided the item: 'I record vocabulary from Turkish soundtrack movies in my notebook.' into two separate items: 'I record vocabulary from English songs' lyrics in my notebook' and 'I record vocabulary from English movies in my notebook.' In addition, the researcher changed the formula of the item: 'I learn words by listening to vocabulary CDs.' into 'I learn words by watching Youtube videos'. As for the former changes, the researcher wanted to differentiate the two sections more carefully for making the items more detailed and tailored. As for the latter change, the researcher wanted to accustom the Natpassorn Riankamol's (2008) questionnaire to contemporary fashion. In addition, item number 26 also changed from 'I am not worry very much about the difficult words found when reading or listening, I pass them.' to 'I look up all the new words I find when reading or listening.'. Therefore the total items are 27 items, 2 items exceeded the original version. As the participants were non-specialised in English, the items were given in Vietnamese.

These items were divided into 5 groups according to Schmitt's classification. The first four items measure the frequency of usage of determination strategies. 5th, 6th, 7th and 8th items measure the frequency of usage of social discovery strategies. 9th, 10th and 11th items measure the frequency of usage of social consolidation strategies. 12th, 13th, 14th and 15th items measure the frequency of usage of memory strategies. 16th, 17th, 18th, 19th, 20th, 21st and 22nd items measure the frequency of usage of cognitive strategies. 23rd, 24th, 25th, 26th and 27th items measure the frequency of usage of metacognitive strategies.

The strategy questionnaire items were placed on a 5-point Likert scale from 'Never use it' to 'Always use it'.

1 = never use it

2 = seldom use it

3 = sometimes use it

4 = often use it

5 = always use it

Table 3.2

*The Distribution of 27 Items of Vocabulary Learning Strategies*

| No | Categories | Items | Total |
|----|-----------|-------|-------|
| 1 | Determination Strategies (DET) | 1-4 | 4 |
| 2 | Social Strategies (SOC) | 5-11 | 7 |
| 3 | Memory Strategies (MEM) | 12-15 | 4 |
| 4 | Cognitive Strategies (COG) | 16-22 | 7 |
| 5 | Metacognitive Strategies (META) | 23-27 | 5 |
| | | | 27 |

Note. DET = determination strategies; SOC = social strategies; MEM = memory strategies; COG = cognitive strategies; META = Metacognitive strategies.

### 3.5.2  Data collection procedure

### 3.5.2.1 Piloting

A pilot study was conducted on 16 Xuan Dinh high school students in October, 2019, with the aim of testing the practicability of the instruments used by the researchers, including the clarity and comprehensibility of all items and instructions on the questionnaire and the reliability. To measure the internal-consistency reliability of the questionnaire, Cronbach's alpha for the total scale and each subscale were calculated, and the results from the pilot study proved this questionnaire to be reliable and practicable.

### 3.5.2.2 Distributing and collecting the questionnaire

Considering the circumstances that our research team was not given access permission to most of the high schools in Ha Noi, and the fact that the response rate for the questionnaire online was too poor to serve research purposes, our data collection procedure was conducted entirely in Xuan Dinh High school. The procedure to collect data from the questionnaire went through 5 main steps as follows:

*Step 1: Contact the school and teachers for support*

The research team members contact with the school-board of Xuan Dinh High school as well as the head teachers of each class in order to ask for permission and support.

*Step 2: Organize in advance and introduce the research and the survey*

On the day when the survey was conducted, 150 copies of the questionnaires were printed for the participants. It should be notified to the students that the surveys would be completed within 30 minutes of each class. The researchers gave a brief oral explanation of the research topic to the participants before distributing the questionnaire. It was followed by a 5-minute break time for the participants to read an introduction to the research study, and to understand their rights in participating in completing the questionnaires, which were translated by the researchers into Vietnamese in the introduction of the questionnaires. The rationale for providing the instruction in Vietnamese was to ensure that the participants understood what they were going to do and what was required of them.

*Step 3: Ask for agreement and instruct them to complete the questionnaire*

After the researchers had obtained the consent from the participants, they instructed them on how to complete the background demographic section and the two parts of the main questionnaire section (discovery strategies & consolidation strategies). The researchers also assured them that they could leave the class at any time if they felt uncomfortable while completing the questionnaire and that would not cause any harm to them or affect their grades. It took 20 to 30 minutes for the participants to complete the questionnaires in every class, and overall, the surveys were completed and data collected during two days, from Friday, November 1, 2019 to Saturday, November 2, 2019.

*Step 4: Collect the data*

After students had completed the questionnaires, the researchers retrieved all of them and expressed appreciation to the participants' involvement and the teachers' support. The researchers informed the participants that their identities would be kept confidential, and their responses would only be used in the research.

*Step 5: Evaluate the collection process*

The number of responses was calculated and the questionnaires were put into respective category. Brief report about the process of questionnaire collection was also made about the achievement to continue maintaining and shortcomings for further improvements in later collection procedure of the remaining classes.

## 3.6 Data analysis procedure

According to Markey & Gass (2005, p. 251), measures of frequency illustrate how frequent a particular behavior or phenomenon occurs, for example how often students use online bilingual dictionary to translate English words into Vietnamese. Frequency is graphically presented, some of the most common ways are in table format, bar graphs. Therefore, this type of descriptive statistics is applicable for this study, enabling the researchers to categorize answers from questionnaire items to calculate the frequency of each strategy used by 12th graders in Xuan Dinh high school in the process of learning English vocabulary. To analyse the measures of frequency, we decided to apply Microsoft Excel (Version 1910 (Build 12130.20272)) and Statistical Package for Social Sciences (SPSS) software, version 25, which are widely used tools for analysing quantitative data into our research.

*Step 1: Prepare and collect the data*

When the questionnaires were returned, the researchers had to carefully study each of them to check (1) the completion of the questionnaire, (2) the relevance of the given answers to the items and (3) the understandability and validity of the answers given. Only the questionnaires fulfilling 3 criteria mentioned above can proceed to the second step. Overall, over 151 students conducted the survey, the researcher retrieved 132 sheets and sorted out 117 qualified sheets and then coded them with a number for analyzing process later on.

*Step 2: Analyse the statistics*

After preparing the data, we decided to keep and use one hundred and twenty-five copies from Xuan Dinh twelve-graders and all of them were analysed by using Statistical Package for Social Sciences (SPSS) software, version 25. This was also a crucial instrument to determine the reliability of the questionnaire, the statistical analysis revealed that the 27 items of the questionnaire had Cronbach's Alpha value of 0.87, which was considered very high as shown in table 3.3.

Table 3.3

*Cronbach's Alpha Reliability of Vocabulary Learning Strategies*

| Reliability Statistics | | |
|---|---|---|
| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | Number of Items |
| .875 | .872 | 27 |

The researchers input participants' provided demographic information and their responses to the twenty seven items on vocabulary strategies in the questionnaire into the SPSS software. Descriptive statistics such as mean scores and standard deviations were calculated to discover Xuan Dinh twelfth graders' overall use of vocabulary learning strategies as well as to identify the most and least frequently used vocabulary strategies among the Xuan Dinh 12th-grade students. As in aforementioned questionnaire instruments, the participants were asked to rate their responses on a 5-point Likert scale from 'Never' to 'Always' (1 = never, 2 = seldom, 3 = sometimes, 4 = often, 5 = always). Strategies with mean scores lower than 3 were considered to be the least frequently used, strategies which had mean scores of 3 were considered as sometimes used and those with mean scores higher than 3 and closer to 5 were marked as most frequently or often used ones.

In addition, we conducted an independent t-test in order to identify whether or not there were any significant differences in strategy use among students focusing on natural and social science. The rationale for using an independent t-test instead of other statistical measurements such as a one-way ANOVA is the fact that we had one categorical independent variable (core subjects) to compare with vocabulary strategies as the

dependent variable. An independent t-test is commonly and widely used in such situations among quantitative researchers. In fact, it is regarded as the best statistical tool to determine whether a mean difference between the two groups is statistically different (Omaar, 2016).

*Step 3: Report the statistics*

In this step, the researchers would have to make a final report to calculate and conclude how frequently each strategy was used by Xuan Dinh 12th graders in the process of learning English vocabulary and compare the frequency of them with other strategies.

*Step 4: Visualize the data*

To make it easier to comprehend and compare the statistics from the survey questionnaire findings, researchers applied visual aids (bar graphs, pie charts, tables) beside written form of reports with detailed description to depict the charts.

**3.7 Research ethics**

According to Shamoo and Resnik (as cited by David B. Resnik, J.D., Ph.D. (2015), there are a number of the most common ethical principles. However, due to the characteristics of this study, only some of them will be adapted in this research, that are honesty: in which we strive to report the information on the data collected, the methodologies, along with the results of the data analysis procedure truthfully without deceiving; objectivity: in which we strive to avoid or minimize bias or personal interest on the study that might impact on the results; integrity: in which we keep our promises with the participants; carefulness: in which we strive to avoid carelessness during the process of conducting the study; respect for intellectual property: in which we never plagiarize and give credits for all contributions; confidentiality: in which we do not reveal the identities as well as other information of the participants without their consent; legality: in which we obey related laws and other policies.

In summary, this chapter has covered the core sections of the research. It has repeated the three research questions, discussed the research method, participants information including sampling, description of participants and the setting of the study. In addition, the detailed description of data collection instruments including the choice,

description and source of the instrument; procedures of the two steps: data collection and data analysis have also been demonstrated. The research ethics and the summary has marked the end of this chapter; while the next chapter will present the findings and the discussion of the findings.

## CHAPTER 4: FINDINGS AND DISCUSSIONS

In this chapter, the results of the study are carefully presented and analyzed, followed by the detailed discussion of the findings. Tables and charts are made use of for better presentation and elaboration.

### 4.1 Findings

### 4.1.1 Frequency of English vocabulary strategies use
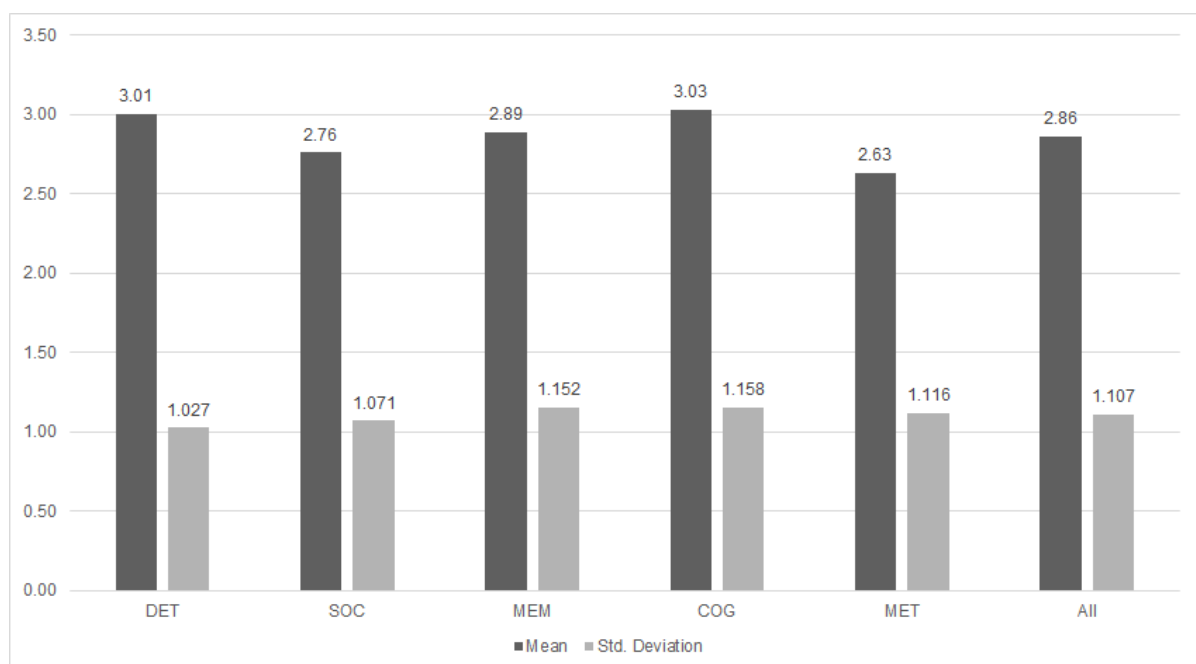


*Figure 4.1* Mean and Standard Deviation of Overall Use of Vocabulary Learning Strategies

In general, the overall frequency of vocabulary learning strategies was not high with the mean score of 2.86. Out of five strategies, determination and cognitive strategies were the most frequently used the mean scores of 3.01 and 3.03 respectively. The standard deviation were all high of all above 1, which were considered to be significantly high.
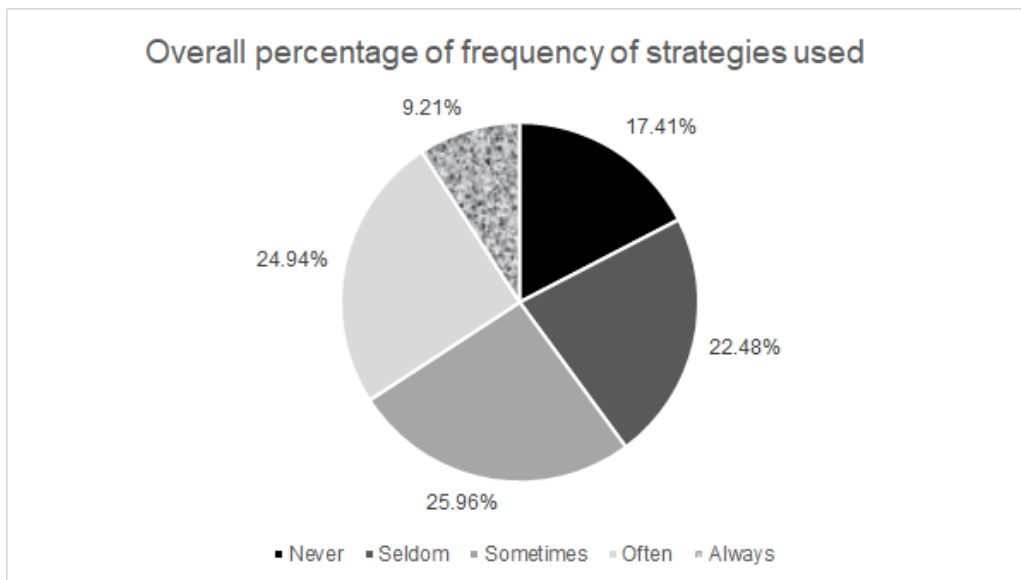
*Figure 4.2* Percentage of Frequency of Strategies used by twelfth graders

Figure 4.2 explained the proportion of the responses from the students. Half of the students chose "Sometimes" and "Often" as their frequency in applying vocabulary learning strategies, with approximately a quarter each. Meanwhile, two fifths chose categories of lowest frequency of "Never" and "Seldom". Subsequently, the percentage of students picking "Always" was the lowest of less than 10%.

## 4.1.2 Detailed problems

### 4.1.2.1 Discovery Strategies

Table 4.1

*Descriptive Statistics of Most and Least Used Discovery Strategies*

| Rank | Item | Strategies | Category | Min | Max | M | SD |
|------|------|-----------|----------|-----|-----|---|-----|
| 1 | 1 | I use bilingual dictionaries on electronic devices to help me translate English words into Vietnamese. | DET | 1 | 5 | 3.87 | .915 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 2 | 7 | I ask my classmate for meaning. | SOC | 1 | 5 | 3.51 | .934 |
| 3 | 8 | I know some new words when working in group works. | SOC | 1 | 5 | 3.16 | 1.042 |
| 4 | 4 | I learn the meanings of words by identifying its part of speech. | DET | 1 | 5 | 3.08 | 1.01 |
| 5 | 2 | I use a hard-copy of a bilingual dictionary to translate English words into Vietnamese. | DET | 1 | 5 | 2.78 | 1.138 |
| 6 | 5 | I ask the teacher to translate the words into Vietnamese. | SOC | 1 | 5 | 2.52 | 1.103 |
| 7 | 3 | I use pictures illustrated in the textbook to find the word meanings. | DET | 1 | 5 | 2.29 | 1.043 |
| 8 | 6 | I ask the teacher to put an unknown word into a sentence to help me understand the word's meaning. | SOC | 1 | 5 | 2.14 | 1.008 |

Table 4.1 depicted the descriptive statistic the most and least used discovery strategies of Xuan Dinh twelfth graders. The results from the table indicated that students used a range of discovery vocabulary learning strategies. The most frequently used strategy in this group with the highest mean score of 3.87 is using bilingual dictionaries on electronic devices for vocabulary translation purposes (item 1), which belonged to determination category. Followed by item 1 were item 7 and 8, both were social strategies related to learning new words from friends with the mean scores of 3.51 and 3.16 respectively. Meanwhile, the other two social strategies concerning the help of the teachers were two of the least used discovery items, with item 5 with the mean score of 2.52 and item 6 with the lowest mean score of 2.14. As for the remaining three determination strategies, their frequency varied as the mean scores ranged from 2.29 (item 3) to 3.08 (item 4).

## 4.1.2.2 Consolidation Strategies

Table 4.2

*Descriptive Statistics of Most and Least Used Consolidation Strategies*

| Rank | Item | Strategies | Category | Min | Max | M | SD |
|------|------|-----------|----------|-----|-----|-----|------|
| 1 | 18 | I learn words by watching Youtube videos. | COG | 1 | 5 | 3.71 | 1.099 |
| 2 | 26 | I look up all the new words I find when reading or listening. | MET | 1 | 5 | 3.65 | 1.003 |
| 3 | 21 | When I try to remember a word, I write or say it repeatedly. | COG | 1 | 5 | 3.47 | 1.156 |
| 4 | 13 | I study the spelling of new words. | MEM | 1 | 5 | 3.42 | 1.100 |
| 5 | 15 | I speak words out loud when studying. | MEM | 1 | 5 | 3.33 | 1.182 |
| 6 | 20 | I record vocabulary from English movies. | COG | 1 | 5 | 3.22 | 1.274 |
| 7 | 19 | I record vocabulary from English songs. | COG | 1 | 5 | 3.09 | 1.236 |
| 8 | 16 | I repeatedly practice new words. | COG | 1 | 5 | 3.03 | .973 |
| 9 | 11 | I learn words about the culture of English-speaking countries. | SOC | 1 | 5 | 2.97 | 1.224 |
| 10 | 23 | I listen to English news or programmes. | MET | 1 | 5 | 2.85 | 1.243 |

| 11 | 9 | I practice English in group work activities. | SOC | 1 | 5 | 2.76 | 1.056 |
|---|---|---|---|---|---|---|---|
| 12 | 12 | I write new words in a sentence so I can remember it. | MEM | 1 | 5 | 2.68 | 1.134 |
| 13 | 17 | I write new words on a flash card so I can remember it. | COG | 1 | 5 | 2.53 | 1.208 |
| 14 | 24 | I memorize words from English magazines. | MET | 1 | 5 | 2.43 | 1.213 |
| 15 | 27 | I use online exercise to test my vocabulary knowledge. | MET | 1 | 5 | 2.28 | 1.049 |
| 16 | 10 | I ask native speakers for help. | SOC | 1 | 5 | 2.26 | 1.133 |
| 17 | 22 | I make vocabulary cards and take them with me wherever I go. | COG | 1 | 5 | 2.14 | 1.159 |
| 18 | 14 | I use physical actions when learning words | MEM | 1 | 5 | 2.12 | 1.190 |
| 19 | 25 | I review my own English vocabulary cards for reviewing before the next lesson starts | MET | 1 | 5 | 1.95 | 1.074 |

The results presented in Table 4.2 suggested that the participants simultaneously used a variety of consolidation strategies to study and remember the meaning of new words. Cognitive strategies proved to be one of the most frequently used consolidation strategies as 5 out of 7 items belonged to top 10, including learning vocabulary from Youtube (item 8) with the highest mean score of 3.71, repeating writing or speaking a word (item 21) which ranked third, recording vocabulary from English movies and songs (item 20, 19) which ranked sixth and seventh, followed by repeatedly practicing new words (item 16) with all the mean scores above 3. With the dominance of cognitive strategies, although

looking up all new words while reading or listening (item 26) ranked second with the mean score of 3.65, and listening to English news or programs (item 23) ranked in top 10, the findings reported low frequency in using other metacognitive strategies such as memorizing words from magazines (item 24) or using online exercises for vocabulary test (item 27), and the least frequently used strategies also belonged in this categories as the mean score of "I review my own English vocabulary cards for reviewing before the next lesson starts" (item 25) only reached 1.95. As for the last two categories, other than both memory strategies of studying the spelling of new words (item 13) and speaking words out loud (item 15) ranked fourth and fifth with the mean scores of 3.42 and 3.33 respectively, the remaining ones including two other memory and three social consolidation strategies had lower frequency of utilization. It was noticeable that the four strategies with the lowest mean scores belonged to all four different categories.

### 4.1.2.3 Core subjects Difference in the Overall Use of Vocabulary Learning Strategies

Table 4.3

*Core subjects Difference in the Overall Use of Vocabulary Learning Strategies*

| Strategy group | Core | n | M | SD | t | df | p |
|---|---|---|---|---|---|---|---|
| Overall Use of Vocabulary learning strategies (discovery & consolidation groups) | A01 | 43 | 76.53 | 14.431 | -.398 | 115 | .691 |
| | D01 | 74 | 77.65 | 14.685 | | | |

The analysis of the independent sample t-test disclosed that there was no statistically considerable gap in the mean scores along with the overall use of vocabulary learning strategies between A01 students (M = 76.53, SD = 14.431) and D01 students (M = 77.65, SD = 14.685) at the specified .05 level, t(115) = -.749, p = .691, 95% CI [-6.657, 4.429].

**Core subjects Difference in the Overall Use of Discovery Strategies Group**

Table 4.4

*Core subjects Difference in the Overall Use of Discovery Strategies Group*

| Strategy group | Core | n | M | SD | t | df | p | d |
|---|---|---|---|---|---|---|---|---|

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Overall Use of Discovery Strategies (Determination & Social Strategies) | A01 | 43 | 22.28 | 4.194 | -2.187 | 115 | .031 * | 0.42 |
| | D01 | 74 | 23.97 | 3.948 | | | | |

Note. '*' = Mean scores are significant at p < 0.05.

In terms of the differentiation between the two blocks in the use of discovery strategies group, the analysis of the independent sample t-test demonstrated that there was a statistically considerable gap in the mean scores between A01 and D01 students at the specified .05 level, t(115) = -2.187, p = .031, d = 0.42, 95% CI [-3.228, -.160]. The findings disclosed a statistically significant higher mean score for D01 students (M = 23.97, SD = 3.948), than for A01 students (M = 22.28, SD = 4.194). Cohen's d was approximated to 0.42 level, which is considered a near medium effect size based on Cohen's (1992) guidelines. Generally, the statistical difference in the overall use of social strategies category between A01 and D01 students is considered a medium difference based on Cohen's d estimated effect size.

Table 4.5

*Core subjects Difference in the Overall Use of the Two Categories of the Discovery Strategies*

| Discovery Strategies Group | Core | n | M | SD | t | df | p | d |
|---|---|---|---|---|---|---|---|---|
| Overall Use of Determination Strategies | NS | 43 | 11.65 | 2.553 | -1.240 | 115 | .217 | |
| | SS | 74 | 12.23 | 2.361 | | | | |
| Overall Use of Social Strategies | A01 | 43 | 10.63 | 2.984 | -2.211 | 115 | .029 * | 0.41 |
| | D01 | 74 | 11.74 | 2.405 | | | | |

Note. '*' = Mean scores are significant at p<0.05.

Deeper analysis of the sub-categories of the discovery strategies group (determination strategies category and social strategies category) as two separate groups showed a different result in students' use of vocabulary strategies. The analysis of the independent samples t-test results of the overall use of the determination strategies category specified that there was no statistically significant difference in the mean scores between the NS

students (M = 11.65, SD = 2.553), and SS students (M = 12.23, SD = 2.361), at the specified .05 level, t(115) = -1.240, p = .217, 95% CI [-1.503, .346].

Unlike the analysis of the determination strategies category, however, the analysis of the independent t-test results of the overall use of social strategies category revealed that there was a statistically significant difference in the mean score between A01 and D01 students at the specified .05 level, t(115) = -2.211, p = .029, d = 0.41, 95% CI [-2.115, -.116]. The results revealed a statistically significant higher mean score for SS students (M = 11.74, SD = 2.405), than for NS students (M = 10.63, SD = 2.984). Cohen's d was estimated at 0.41 level, which is considered a near medium effect size based on Cohen's (1992) guidelines. Put differently, there was a statistically significant difference in the overall use of social strategies category between NS and SS students, and it is considered a medium difference based on Cohen's d estimated effect size.

**Core subjects Difference in the Overall Use of Consolidation Strategies Group**

Table 4.6

*Core subjects Difference in the Overall Use of Consolidation Strategies Group*

| Strategy group | Core | n | M | SD | t | df | p |
|---|---|---|---|---|---|---|---|
| Overall Use of Consolidation Strategies | A01 | 43 | 54.26 | 11.396 | .259 | 115 | .796 |
| | D01 | 74 | 53.68 | 11.837 | | | |

As mentioned in the previous chapter, there are four categories of vocabulary learning strategies in the consolidation strategies group: social, memory, cognitive, and metacognitive strategies. These strategies are used for studying and remembering the meaning of an English vocabulary item after it has been introduced (Schmitt, 1997). The analysis of the independent samples t-test of the overall use of the consolidation strategies group revealed that there was no statistically significant difference in the mean scores between NS students (M = 54.26, SD = 11.396), and SS students (M = 53.68, SD = 11.837, at the specified .05 level, t(115) = .259, p = .796, 95% CI [-.3.855, 5.016].

Table 4.7

*Core subjects Difference in the Overall Use of the Four Categories of the Consolidation Strategies*

| Consolidation Strategies Group | Core | n | M | SD | t | df | p |
|---|---|---|---|---|---|---|---|
| Overall Use of Social Strategies | A01 | 43 | 7.95 | 3.023 | -.116 | 115 | .908 |
| | D01 | 74 | 8.01 | 2.502 | | | |
| Overall Use of Memory Strategies | A01 | 43 | 12.28 | 3.089 | 1.874 | 115 | .063 |
| | D01 | 74 | 11.14 | 3.236 | | | |
| Overall Use of Cognitive Strategies | A01 | 43 | 20.77 | 4.180 | -.723 | 108.76 | .471 |
| | D01 | 74 | 21.43 | 5.700 | | | |
| Overall Use of Metacognitive Strategies | A01 | 43 | 13.26 | 3.861 | .242 | 115 | .809 |
| | D01 | 74 | 13.09 | 3.232 | | | |

Deeper analysis of the independent samples t-test of the four categories of the consolidation strategies group revealed that there were no statistically significant differences in the mean scores between NS and SS students related to the overall of these four categories.

## 4.2 Discussion

### 4.2.1 General points

The participants are reported to have been using every strategy in all 5 sub-group strategies. The concentrated analysis indicates that among discovery group, determination strategies are utilized the most frequently. This findings coincide with Le's (2018) results that Vietnamese students learned academic English vocabulary by using reference materials, for example, using dictionaries reached the highest mean score of 4.32 whereas the lowest value for learning academic English vocabulary by categorizing affixes and roots stood at 3.58, which was still a considerably high mean score. Other items have quite similar mean scores.

When unravel the interwinds of the differences between the vocabulary strategies used by NS students and SS students, the data indicates that the overall use of discovery strategies is quite significant. In general, SS students have the tendency to practice English vocabulary with discovery group more than NS students. This indicates the effect of SS subjects on their choice of learning that same goes for NS pupils. Henceforth, their critical thinking and logical comprehension can be the reasons accounted for this result.

### 4.2.2 Detailed problems

### 4.2.2.1 Discovery strategies

The findings of the current study indicate a high level of using all strategies in the taxonomy by Schmitt (2000). In addition, the statistics for the strategies adopted from Bramki and Williams (1984) and Chung and Nation (2003) indicate the significantly high agreement of using devices assisting with learning and remembering vocabulary. This goes in line with the development of technology and the creation of educational devices as well as their applications nowadays.

In the current study, determination strategy overall has the second highest mean score (M=3.01) among all six strategies. This finding indicates the preference of looking up for the word meanings in the dictionary, guessing meaning of academic words from contexts and using illustrating pictures in textbook to find the word meanings. It is interesting to see that the mean value for the category of "using bilingual dictionaries on electronic devices" strategy (item 1) obtains the highest statistics of 3.87, following by item 2 "using hard-copy dictionary" with the mean value of 2.78 whereas the category of " using pictures illustrated in the textbook" (item 3) only reaches 2.29, the lowest mean score in the group of determination strategies. The benefits of the item 1 "using bilingual dictionaries on electronic devices" are easy to detect since using a translation offers the needed information rapidly and there is much less room for error than, for instance, in guessing the meaning from context. This finding is in accordance with the study result by Tsai and Chang (2009), Le (2018) and Tran (2012) who found that the learners have a tendency in using electrical devices in learning English vocabulary. Furthermore, Wu's (2005) study also corresponded that the use of an electronic dictionary is the most popular strategy adopted by students from different age groups. However, this finding is incompatible with Schmitt (1997), Kulikova (2015) and Omaar (2016), none of them found "using electronic devices" as the most frequently used strategy.

Based on the research's findings, it is prominent among Xuan Dinh students to collaborate with and consult their peers when learning English vocabulary. Both the items relating to studying with classmates ranked high in the Discovery strategies category, item 7 "I ask my classmate for meaning" and item 8 "I know some new words when working in group works" ranked second and third respectively. Similar observation can be found in the research by Omaar (2016), stating that working in a group and asking a classmate for the meaning of new English vocabulary were two among the three most frequently used social strategies employed by Tuareg EFL learners. One of the explanations for this frequency is that Xuan Dinh schoolers traditionally find it convenient to ask their classmates to discover the meaning of new words and their curriculum comprise many activities that require them to do group work.

The results obtained from the questionnaires demonstrate that participants do not prioritize asking teachers for help to understand new English words' meaning. It can be clearly inferred from frequency level of the two questionnaire items: item 5 "I ask the teacher to translate the words into Vietnamese" and item 6 "I ask the teacher to put an unknown word into a sentence to help me understand the word's meaning" with mean scores of 2.52 and 2.14 accordingly. This result contradicts with past studies' findings such as that of Marttinen (2008) which showed that the main source for vocabulary learning strategies were teachers (38%). The difference in participants' school environment may account for this contradiction. Teachers and students in Xuan Dinh high school seemed not to have the close relationship and bonding, this may hinder students from consulting their teachers.

### 4.2.2.2 Consolidation strategies

Cognitive strategies are certainly used more among 151 Xuan Dinh high school students participated in this study. Specifically, students are reported to have been using social media, in this case, Youtube (item 18) to acquire new words. In this day and age, the Internet has affected the way students learn significantly, so our alteration of the original survey adapted from Riankamol's (2008) 25-item Vocabulary Learning Strategy Questionnaire: from 'I learn words by listening to vocabulary CDs.' into 'I learn words by watching Youtube videos' shows considerable effect. Since it has been 11 years from the period the original questionnaire was conducted, the research team's adjustment is

effective in a way that 40,17% of the students reported to often use Youtube to learn words. This result showcases that the approach from the Internet can open new opportunity for vocabulary learners. In another respect, students are also frequently repeated writing or speaking new words (item 21) to enhance their learning process with 33,33% of all the students often use it. Similar pattern was also discovered by Marttinen (2008) when she compiled that the two most common strategies were written repetition occupied 56% and written repetition accounted for 38% of participants' answers. This finding clearly coincides the popular beliefs that Asian students persist in using rote repetitive strategies (O'Malley, 1987).

Metacognitive strategies, on the other hand, reach lower ranks with 3 out of 5 items fall to the 5 least used strategies of consolidation strategy group. Particularly, item 24 'I memorize words from English magazines.', item 27 'I use online exercise to test my vocabulary knowledge.' and item 25 'I review my own English vocabulary cards for reviewing before the next lesson starts.' are reported that 33, 04% of all the students answered to rarely use this strategy group. Similarly, Gao and Liu and Zhu's (2013) result from investigating Taiwan middle schoolers indicated the scarce utilization of metacognitive strategy group. It can be concluded that since cognitive and metacognitive group rely heavily on learners' autonomy and consciousness of the learning process by planning, mentoring, evaluating the ultimate method (Oxford, 1990), Xuan Dinh students in general have not certainly got high self-learning morale to perform cognitive and metacognitive frequently enough.

The results from the questionnaires reveal that social strategies are not frequently used by students, since the percentage of students choosing "never" and "seldom" for these strategies are considerable, in agreement to that of Schmitt's (1997) (as cited in Yeh & Wang, 2008, p. 24). Marttinen (2008, p. 77) claimed that the reason for the low utilization of social strategies may be the fact that vocabulary learning has traditionally been seen as an individual task instead of group work. In terms of memory strategies, they are not favored by students as other than studying the spelling of new words (item 13) and speaking words out loud (item 15), the others have low frequency reports. This is in contrast to the claim of Sihaneti and Kyaw (2016) of the importance of memorizing, as well as the results from other studies (Kulicova, 2015; Omaar, 2016) that strongly supported the popularity of memory strategies.

To sum up, students use a range of different consolidation strategies. It is difficult to draw exact conclusions based on the data as while the difference between the most and least popular strategies might be significant, the variation between the frequency of the strategies in general is not as considerable.

### 4.2.2.3 Core subjects Difference

The researchers conducted a number of independent samples t-tests: (1) overall use of vocabulary learning strategies, (2) overall use of discovery strategies group (determination strategies and social strategies), (3) overall use of consolidation strategies group (social strategies, memory strategies, cognitive strategies, and metacognitive strategies) in order to investigate whether or not there were statistically significant differences in strategy use among students studying natural and social sciences. The results of the independent t-tests revealed that there were no statistically considerable differences between NS and SS students in the overall use of vocabulary learning strategies, as well as consolidation strategies; however, the difference in the overall use of discovery strategies is quite significant. Deeper analysis of four categories in consolidation strategies also disclosed no statistically significant differences between the two groups of students. As for discovery in category levels, while the statistic difference in the frequency utilization of determination vocabulary learning strategies between natural and social science students is almost nonexistent, that of social is considered of medium difference, according to Cohen's d estimated effect size.

## CHAPTER 5: CONCLUSION

### 5.1 Summary of findings

In general, the aim of the research was to investigate the use and frequency of the strategies utilized by students in grade twelfth in Xuan Dinh High school , as well the differences between students mainly studying natural science and those mainly studying social science. Thanks to the data analysis and discussion of data collected from questionnaires, the aforementioned research questions were adequately answered.

Firstly, students were reported to use all strategies proposed in the questionnaires. As the researchers divided 27 items into 2 main groups of discovery and consolidation strategies,

it can be concluded that a wide range of strategies were utilized by students for the purpose of learning vocabulary. Nonetheless, some strategies were found to be more common than others. The most frequently used strategies were from determination (of discovery) and cognitive (of consolidation) categories, namely using bilingual dictionary in electronic devices and watching Youtube videos to learn words accordingly. Meanwhile, metacognitive is the category with the lowest frequency, both in overall mean score and the lowest used strategy of revision on English vocabulary cards before the next lesson. In addition, social consolidation strategies was also one of the least popular. In terms of the difference in mean scores between natural and social science learning students, other than the significant variation in discovery group, there was no statistically meaningful difference recorded in the overall use.

## 5.2 Pedagogical implications

The aim of the present study was to describe the current situation of vocabulary learning strategy use among students of Xuan Dinh high school in Hanoi. Based on the findings some implications can be concluded.

Firstly, the present study can raise the awareness of vocabulary learning and vocabulary learning strategies in second language in general. The results can make teachers of second language more aware of the need for vocabulary learning strategy awareness and apply their teaching so that they can introduce vocabulary learning strategies and techniques to their students. Teachers who are interested in knowing how high school students work with vocabulary can gain more information about how their students approach vocabulary learning and maybe design their teaching based on this study's findings. This can open up a possibility for their students to use more tools in dealing with vocabulary learning and the problems it may include.

Secondly, as Oxford (1990) points out, learning strategies can help the learner to become more self-directed and contribute to the learning process. However, the students may not have the appropriate tools for doing that even though they may acknowledge the meaning of vocabulary in language proficiency. Mastering the use of learning strategies, the learner can more easily achieve his goal, successful learning. Therefore teachers should enhance the meaning of learning strategies and offer the opportunity to get to know and try out the different strategies in school so that each learner can find the best strategies for them. For instance, Furthermore, as the results of the present study imply, students feel that school is

the place for providing information on learning strategies so that everyone could have access to that information. Naturally, teachers would be the ones to offer that information. Finally, in addition to helping teachers to modify their teaching and helping the learners in their learning process, the present study can also contribute to teacher training programmes. Since, according to the results of the previous study, students feel that skilled teachers are important factors in successful language learning. Therefore it could be useful to take into account the role of vocabulary learning and teaching when training future second language

teachers.

## 5.3 Limitations and suggestions for further research

Although the researchers have put a number of efforts in conducting the study with careful consideration, there are some certain limitations that should be acknowledged.

Firstly, the scale of the research is relatively small, grounded to Xuan Dinh high school only. Therefore, the results can only benefit students and teachers from this school and is not well applicable for schools. For further studies, it is recommended that researchers should spend more time on reaching and investigating on a larger amount of population to gain more useful findings for other groups of students and teachers.

Secondly, there is an imbalance between the number of participants from natural science and that from social science classes. While the former includes only one class of 43 students, there are 3 classes of the latter with 97 students in total involved in the survey. If possible, future studies will need to reach more students from natural science classes to yield more generalizing results.

Thirdly, only one data collection instrument which is questionnaire was employed in the research, which is not enough to guarantee the validity and reliability of the results. If class observation, students and teachers' interview were utilized, the researchers would arrive at more convincing conclusions. Therefore, it is highly appreciated to have more research with other instruments to gain in-depth insights into the issue.

Lastly, when analysing data from questionnaire, the researchers found out that there were more unqualified answers than expected. This is because some items in those 24 answers

were not completed by the students. Henceforth, it is highly appreciated if the researchers check participants' answers more carefully before collecting the response.

In general, the limitations of the study lie in the number of participants, the small scope of the study and methodology. Those shortcomings can be eliminated if more consideration is given. The researchers suggest that future studies should investigate the effectiveness of the strategies.

# REFERENCES

Alqahtani, M. (2015). *The importance of vocabulary in language learning and how to be taught*. Retrieved November 26, 2019, from https://www.iises.net/international-journal-of-teaching-education/publication-detail-213

Coxhead, A. (2000). *A new academic word list*. TESOL quarterly, 34(2), 213-238.

Creswell, J. W., (2015a). *A concise introduction of mixed methods research.* Los Angeles,

California: Sage Publications.

Easterbrook, R.M. (2013). *The process of vocabulary learning: Vocabulary learning strategies and beliefs about language and language learning*

Lu, Z., & Liu, M. (2011). *Foreign Language Anxiety and Strategy Use: A Study with Chinese Undergraduate EFL Learners*. Journal of Language Teaching and Research, 2(6). https://doi.org/10.4304/jltr.2.6.1298-1305

Oxford, C. (1990). *Vocabulary learning: A critical analysis of techniques.* TESL Canada Journal, 7(2): 9-27

Markey, A. & Gass, M. (2005). *Second language research: Methodology and Design*. London: Laurence Erlbaum Associates.

Marttinen, M. (2008). *Vocabulary learning strategies used by upper-secondary school students study English as a second language. University of Jyväskylä.*

Siriwan, M. (2007). *English vocabulary learning strategies employed by Rajabhat university students*.

Cohen, J. (1992). *A power primer. Psychological Bulletin*, 112(1), 155-159.

Yang, N. (1999). *The Relationship between EFL Learners' Beliefs and Learning Strategy Use*. (2001).

Nation, I.S.P. (2013). *Learning vocabulary in another language* (2nd Ed). Cambridge, MA:

Cambridge University Press.

Schmitt, N. (1997). Vocabulary Learning Strategies. In: N. Schmitt & M. McCarthy (Eds.), Vocabulary: description, acquisition and pedagogy. Cambridge: Cambridge University Press. pp. 199-277.

Gu, Y. & Johnson, R.K. (1996). *Vocabulary Learning Strategies and Language Learning Outcomes.* Language Learning Journal, s. 643-679.

Creswell, J. W., (2015a). *A concise introduction of mixed methods research*. Los Angeles, California: Sage Publications.

Sinhaneti, K., & Kyaw, E. K. (2016). A Study of Strategy usages in Memorizing Vocabularies by Burmese EFL Students. *NIDA Language and Communication Journal*, *21*(27).

O'Malley, J. M. (1987). *The effects of training in the use of learning strategies on learning English as a second language.* In Anita Wenden & Joan Rubin (Eds.), Learner Strategies in Language Learning. Englewood Cliffs, NJ: Prentice-Hall. 133-144.

O'Malley, J. M. & Chamot, A.U. (eds.). (1990). *Learning Strategies in Second Language Acquisition.* Cambridge: CUP.

Enever, J. & Moon, J. & Raman, U. (2009) *Young Learner English Language Policy and Implementation: International Perspectives*. British Council and Garnet Education.

Hiebert, Elfrieda H. & Kamil, Michael M., 2005. Teaching and Learning Vocabulary. Perspectives and Persistent issues in E. H. Hiebert and M. M. Kamil (eds.) *Teaching and Learning Vocabulary: Bringing Research into Practice*, New Jersey: Lawrence Erlmbaum Associates , Inc., 1–23.

Celik, S. & Toptas, V. (2010). *Vocabulary learning strategies of Turkish EFL learners*. Procedia - Social and Behavioral Sciences, 3, 62-71.

Levenstone, E. A. (1979). *Second language vocabulary acquisition: issues and problems*. Inter-language Studies Bulletin, 4(2), 147-160.

Nation, I.S.P. (2001). *Learning vocabulary in another language*. Cambridge, New York: Cambridge University Press.

Schmitt, N. (1997). *Vocabulary learning strategies*. In Schmitt, N., & McCarthy, M. (Eds.), *Vocabulary: description, acquisition, & pedagogy* (pp.199-227). Cambridge, New York: Cambridge University Press.

Nation, P. (1990). *Teaching and Learning Vocabulary*. New York: Newbury: Newbury House.

Rubin, J. (1987). Learner strategies: theoretical assumptions, research history and typology. In Wenden, A., & Rubin, J. (Eds.), *Learner strategies in language learning* (pp.15-30). Englewood Cliffs, New York: Prentice Hall International.

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

Catalan, R. M. J. (2003). Sex differences in L2 vocabulary learning strategies. *International Journal of Applied Linguistics*,13(1), 54-77.

Takač, V. P. (2008). *Vocabulary learning strategies and second language acquisition*. New York: Multilingual Matters.

Tsai, C.C. & Chang, I.C. (2009). *An Examination of EFL Vocabulary Learning Strategies of Students at the University of Technology of Taiwan*. International Forum of Teaching and Studies, 5(2).

Zou, L., & Zhou, Y. (2017). *A Study of English Vocabulary Learning Strategies Used by Ethnic Minority Students in Leshan Normal University, Sichuan, China*. Theory and Practice in Language Studies, *7*(6), 468–469. https://doi.org/10.17507/tpls.0706.09

Yeh, C., & Wang, Y. (2004). *An Investigation into Vocabulary Learning Strategies Used by Senior High School Students in Taiwan.* Retrieved November 26, 2019, from https://www.tjtesol.org/index.php/current-issue/62-vol-1-no-2/328-an-investigation-into-vocabulary-learning-strategies-used-by-senior-high-school-students-in-taiwan.html

Markey, A. & Gass, M. (2005). *Second language research: Methodology and Design.* London: Laurence Erlbaum Associates.

Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge, New York: Cambridge University Press.

Omaar, A. (2016). *EFL Vocabulary Learning Strategies among Tuareg People.* Washington State University, Department of Teaching and Learning

Bramki, D., & Williams, R. (1984). Lexical familiarization in economics text, and its pedagogic implications in reading comprehension. *Reading in a foreign language*, 2(1), 169-181.

Chung, T.M., & Nation, P. (2004). Identifying technical vocabulary. *System*, 32(2), 251-263.

Marttinen, M. (2008). *Vocabulary Learning Strategies Used by Upper Secondary School Students Studying English as A Second Language*.

Wu, W. S. (2005). *Use and helpfulness rankings of vocabulary learning strategies employed by EFL learners in Taiwan.* Journal of Humanities and Social Sciences, 1(2), 7-13.

Le H. (2018). *A Survey Study on Academic Vocabulary Learning Strategies by EFL University Students*. Hue University of Foreign Languages, Hue University, Vietnam.

Tran H. (2012). *An investigation into the vocabulary learning strategy of ESP student in Colleage of Foreign Language* - The univeristy of Danang (Reports of Research by Students at the University of Danang).

Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement (2nd edition)*. London: St Martins Press.

Brown, J. D. (2001). *Using survey in language programs*. Cambridge, UK: Cambridge University Press.

Markey, A. & Gass, M. (2005). *Second language research: Methodology and Design.* London: Laurence Erlbaum Associates.

Stoffer, Ilka. 1995. *University Foreign Language Students: Choice of Vocabulary Learning Strategies as Related to Individual Difference Variables*. Unpublished doctoral dissertation, University of Alabama, Alabama.Design. London: Laurence Erlbaum Associates.

Sanaoui, Razika. 1995. *Adult learners' approaches to learning vocabulary in second languages*. The Modern Language Journal, 79(1): 15-28.
(Beck, McKeown, & Kucan, 2013).

Alqahtani, M. (2015). *The importance of vocabulary in language learning and how to be taught*. Retrieved November 26, 2019, from https://www.iises.net/international-journal-of-teaching-education/publication-detail-213

Bramki, D., & Williams, R. (1984). *Lexical familiarization in economics text, and its pedagogic implications in reading comprehension*. Reading in a foreign language, 2(1), 169-181.

Bryman 2012 Bryman, A. (2012). *Social Research Methods*. China: OUP Oxford.

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.

Catalan, R. M. J. (2003). *Sex differences in L2 vocabulary learning strategies*. International Journal of Applied Linguistics,13(1), 54-77.

Celik, S. & Toptas, V. (2010). *Vocabulary learning strategies of Turkish EFL learners*. Procedia - Social and Behavioral Sciences, 3, 62-71.

Chung, T.M., & Nation, P. (2004). *Identifying technical vocabulary*. System, 32(2), 251-263.

Cohen, J. (1992). *A power primer*. Psychological Bulletin, 112(1), 155-159.

Coxhead, A. (2000). *A new academic word list*. TESOL quarterly, 34(2), 213-238.

Creswell, J. W., (2015a). *A concise introduction of mixed methods research. Los Angeles, California: Sage Publications*.

Easterbrook, R.M. (2013). *The process of vocabulary learning: Vocabulary learning strategies and beliefs about language and language learning*

Enever, J. & Moon, J. & Raman, U. (2009) *Young Learner English Language Policy and Implementation: International Perspectives*. British Council and Garnet Education.

Gao, X., Liu, H., & Zhu, F. (2013). *English Vocabulary Learning Strategy Use in a Chinese Key Middle School.* Chinese Journal of Applied Linguistics, 36(1). https://doi.org/10.1515/cjal-2013-0006

Gu, Y. & Johnson, R.K. (1996). *Vocabulary Learning Strategies and Language Learning Outcomes*. Language Learning Journal, s. 643-679.

Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning.* New York and London: SAGE Publications.

Hiebert, Elfrieda H. & Kamil, Michael M., 2005. Teaching and Learning Vocabulary. Perspectives and Persistent issues in E. H. Hiebert and M. M. Kamil (eds.) *Teaching and Learning Vocabulary: Bringing Research into Practice*, New Jersey: Lawrence Erlmbaum Associates , Inc., 1–23.

Kulikova, O. (2015). *Vocabulary learning strategies and beliefs about vocabulary learning: a study of beginning university students of Russian in the United States*. PhD (Doctor of Philosophy) thesis, University of Iowa.

Levenstone, E. A. (1979). *Second language vocabulary acquisition: issues and problems.* Inter-language Studies Bulletin, 4(2), 147-160.

Lu, Z., & Liu, M. (2011). *Foreign Language Anxiety and Strategy Use: A Study with Chinese Undergraduate EFL Learners*. Journal of Language Teaching and Research, 2(6). https://doi.org/10.4304/jltr.2.6.1298-1305

Markey, A. & Gass, M. (2005). *Second language research: Methodology and Design.* London: Laurence Erlbaum Associates.

Marttinen, M. (2008). *Vocabulary learning strategies used by upper-secondary school students study English as a second language*. University of Jyväskylä.

Nation, P. (1990). *Teaching and Learning Vocabulary*. New York: Newbury: Newbury House.

Nation, I.S.P. (2013). *Learning vocabulary in another language* (2nd Ed). Cambridge, MA: Cambridge University Press.

Omaar, A. (2016). *EFL Vocabulary Learning Strategies among Tuareg People.* Washington State University, Department of Teaching and Learning

Oppenheim, A. N. (1992). *Questionnaire design, interviewing and attitude measurement* (2nd edition). London: St Martins Press. Brown, J. D. (2001). Using survey in language programs. Cambridge, UK: Cambridge University Press.

Oxford, C. (1990). *Vocabulary learning: A critical analysis of techniques*. TESL Canada Journal, 7(2): 9-27

O'Malley, J. M. (1987). *The effects of training in the use of learning strategies on learning English as a second language.* In Anita Wenden & Joan Rubin (Eds.), Learner Strategies in Language Learning. Englewood Cliffs, NJ: Prentice-Hall. 133-144.

O'Malley, J. M. & Chamot, A.U. (eds.). (1990). *Learning Strategies in Second Language Acquisition*. Cambridge: CUP.

Riankamol, N. (2008). *A survey study of vocabulary learning strategies of gifted English students at Triam Udomsuksa School in the first semester of academic year 2008* (Book, 2008) [WorldCat.org]. Retrieved November 27, 2019, from https://www.worldcat.org/title/survey-study-of-vocabulary-learning-strategies-of-gifted-english-students-at-triam-udomsuksa-school-in-the-first-semester-of-academic-year-2008/oclc/659968540

Rubin, J. (1987). Learner strategies: theoretical assumptions, research history and typology. In Wenden, A., & Rubin, J. (Eds.), *Learner strategies in language learning* (pp.15-30). Englewood Cliffs, New York: Prentice Hall International.

Saengpakdeejit, R. (2014). *Awareness of Vocabulary Learning Strategies among EFL Students in Khon Kaen University*. Theory and Practice in Language Studies, 4(6). https://doi.org/10.4304/tpls.4.6.1101-1108

Sanaoui, Razika. 1995. *Adult learners' approaches to learning vocabulary in second languages*. The Modern Language Journal, 79(1): 15-28.

Schmitt, N. (1997). *Vocabulary learning strategies*. In Schmitt, N., & McCarthy, M. (Eds.), *Vocabulary: description, acquisition, & pedagogy* (pp.199-227). Cambridge, New York: Cambridge University Press.

Schmitt, N. (2000). *Vocabulary in language teaching.* Cambridge, New York: Cambridge University Press.

Shamoo, A. & Resnik, D. (2015). *Responsible Conduct of Research*, 3rd ed. (New York: Oxford University Press).

Sinhaneti, K., & Kyaw, E. K. (2016). *A Study of Strategy usages in Memorizing Vocabularies by Burmese EFL Students.* NIDA Language and Communication Journal, 21(27).

Siriwan, M. (2007). *English vocabulary learning strategies employed by Rajabhat university students.*

Stoffer, Ilka. 1995. *University Foreign Language Students' Choice of Vocabulary Learning Strategies as Related to Individual Difference Variables.* Unpublished doctoral dissertation, University of Alabama, Alabama.

Suter, W. N. (2012). Qualitative Data, Analysis, and Design. *Introduction to Educational Research: A Critical Thinking Approach*, 342–386. https://doi.org/10.4135/9781483384443.n12

Takač, V. P. (2008). *Vocabulary learning strategies and second language acquisition.* New York: Multilingual Matters.

Thornbury, S. (2006). *An A-Z of ELT: A dictionary of terms and concepts.* Great Britain: Macmillan Education.

Tsai, C.C. & Chang, I.C. (2009). *An Examination of EFL Vocabulary Learning Strategies of Students at the University of Technology of Taiwan.* International Forum of Teaching and Studies, 5(2).

Yang, N. (1999). *The Relationship between EFL Learners' Beliefs and Learning Strategy Use.* (2001).

Yeh, C., & Wang, Y. (2004). *An Investigation into Vocabulary Learning Strategies Used by Senior High School Students in Taiwan.* Retrieved November 26, 2019, from https://www.tjtesol.org/index.php/current-issue/62-vol-1-no-2/328-an-

investigation-into-vocabulary-learning-strategies-used-by-senior-high-school-students-in-taiwan.html

Zou, L., & Zhou, Y. (2017). *A Study of English Vocabulary Learning Strategies Used by Ethnic Minority Students in Leshan Normal University, Sichuan, China*. Theory and Practice in Language Studies, 7(6), 468–469. https://doi.org/10.17507/tpls.0706.09

# The Use of Drama Improvisation in Enriching Speaking Skills of Selected Students in Chiang Kai Shek College: Basis For A Conversation Model as a Teaching Strategy

Jon Aldrin E. Antonio, MA. Ed
Chiang Kai Shek College

Spoken language plays a vital role in a man's life, both personally and professionally. In today's world, English is considered as the international language. However, many studies have indicated that oral language development has largely been neglected in the classroom. In the Philippine setting, students can speak English as it is always a part of the teacher's application part of lesson, but it is rehearsed most of the time. As a result, not all students can engage in authentic conversations using the language since they have limited engagement with oral and verbal activities. The researcher aimed to find out if drama improvisation activities can help in the enrichment of the students' speaking proficiency. Drama improvisations are considered one of the best real-world preparations for the students as their lives are not scripted. It fosters active learning wherein one can really get lost if he or she is not paying attention, which is the actual scenario during actual conversations on a day-to-day basis.

The researcher conducted individual interviews for the pre-test which was in the form of a recorded question and answer interview. Between the pre-test and post-test, an intervention of drama improvisation activities through workshops were conducted. The researcher provided drama improvisation activities to the students, all targeting to enhance their speaking proficiency. After the intervention was done by the researcher, the post-test, which was in the form of individual interviews again, were conducted to the students. The frequency count of both pre-test and post-test results was the data used for the study.

After testing the null hypothesis at 0.05 level of significance, the researcher reached the major findings. The respondents already acquired a prior level of speaking proficiency, before the administration of the tests; thus, the only objective is to enrich it. The findings show that the mean of the post-test, which nearly drew to 'proficiency' is higher than the mean of the pre-test, which only drew near 'approaching proficiency'. The improvement in the post -test could be attributed to the use of intervention strategy, that is, the drama improvisation activities.

The use of drama improvisation activities significantly helped the respondents in enriching their performance in the post-test. The p-value $(.000) < 0.05$ level in scores shows that the effect of drama improvisation activities is statistically significant. The result shows the effectiveness of using drama improvisations to target the subskills in order to heighten the students' scores and improve their speaking proficiency. This strongly approves that drama improvisations may be used to enrich the speaking proficiency of the students. A Dialogue-driven Conversation Model, together with the drama improvisation activities, is designed as a teaching strategy to enrich the speaking proficiency level of the students.

Acquiring language, instead of learning it, through exchange of dialogues which are not planned, helps in developing fluency, and eventually speaking proficiency. This is confirmed by Krashen in his Second Language Acquisition Theory which states that acquisition system is contradicting the learned system, thus, the need for application of acquisition system in developing frequency, to obtain more natural and better performances.

# ACKNOWLEDGEMENT

The researcher would like to extend his sincerest gratitude to the following people who rendered substantial contributions throughout the journey of making this thesis.

Dr. Aida S. Villanueva, the researcher's adviser, for her never-ending motherly support and patience to her advisees. This research would not be possible without the sacrifice of her valuable time to give suggestions and constructive criticisms toward the completion of the research;

Ms. Armi Mogro, the researcher's statistician, for putting a lot of dedication and effort to finish the work. Her suggestions and explanations made this research prolific;

Dr. Rolance Chua, the Dean of the Graduate Studies and the Vice President for Academic Affairs in Chiang Kai Shek College, for introducing the program to the researcher and for continuously uplifting and encouraging the researcher to finish his degree;

Dr. Linda Reyes and Dr. Arnold Adante, panel members, for their sincere concern and worthwhile suggestions;

The SHS HUMSS and college students, for their endless cooperation in answering the survey questionnaires and for devoting their time in doing their audio recordings whether it would be in the class or at home during the pandemic;

Jossa Joble and Dearly Joson, the researcher's classmates in graduate studies, for

always encouraging me to finish the studies with them at the same time;

Kae Viernes and Victor Deseo, the researcher's theater classmates, for making themselves free when the researcher needs to consult aspects of the study that are theater-related;

Mama Bernadette, the researcher's mother, and Adrian, the researcher's brother, for their unconditional love. They are the researcher's inspiration;

His friends, colleagues and students, for being present through ups and downs of the study; those who are not specifically acknowledged here, rest assured that the researcher's gratitude knows no bounds;

and above all to God, thank you for letting the researcher borrow an intellectual ability, All the works are fruits of your love and guidance throughout the journey.

J.A.E.A.

## DEDICATION

This research is passionately and wholeheartedly devoted to serve for the Arts, which has been the blood in my veins throughout my existence. This is also dedicated to all the theater-enthusiasts, or any artist, who always puts the substance of Art in everything that they do.

This is also sincerely offered to my family, friends, mentors, colleagues, and classmates who continually provide encouragement and inspiration to finish this study.

And lastly, to God, for the bountiful blessings that I constantly receive. All of these, I offer to you.

# TABLE OF CONTENTS

Page

Chapter

   1      THE PROBLEM AND ITS BACKGROUND

   2      REVIEW OF RELATED LITERATURE

   3      METHODS AND PROCEDURES

LIST OF FIGURES

LIST OF TABLES

# CHAPTER 1

## The Problem and Its Background

**Introduction**

Improvisation has always been a big part of enhancing an actor's skill in theater. Unlike any other theatrical performances, Improvisation makes itself a distinct one, with the dialogues and actions made up all of a sudden as its most noticeable features. It is a theatrical form of live action wherein the plot, characters, dialogues, and scenes are made up in the moment. Theatre forms that occurred in the wake of these theories are often labelled as open theatre, and are conceptualized by performance theories (Frost & Yarrow, 2015).

The contemporary improvisational theater form invites the spectators to participate as both form and content are not predetermined. Central in improvisational theatre is the communicative action of give and take and the importance of accepting the offers and actions made by the other performers as well as the audience. It is considered to be a dynamic conversation process between the passive audience and active participants. This type of performance makes it easier for the audience to participate as the story is not yet concrete, script is not yet written, and set and costumes are not delegated.

According to Rose (2015), the process of improvisation is an open form in which participants may engage in their own terms; moreover, it is a process through which subjugated knowledge may become legitimized. Thus, it provides great opportunity for its participants to communicate their thoughts freely.

Since improvisation encourages students to participate in communicating their thoughts, it can also be a great tool in enriching the language skills of the students. According to Hurt (2019), improvisation is the best real-world preparation for the students as their lives are not scripted. She also added that incorporating improvisational activities in the curriculum introduces students to scenarios they will face outside the classroom. It is encouraging them

to think on their own while having fun in applying what they learned. Daskal (2018) further elaborated it by narrating her experience in improvisation as discovery of one's own creativity. It is an active learning wherein a person will really get lost if he or she is not paying attention to what is happening. This will make a good parallel of how classrooms can foster realizations to students' awareness on their actions and their consequences by teaching them focus and attention.

According to Florea (2011), students need the opportunity to interact with the material in order to utilize the vocabulary they often have but do not know how to use. In English classes, the structure of the language is always the emphasis. This makes the students use a rote-learning method, wherein they have to memorize the information based on repetition. This is also evident in every speaking engagement wherein students will practice their performance and present it to the class with their material rehearsed properly.  In this way, the performance will look impressive as the students try to be fluent in the language, but the reality is that they have rehearsed the language for the presentation. It is the educator's duty to not just teach students the facts of the language and the beauty of presentation, but also the skills in using the spoken language.

Spoken language plays a vital role in a human's life, both personally and professionally. It is the medium through which a new language is encountered and understood. One of the languages that a person must know is the language that many people can understand. In today's case, English is the language considered as the international language, which means that majority of the world's population are using it. Learning a prominent language can make a person's life better as it gives one an access to livelihood, daily transactions, and entertainment wherever they are.

However, there are many challenges that students encounter in a classroom. Many studies have indicated that oral language development has largely been neglected in the

classroom, and most of the time, oral language in the classroom is used more by teachers than by students. Thus, mastery of the spoken language is very important for all students since they will be facing people outside the school, engaging in spontaneous conversations. The need for this kind of conversation prompted the researcher to conduct a study on The Effect of Using Drama Improvisation on Enriching the Speaking Proficiency of Selected Students in Chiang Kai Shek College, results of which will be the basis for Conversation Model as a Teaching Strategy.

**Background of the Study**

In the implemented K-12 curriculum, the Senior High School program offers different tracks such as Humanities and Social Sciences (HUMSS), Science, Technology, Engineering and Mathematics (STEM), and Accountancy, Business and Management (ABM). Taking one track lets the students concentrate in a certain field that will help them in their future profession. It calls out to eligible students with subjects focused on job-ready skills. Besides, it offers practical knowledge with matching certificates to help students land their desired job after they graduate from SHS (CIIT, 2017).

Most of the students who are enrolled in Humanities and Social Sciences (HUMSS) are trained to have courses that require extensive knowledge of social skills. According to a blog hosted by Katigbak (2018), HUMSS is a strand focused on literature, politics, religion, and social sciences. It adds that students in this cohort are expected to improve their reading, writing, speaking, and social skills, to be able to meet the critically needed requirements in their college courses. Another blog of Sicat (2017) described HUMSS students to be persons who are ready to take on the world and talk to a lot of people. He also stated that this strand is for those who are considering taking up journalism, communication arts, liberal arts, education, and other social science-related courses in college.

The difficulty in speaking the language does not inhibit senior high school students alone from communicating. Like them, college students are expected to have an effective oral communication as they have undergone the process of learning the proficiency in their previous years already. However, Jimenez (2018) reiterated in his article that the test results conducted by Test of English for International Communication (TOEIC) show that the level of English proficiency of college graduates from the Philippines is lower than the target English Proficiency of high school students in Thailand. To provide continuity of learning, communication classes are still offered as a general course for college students. One of these classes is purposive communication, which is required to be taken by all first-year college students to achieve proficiency. The term 'proficient' in the language is explained as someone being competent at a specific field (Jimenez, 2018). As future employees of their respective professions, college students are expected to be proficient in English as it will be the medium of transaction in their workplace. Ekola (2016) emphasized that speaking English is viewed as the most challenging part of the English language used at work.

With these premises, it can be said that these students should master effective communication. One of the characteristics of a person who shows effective communication is the ability to say something at the right time. According to TEFL Trainer (2019), the main goal when teaching speaking is to let the learners manage to combine accuracy and fluency in order to speak spontaneously and negotiate meanings. Given such, improvisation activities can surely support the goal of making their speaking skills better, which all schools envision in their students.

Such is the vision of Chiang Kai Shek College, a school that offers both Humanities and Social Sciences (HUMSS) and College courses. This school is known for nurturing Filipino-Chinese students which make them use the following languages inside the campus: English, Filipino, Mandarin, and Fukien. Most of the students have Filipino or Mandarin as

their first language, and English as their second language. Having a multilingual background, students are conscious of their English grammar, which leads them to utilizing Chinese or Filipino language as their means of communication.

The students in this cohort develop their English speaking skills by taking up subjects that require them to present or perform. However, most of these activities are usually planned. This hinders the spontaneity of students' language because they get to rehearse and memorize what they need to present, which does not happen in different scenarios in real life.

Leaño (2018) explained that the difficulty of students in speaking is the result of the limited engagement with oral or verbal activities in English. Since their main purpose of studying this language is to be able to utilize it, the best learning experience can be given to them by teaching them functional language. Functional language is the language that a person uses to communicate effectively in a day-to-day basis. Functional language contains a lot of fixed expressions. Because there are so many expressions for each function, it is best to teach these structures in manageable chunks. Hence, the best way to teach a language is to let them unconsciously learn it, making the line between learning and acquiring thinner; also, targeting the subskills rather than forcing them to master speaking as a whole. This kind of learning experience can be done by using various drama improvisation activities.

Drama improvisation activities encourage the beginners in a language to communicate at the "pre-production" stage of language acquisition. According to Donnchaidh (2016), drama improvisation offers opportunities to simulate real-life situations, draws on the creativity of students, and introduces them to the cultural significance of various gestures and body language familiar to English speakers. In this manner, the students will not only develop their oral communication, but also their non-verbal aspect which is another vital thing in communicating.

All these point to the reason behind the conduct of this study, to craft different improvisation activities that will enhance students' interest in developing their speaking skills. In addition, this research fulfils the following objectives: to identify the English proficiency of selected HUMSS students and college students of Chiang Kai Shek College; to find out the performance of the selected students in the tests that show their speaking proficiency; to determine the effect of the use of drama on enhancing the speaking skills of selected students; to adopt the conversation model as a teaching strategy to enhance the speaking skills of the students.

**Setting of the Study**

The researcher identified different groups of students in Chiang Kai Shek College, a Filipino-Chinese school in the vicinity of Tondo, Manila. The researcher chose respondents ranging from Grade 11 to first-year college students to be able to utilize the maximum number of respondents that are currently taking up communication classes.

Chiang Kai Shek College is a level III PAASCU accredited college founded by Wo Chu Sen in year 1938. It is a multicultural private school that caters particularly but not limited to Filipino-Chinese student. The college offers different levels and curricula such as nursery, Montessori, Kinder, Elementary education, International Baccalaureate for primary and middle year, Junior High School, Senior High School, Undergraduate Degree and Graduate Studies.

The Narra Campus now houses the Senior High School as well. Chiang Kai Shek College is a school that offers a Senior High School Program which caters tracks such as Humanities and Social Sciences (HUMSS), Science, Technology, Engineering and Mathematics (STEM), and Accountancy, Business and Management (ABM). Most of the students in this program also came from, but not limited to, the school's Junior High School

Program. Aside from these courses and programs, CKS College also offers a variety of Bachelor's degree from business-related courses, computer-related courses, to education courses.

Together with the graduate studies, the classes of College and Senior High School students of the school are held at the Narra Campus. It is located at 1477 Narra St, Tondo, Manila, 1012 Metro Manila Figure 1.

**Figure 1**

**Location of Chiang Kai Shek College**

**Theoretical / Conceptual Framework**

The study is based on Skinner's Theory of Behaviorism which explains that people act in response to internally or externally generated physical stimuli. Behavior theorists define learning as adopting new behavior based on environmental conditions.

Moreover, it emphasizes the classical conditioning which states how a natural reflex responds to a stimulus, making the response involuntary. It explains that humans are biologically "wired" so that a certain stimulus will produce a specific response. One of the more common examples of classical conditioning is seen in situations where students exhibit irrational fears and anxieties like fear of failure, fear of public speaking, and general school phobia. Eventually, the neutral stimulus comes to evoke the same response as the naturally occurring stimulus, even without the naturally occurring stimulus presenting itself (Cherry, 2019). In terms of language learning, one can respond to stimulus as a natural reflex. However, stimulus can only trigger the mind to think of the response, but still needs to use the language to reply.

The study is also based on Krashen's Theory of Second Language Acquisition, with emphasis on Monitor Hypothesis and Affective Filter Hypothesis. Affective Filter Hypothesis is a state wherein a person forms a 'mental block' that prevents comprehensible input and impedes language acquisition. It is a hypothesized impediment to learning brought about by a negative emotional state - such as embarrassment or self-consciousness, and low self-esteem. It is caused or can result in monitor hypothesis. Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. Liu (2015) elaborated, "…the essence of which is that the ability to produce L2 utterances derives from the learner's acquired competence (subconscious knowledge) while learning (conscious knowledge), simply as a Monitor helps him make corrections or change output." It is the practical result of the learned grammar; on the other hand, acquisition system is contradicting

the learned system. Both hypotheses are merely related to each other because one can be the result or cause of the other.

The study is also based on Le Vygotsky's Theory of Social Constructivism which highlights the role of social and cultural interactions in the learning process. Rublik (2017) quoted, "Specifically, theories of bilingualism and language acquisition have been strongly influenced by Vygotsky's understanding of the environment and its significance." The theory is prominent in having social interaction as the tool in learning the language. It explains that a person may think of the response, but it should not stop there. Rather, the person still needs to utter the words to complete the process of stimulus-response.

All studies mentioned above contribute to the concept of how internal and external factors hinder language learning of students. The study zeroed in on developing the students' speaking skills by espousing the idea that the use of drama as an activity in the classroom is an important factor for students' speaking proficiency. To illustrate the idea, the researcher used the Input – Process – Output Scheme.

**Statement of the Problem**

The study aimed to determine the effect of the use of drama on heightening the speaking proficiency level of the HUMSS Senior High School and first-year College students of Chiang Kai Shek College. It also aimed to specifically answer the following questions:

1. What is the respondents' profile in terms of

1.1 age;

1.2 gender;

1.3 grade level; and

1.4 first language?

**INPUT**

Demographics of Students enrolled in the Humanities
and Social Sciences Track of the Senior High School
Program in terms of age, gender, grade level, and first
language.

**PROCESS**

Interview of the respondents
Assessment of Speaking Proficiency
Use of library materials and references
Drama Improvisation Activities
English Speaking Proficiency in Pre-test and Post-test
results

**OUTPUT**

Conversation Model as a Teaching Strategy

**Figure 2**

**Paradigm Showing the Relationship Between Two Constructs**

**and the Output of the study**

2. What is the English speaking proficiency of the respondents according to the results

of the following:

2.1 pre-test; and

2.2 post-test?

3. Is there a significant difference in the level of the respondents' performance in the

pre-test and post-tests?

4. What is the effect of the use of drama improvisations on the speaking skills of students?

5. What teaching strategy may be proposed to enrich speaking skills?

**Assumptions of the Study**

1. It is assumed that Senior High School Humanities and Social Sciences and first-year college students already have speaking skills

2. It is further assumed that their speaking skills are used for planned and rehearsed presentations and performances

**Hypothesis of the Study**

Researchers observe that speaking is the most difficult skill for most learners who learn it as a second or foreign language due to their low proficiency (Alonzo 2014; Alharbi 2015; Al-Hosni, 2014). Speaking in a new language becomes more difficult to master when students are taught using a teacher-based approach. The teacher lectures while students take notes about the information without really interacting with it. The students are not expected to spontaneously produce and are thus low in their competency in productive skills. (Hosni, 2014).

Several factors contribute to students' speaking problems, some of which are as follows: inhibition since they are worried about making mistakes, fearful of criticism, or simply shy; nothing to say, that is, students have no motive to express themselves; and low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. (Nakhalah, 2016).

Hence, the researcher comes up with the following hypotheses:

1. There is no significant difference between the result of the pre-test and that of the post-test.

2. There is no significant difference in the use of drama as classroom activity and the development of students' speaking proficiency.

**Significance of the Study**

The result of this study will be valuable to the following groups of people:

Curriculum Planners. This study will give them ideas on how to strengthen students' speaking skills through inclusion of more reinforcement lessons and activities in the teaching of language.

Textbook/Module Writers. This study will help them improve presentation of speaking activities. This will encourage them to prepare proper material, which will require progressive and systematic implementation.

Language Support Center. The outcome will enable the language support center identify how they can motivate the students using improvisational activities in their classrooms.

Future Researchers. This study may inspire them to further study and broaden the research by targeting another skill.

Teachers. This may serve teachers new materials to be used in enriching students' speaking proficiency. It will also give them ideas on how they can encourage language learning inside the classroom

Students. This study through drama improvisation activities will enrich the students' speaking proficiency and confidence as they will reduce their affective filter, making engagement in the tasks with their classmates enjoyable.

**Scope and Delimitation of the Study**

This study is limited to measure only the speaking proficiency of ninety-five (95) respondents, who are either enrolled in the Humanities and Social Sciences (HUMSS) track of the Senior High School Program or first-year college students taking up a general course,

Purposive Communication, for the academic year 2019-2020. The respondents all came from Chiang Kai Shek College, fifty-five (56) from Senior High School HUMSS track and forty (39) from first-year college students.

This study is centered on the improvisational activities, and will not touch other theater aspects. Also, it will target to enrich one macro skill, which is the speaking proficiency of the students, and will not involve any other macro skills. Lastly, it is focused on the fluency of the students, as this is the skill that will be most developed in the spoken language.

**Definition of Terms**

The following terms are defined operationally for clearer understanding of the study:

Drama. It is a collaborative form of fine art that uses live performers, typically actors or actresses, to present the experience of a real or imagined event before a live audience in a specific place, often a stage.

Drama Improvisation. It is a set of activities that focuses on presenting spontaneous art of the language. Dramatic improvisation is the act of creating characters, scenarios, and dialogue in the moment and without a script to create a piece of theatre.

Enrichment. It is any activity that develops new skills and qualities to understand language learning, specifically speaking. It can be an activity that revolves around fun topics like their favorite movies, tv shows, sports, books, celebrities, which will enrich their communication/social skills.

Functional Language. It is the language that one needs in different day-to-day conversations in various situations, such as running across a friend, attending a seminar, coming to class late, which require greeting, introducing oneself, and apologizing.

Improvisation. It refers to the act of presenting or performing something unplanned and unrehearsed, using whatever can be utilized inside the mind. It aims to develop "thinking

on one's feet" skills and gain confidence in coping with the unexpected; get practice in instigating communication from nothing; focus on getting the message across rather than on repeating dialogues parrot fashion (Lavery, n.d.)

K-12 Curriculum. It is an education system under the Department of Education that aims to enhance learners' basic skills, produce more competent citizens, and prepare graduates for lifelong learning and employment by specializing in certain skills needed in specific professions.

Natural Reflex. It refers to an automatic response to a stimulus. In relation to language, reflex helps in building fluency in speaking, which is the quick and effortless recall of words.

Real-world Situations. The term refers to scenarios that happen in real life, which can be integrated inside the classroom. In using such situations, teachers engage their students more deeply in learning the lessons since the classroom material relates to events that have happened to them. Students are shown concrete examples and see how academic topics relate to them; thus, making the concepts less abstract and scary.

Rehearsed Performances. The term refers to presentations of the students that were thoroughly planned and practiced. It refers to an activity in the performing arts that occurs as preparation for a performance in music, theatre, dance and related arts.

Rote Learning. It is a memorization technique based on repetition. The idea is that one will be able to quickly recall the meaning of the material the more one repeats it. With rote learning, students do not pay attention to the inner complexities and inferences of the subject that is being learned and instead focuses on memorizing the text.

Spontaneity. It is doing something without thinking about it beforehand. It is engaging in unplanned discussions and conversations, which the students of this cohort will be needing for their future profession.

# CHAPTER 2

## Review of Related Literature and Studies

This chapter presents the related literature and studies after the thorough and in-depth search done by the researcher. This also includes the synthesis of the discussion from local and foreign materials.

## Foreign Literature

Various foreign journals, articles, blogs, and vlogs were compiled to strengthen the purpose of this study. All texts gathered are retrieved from recent credible websites.

Improvisation makes the students wander on their own, making them learn something unconsciously by exploring their creativity. Most of theater enthusiasts find improvisation as a difficult method of acting because one must be able to master the acting tools before completely involving himself in an improvisation performance. However, improvisation may come in many ways. According to Erickson (2015) in her article *Improvisation: Five Approaches*, "Whenever students are acting a story without a script, or making up their own stories based on history, science or a favorite book, they are improvising." This means that students can do improvisation in simpler ways; the facilitator of the class will just have to think of different ways in presenting the lessons.

Erickson (2019) explained that the purpose of improvisation is communication among the participants. People who are trained or untrained in the arts can participate in applied theater. This means that students who will be undergoing series of activities involving improvisation do not really have to be equipped with good communication skills already since the activities can easily be adopted by anyone. However, in the context of the study, it emphasizes a strict implementation of the activities to be able to achieve the heightened speaking proficiency. Moreover, the implementation of improvisational activities will be given a standard difficulty for the students based on what they need to learn. The main

purpose of the study is to be able to use the spoken language in different unfamiliar contexts. Erickson (2019) affirms the idea of Florea (2011) in her study *Using Improvisational Exercises for Increasing Speaking and Listening Skills,* that Acting and Comedy improvisational exercises allow students, with their abilities and interests, to participate and make manifest grammar, vocabulary, and pronunciation lessons in a fun and realistic way, right away. By using acting and comedy improvisational techniques, students not only are provided with structure but are encouraged to speak quickly and decisively, thus decreasing their reliance on their native language and allowing them to utilize the vocabulary and grammatical structures of the target language more naturally. It is also a method of building skills in actors that might be needed to strengthen the production, including listening, spontaneity, and timing (Erickson, 2019).

"*Developing Oral Proficiency and Motivation through Script-Based and Improvisational Drama*" by Chauhan (2004) and Guzel (2017) stated that using drama in second language (L2) classroom can significantly increase students' confidence, self-esteem, and motivation. This was further elaborated by Bruce T. (2019) in his article *A Guide to Improvisational Theater* stating that improvisation requires a sense of spontaneity, instinctive and social comprehension to improvise without a script. In fact, improvisational theater has attracted many people across all walks of life for improvement in personal and interpersonal development. Since the study aims to prepare the students for real life scenarios, the activities that are proposed shall be authentic experience without needing a variation of the activities to fit the 'real life' learning objective. Improvisational Theater is one of the authentic real-life activities that can be provided to learners. It helps people gain the necessary experience and knowledge in real life situations. It increases the overall platform when delivering speeches, presentations, and unscripted performances. Those who do improvisations have reported having surge of confidence, communication skills, enhanced acting abilities, developing

social comfort in various settings, refined cognitive abilities, improvised listening and observational skills, improved interpersonal development and creative thinking skills. (Bruce T., 2019)

One way to present lessons is by the use of drama strategies. Drama is a method to reveal aspects of human condition; life is nothing more than a grand series of improvisations (Price, 1980) in Boudreault's (2018) *The Benefits of Using Drama in the ESL/EFL Classroom*. This reaffirms Bruce T.'s (2019) statement when he said, "We are all acting out theatrical performances to present ourselves in regard to how we wish to be seen. When we are in the presence of others, we are to some extent onstage. We will act and communicate in our own interests to influence the people around us voluntarily in accordance with individual plans."

All three articles complement the aim of the study, which is to use the improvisational activities in improving not only the aspect of how a student perceives learning the second language but also the other aspects needed by people whose profession require mastery of communication and social skills such as spontaneity and social comprehension. To be able to achieve this, Flanagan (2015) quoted Criess, director of Improvisation Boston's National Touring Company, in his article *How Improvisation Can Open Up the Mind to Learning in the Classroom and Beyond* suggests speakers bear in mind the four C's (4C's) when talking about improvisation. The 4C's are creativity, critical thinking, collaboration, and communication. In this way, the improvisation will be kept on path and the success of using improvisation to improve one's speaking proficiency will be more evident.

Pasulka (2017) in his article titled *Everything You Should Know About Improvisation* stated, "Some people are naturally comfortable in the moment. Others end up 'in their head' or just plain frozen. It's unclear if improvisation can make you a more creative person, but

with practice, you'll at least be more relaxed on your feet." When it comes to practice and retention, one technique that may be used by the learners is rote memorization.

According to Zilberman (2018), the rote memorization technique is based on repetition and memorization of individual items. The idea is that one will be able to quickly recall the meaning of the material the more one repeats it. When one learns all subjects in school, he tries to remember information, and rote memorization is the only technique available to this end. However, adults experience frustration in learning a foreign language because they apply rote memorization to it as to all other subjects, and in most cases, they fail.

He further explained this by restating two concepts introduced by Daniel Kahneman, a Nobel Prize winner. People think slow and fast because of two different systems of the mind. System 1 operates automatically and quickly, with little or no effort and no sense of voluntary control. System 2 allocates attention to the effortful mental activity and, therefore, is slow. For example, rote memorization belongs to System 2, whereas expression of feelings and thoughts, i.e. speech, belongs to System 1.

If a person learns a foreign language with the objective of communicating in it, he needs to develop it as System 1 – communication operates automatically and quickly, the reason why the conventional methods of learning a foreign language, which belong to rote memorization, should be substituted with training language skills. Training is the best alternative for adults since it belongs to System 1. Driving a car, figure skating, playing a musical instrument, martial arts skills, or speaking a foreign language – all of these skills are trained as System 1. During training of all these skills, the brain finds and records the patterns that it can perform after training without conscious effort and with minimal attention, i.e. effortlessly.

As an alternative approach to subject areas that require memorization with disdain and conflict, teachers can build higher-level critical thinking skills with rote learning as the foundation. Rote learning and memorization do not equal higher-level thinking, and should not replace one for the other. Rote learning, however, is the cornerstone of higher-level thinking and should not be ignored. Especially in today's advanced technological world, rote memorization might be even more important than ever. He suggested thinking of rote learning as the filing system for one's brain. If one can easily access the information when performing a certain task, the brain is free to make major leaps in learning.

In this case, rote memorization learning technique can take place in the introduction of new concept of a structure. But, to provide enrichment of the students, it is important that they get out of rote memorization learning technique after building the foundation and start implementing activities that foster real-world situations.

However, learning language is a long and complicated procedure. In order to understand it better, many theories have been cited parallel to the learning principles. These principles are used to choose the suitable learning tools and strategies in learning process. Sanal (2017) gave a rundown of the theories in his article *Foreign Language Teaching and Learning Theories/Approaches* stating that each theory has its own principles. Behaviorism, for instance, has its base on stimuli-response associations. To shed light on this topic, this study, which was carried out by means of literature review model, gives detailed information about foreign language teaching and learning theories/approaches.

As it is known, the behavioral psychologist Skinner is the forerunner of behavioristic view. Language was considered as a behavior. He applied the theory of conditioning to the acquisition of a language. He suggested that language learning is a habit formation. That means learning is a behavior change. However, in order to change a behavior, there should be

an event. Ivan Pavlov's study of classical conditioning is an example that a response comes when there is an environmental stimulus.

Classical conditioning emphasizes the importance of learning from the environment, and supports nurture over nature. However, it is limiting to describe behavior solely in terms of either nature or nurture, and attempts to do this underestimate the complexity of human behavior. It is more likely that behavior is due to an interaction between nature (biology) and nurture (environment). In other words, behaviors are developed by a set of stimulus-response associations.

A stimulus-response can be set by different forces around a person. This is parallel to Vygotsky's theory of social constructivism which explains the major theme of Vygotsky's theoretical framework on how social interaction plays a fundamental role in the development of cognition. Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter psychological) and then inside the child (intra psychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals." However, response cannot be seen by thinking what to respond, but by giving a concrete reply to the sender. Rublik (2017) quoted Vygotsky's theory explaining, "It seems a naïve idea that speech participates only in the activity of such functions that involve an outwardly pronounced word…. Knowing how to think like a human being without words is, in the final analysis, made possible only by speech." This is one of the points of Vygotsky's Social Constructivism which explains that the process of stimulus-response cannot be stopped inside the head of a person, but should produce something concrete from it.

The theory of social constructivism says that learning happens primarily through social interaction with others, such as a teacher or a learner's peers. One prominent social

constructivist, Lev Vygotsky (1896–1934), described the zone of proximal development (ZPD). This is the area where learning activities should be active learning. The use of 'active learning' to describe a classroom approach acknowledges that learners are active in the learning process by building knowledge and understanding in response to learning opportunities provided by their teacher. This contrasts with a model of instruction through which knowledge is imparted or transmitted from the teacher to students. For Cambridge (2019), active learning means that learners take increasing responsibility for their learning, and that teachers are enablers and activators of learning, rather than lecturers or deliverers of ideas. It is focused, lying between what the learner can achieve independently and what the learner can achieve with the teacher's expert guidance. By scaffolding tasks, providing guidance and support that challenges the learner based on their current ability, and through providing rich feedback using assessment for learning, the teacher actively helps students develop deeper levels of understanding by creating tasks that foster interaction among learners. Such description of 'active learning' perpetuates the objective of the study, which is to be able to interact with each other to develop learning.

However, interaction among learners is not an all-beneficial answer to improve one's learning. Krashen presented different hypotheses about the effect of having people around while struggling to use the language.

A piece of Krashen's jig-saw is the Monitor Hypothesis, which states that one's conscious knowledge of a language performs only one purpose - that of a monitor or editor. This hypothesis specifies how the two separate processes of acquisition and learning are used in second language performance. Before the learner produces an utterance, he or she internally scans it for errors, and uses the learned system to make corrections. Self-correction occurs when the learner uses the Monitor to correct a sentence after it is uttered.

According to the hypothesis, such self-monitoring and self-correction are the only functions of conscious language learning. The Monitor model then predicts faster initial progress by adults than children, as adults use this 'monitor' when producing L2 (target language) utterances before having acquired the ability for natural performance, and adult learners give more input into conversations earlier than children.

The monitor has three major functions - the conscious learning of the rules of a language or learning from a grammar book and/or in a classroom, the conscious formulation of utterances, and the editing of utterances during production or after they have been produced by the acquired system. In this third role, the Monitor is engaged to check or scan acquired output, either oral or written, and make any necessary corrections based on the conscious rules learned.

Krashen goes on to position that three conditions are necessary, but not sufficient, for the utilization of the Monitor as an editor or composer. Firstly, the learner requires sufficient time to think about and apply conscious rules. Secondly, he needs to focus on the 'forms' of a text. Finally, the performer must know the grammatical rules concerned. Furthermore, the Monitor cannot be utilized until adolescence - until Piaget's 'formal operations' stage of cognition

In the area of written production, it is certain that many language teachers would readily agree with Krashen on the evidence of the ability of second language students to edit their own compositions by thinking about and using rules to identify and correct many of the systematic grammatical errors which surface, presumably as the result of the learners' preoccupation with content rather than form, especially in the production of first drafts. In other words, while only the acquired system is able to produce spontaneous speech, the learned system is used to check what is being spoken.

This hypothesis claims that while comprehensible input is necessary for second language acquisition, it is not sufficient. Whether or not, or to what degree, input reaches the 'Organizer' depending on the condition of the Affective Filter. As the name suggests, this barrier screens input based on 'affect', or the learners' motives, needs, attitudes, and emotional states.

Top (2018) stated that affective variables such as fear, nervousness, boredom, and resistance to change can affect the acquisition of a second language by preventing information about the second language from reaching the language areas of the mind. Affective variables such as fear, nervousness, boredom, and resistance to change can affect the acquisition of a second language by preventing information about the second language from reaching the language areas of the mind.

A high filter, which is capable of preventing input from reaching the organizer, results from low motivation, high anxiety, and low self-esteem. A low filter is therefore conducive to efficient second language acquisition. Krashen also proposes that while the Filter is part of the subconscious processing system, it is outside the organizer. Thus, the filter relates directly to acquisition and not to learning.

The filter is said to determine which target language models will be selected by the learner, which parts of language will be attended to first, when language acquisition efforts should cease, and how fast a language can be acquired. Attitudinal factors which vary among individuals and within individuals, determine the success or otherwise of the language learner in acquiring a language. The differences in attainment between children and adults result not from the organizer but from the operation of the filter, together with the monitor.

While few would argue against the importance of affective variables in second language acquisition, Krashen's Filter seems to operate only in adults. Why this should be so is difficult to understand. Krashen attempts to relate the development of the Filter to

concurrent cognitive development - that is, the Filter becomes operational only after the learner has reached Piaget's formal operations stage, which occurs at about puberty and is accompanied by increased self-consciousness, feelings of vulnerability, and lowered self-image. Even if these statements are really true, it means that the method being pushed in this study is very applicable to the group of participants, given that all of them are in their puberty stage and has activated formal operations stage already.

**Local Literature**

Aside from the aforementioned articles, the researcher identified local journals, articles, texts, to help strengthen the goal of this study.

In a local context, various meanings of improvisations were given. Rappler (2017) defined Improvisation as having all the scenes and stories created on the spot. Every show is completely unique, so one never knows what is going to happen next – and neither do the performers**.** This is where lies a great parallelism of life and theater. In real life, people do not really know what is going to happen next. Although some may plan it, not all of the people have it the way they plan it.

Improv, or improvisational theatre, is an art form where performers put on shows that are completely unrehearsed, unscripted, and created on the spot. There will be external factors for an improvisational activity to function. Using audience suggestions to inspire them, they play games or tell stories that have never been done before and will never be done again. (CNN Philippines, 2018). Supporting this, Aih Mendoza (2018) stated, "You might think that because it's a kind of theatre art, improv is best suited for people with performing backgrounds, but a majority of Third World Improv students have only ever performed after enrolling in the school.In fact, it has a surprisingly wide range of members — from students to professors, freelance filmmakers to industrial engineers, fresh-grads to titas of Manila, and even one whole family and the occasional foreigner. While all these different types of people

are certainly able to perform after the end of a semester, this is not all Third World Improv is about. The main focus is helping their students improve themselves as people." The best way to explain this is to point out that improvisation is teaching people how to think, and that is not an easy job to do. One cannot say that a student is ready enough by giving them pieces of written work to memorize, rehearse, and perform in front of the crowd. They must know how to handle themselves in different unfamiliar situations. They must always have something to offer in every conversation.

Abola (2019) imparts his experience about learning improvisation by enrolling in a theater organization in a news article *How Improv Freed This Forty something from His Fear of Failure and Obsession with Being in Control.* He generously explained, "Learning improvisation teaches you things about yourself you don't necessarily want to know. Improvisation, I've come to discover, is a discipline of letting go, and I discovered, sometimes to my alarm, sometimes to my shame, that I cling to things that make it hard for me to progress. The need for control, to be the boss, to have things go my way. The need to be the funny guy, the popular guy, the life of the party. The need to be liked, to be applauded, to be the star." The realizations of Abola were remarkable as people need to learn the discipline of letting go of the plan and simply stepping out onstage and doing everything impromptu.

Mercado (2019) in his statement in Chua's (2019) article regarding the Fifth (5th) Improvisational Fest said, "…with the huge number of unscripted and unrehearsed performances, you have a whole variety: some of them are comedy, some of them are dramatic, some of them are short-form which looks like games, some of them are a long-form, and some of them are musical. So, I guess the best analogy is to think about it like a music festival with different kinds of unscripted performances." Because of the rise of improvisation performances to its popularity again, several performances are being staged in

the Philippines every year. The biggest event about improvisational theater is the one organized by Philippine Education and Theater Association (PETA). These experiences can lead to positive rules if strictly implemented inside the classroom.

As mentioned, lots of students who finished HUMSS created videos for the upcoming takers of the strand. The videos that they do are mostly talking about what a student must have and must prepare for as they enter HUMSS strand.

If they can handle themselves well in improvisation activities, students in this cohort will be able to present themselves well in any situation. Students under the HUMSS strand are expected to have communication and interpersonal skills. Teachers will give tons of reading materials, writing and research topics, and other assignments that may include a creative output like poems, paintings, and speeches. These activities require analytical, creative, and communication skills (Patriz Biliran, 2018).

Kythe Pusing (2017) supported this by stating, "…the key to survive this strand is to be confident. One of the possible jobs of HUMSS are reporters, politicians, and lawyers, and these jobs require confidence. HUMSS students are expected to be good communicators and public speakers; hence, this strand includes presentation activities to prepare students for their future jobs." People know that to be able to be good at those professions stated above, one must master the macro skill, speaking. To be able to say that one is a master of speaking and that the use of the language is highly effective, one must be able to use the language in any situation.

Lester (2019) in one of his vlogs titled *Reasons Why You Should Choose HUMSS in Senior High School 2019* stated, "…these are the students who are good at public speaking, debate, oral presentations, and reporting in front of the class. These students have the confidence in carrying themselves or presenting themselves in front of the class." The students in this cohort are expected to do a lot of extemporaneous and public speaking.

HUMSS students are expected to be the most confident and fluent speakers among all strands. "In HUMSS, the thing that you need to bring every day is what we called the confidence," Lester (2019). Most of the teachers are expecting students to be good speakers. This was affirmed by Prado (2019), a student enrolled in HUMSS strand, by stating that the most important thing that students have to obtain before entering the class is confidence, a trait that students will use for tons of presentations and performances.

Aside from this, there has been a problem that lies after the senior high school phase of the students. In an article *The Decline of English Proficiency in the Philippines*, Jimenez (2018) quoted how the Test of English for International Communication (TOEIC) revealed that the level of English proficiency of college graduates from the Philippines is lower than the target English proficiency of high school students in Thailand. This is alarming as these college graduates are the current professionals of the society and speaking is one of the skills that they will be using a lot in their respective professions. Ekola (2016) stated in her study that speaking English was viewed as the most challenging part of the English language used in the workplace.

In conclusion, the students in this cohort need to master their speaking proficiency, in the level of uttering words authentically. One of the ways to evaluate one's authenticity in using a language is by his/her fluency, being able to speak the language without lots of fillers used and with short thinking time. People who are fluent have good flow of thoughts. Since not all of the students can do impromptu speaking, one of the exercises that teachers may acquire is the exploration of the activities that may be implemented inside the classroom.

**Foreign Studies**

Different studies have shown the effectiveness of integrating drama activities in the implementation of the curriculum. The following researches have proved that drama has been a good complement of teaching macro-skills in English.

In December 2014, a study was conducted by Umar Fauzan study about *The use of Improvisations Technique to Improve the Speaking Ability of EFL Students.* The objective of the study was to implement the improvisations technique to improve the oral proficiency of the students. Throughout the process of the study, there were two components that were targeted; first, the improvement on the speaking score of the students, and second, the quality of classroom atmosphere in teaching speaking.

The study employed the collaborative classroom action research, done in two cycles. Each cycle consisted of four stages: (1) planning, (2) action, (3) observation, and (4) reflection. Fauzan conducted five meetings in each cycle mentioned; four meetings for the implementation of improvisations in the teaching of speaking and one meeting for conducting speaking test. The instruments used to collect the data were: (1) observation checklist, (2) field-note, (3) a score sheets, and (4) a questionnaire.

The result of the research showed that the criteria of success had been reached. The study determined two aspects as the success criteria of the implementation of improvisations in the teaching of speaking; score improvement and classroom atmosphere. The result of speaking test presented in the study confirmed that the respondents have made some progress, having average scores raised from 2.72 in the pre-test, 3.09 in cycle 1 and 3.76 in cycle 2. The scores gathered by Fauzan indicated an increasing ability from being 'fair' to being 'good'. The classroom atmosphere was also increasing positively; the participants were actively involved in the teaching and learning process, indicated by 64% who participated in cycle 1 and 73.79% who participated in cycle 2. The participants were also highly motivated in joining the teaching - learning process by showing cooperation, inquisitive questions, responses, and spontaneous expressions.

In the following year, Fabio (2015) conducted a study about *Drama Techniques to Enhance Speaking Skills and Motivation in the EFL Secondary Classroom.* The paper aimed

to investigate about how the implementation of drama techniques may enhance the students' speaking proficiency. It proved that the drama activities heightened students' interests which made them interested in learning the target language.

Fabio (2015) conducted his study by creating two groups of participants: a control group and the research group. Both groups are composed of second year high school students. The researcher started the investigation by administering pre-questionnaires to measure their initial level of motivation and conducting interviews to evaluate their oral proficiency levels.

The study was mainly intended to demonstrate the advantages of implementing drama techniques for EFL high school students. Fabio (2015) agreed with Dougill (1987) about the concern for reproducing real-life situations. Drama activities have the power of bridging the divergence between the classroom environment and the language actually employed in everyday human interactions. Aside from this, the students have shown their willingness and desire to communicate. Participants also realized how language nowadays plays a vital role in one's career and profession.

The study also strived to prove how drama activities offer the perfect tools to accomplish language learning, involving both the learner's intellectual and emotional sphere, and aiming to create a meaningful, pleasant, and low-stress atmosphere. Moreover, they provided a range of language functions when recreating authentic communicative contexts.

Another study about *Developing Oral Proficiency and Motivation through Script-Based and Improvisational Drama* was conducted by Muhammet Cagri Guzel (December 2017) in California State University – San Bernardino. The aim of the study is to exclude the traditional method in teaching speaking which results in an increase in the number of demotivated learners who often hate and fear to practice one of the challenging skills when learning how to speak a foreign language. It focuses on using drama as a tool to turn the classroom into a learner-centered atmosphere. Guzel (2017) stated, "This study is intended to

gain insights, analyze, and better understand the use of script-based and improvisational drama to develop oral proficiency by taking student motivation and attitudes into consideration." Furthermore, he worked on answering the following questions: 1) What are learners' motivations and attitudes toward developing speaking skills before the intervention and after the intervention?; 2) What unique roles do the script-based versus improvisational drama play in fostering learners' development of oral proficiency?; 3) What are the participants' reactions to script-based and improvisational drama instructional techniques before and after the intervention?; and 4) How do they make sense of their oral proficiency gains as they reflect on the experience of participating in the creative dramatic activity? There were 12 participants who voluntarily committed to attend the sessions.

Since the study claimed that the traditional methods failed to satisfy the needs of language learners in developing their oral language proficiency, the method used in this research aimed to provide a substantial difference in speaking skills by using script-based and improvisational drama along with the participants' motivations and reactions toward the methods. The main data sources for his research were interview and video recordings, and secondary sources were observation and field notes. Pre- and post- interview recordings were analyzed to determine their oral language proficiency by utilizing the Speaking Proficiency Assessment Scale to measure and analyze their speaking skills before and after the drama intervention.

Guzel (2017) addressed the following questions in using a drama intervention to determine learners' speaking proficiency. He conducted a total of four (4) sessions; two (2) sessions were allotted for script-based, and two (2) sessions were allotted for improvisational drama. Aside from this, he also conducted interviews, video recordings, and field observations, and taking notes throughout the intervention. As learners underwent dynamic and interactive process of language learning through drama which exposed them to active

interaction and meaningful contexts, they were able to build up oral proficiency to some extent.

After the intervention of drama activities, all the participants showed major improvement in their fluency and vocabulary. All their speaking proficiency levels improved, too. When the pre- and post-intervention oral assessment results were compared, it seemed that this drama-based instructional approach had a crucial role in improving oral proficiency especially in fluency and vocabulary (Guzel 2017).

Based on observations and interviews, those participants who had enthusiasm, motivation toward drama, and great desire to practice it had increased their oral proficiency much more than those who had less. Nevertheless, the research showed that the learners had great potential in practicing the target language for their oral language development. It was observed that script-based and improvisational drama provides an environment for learners to improve their oral language proficiencies, to create relationships, and to improve their social relations, as they engage in acting as a group, and at the end, to be able to see the group members as a whole (Guzel, 2017). Implementing the intervention of drama activities led to positive motivation of the participants to achieve successful results in their language learning process.

The research concluded that both drama activities, script-based and improvisational, have excellent impact on the speaking proficiency of the students. The most evident impact was seen on how the learners heightened their positive attitudes and motivations in order to improve their oral language. Moreover, since learners became hesitant to engage in drama-based approaches, specifically improvisational drama, it should be noted that many students' attitudes toward drama were improved by participating in drama-based instructional approaches.

Furthermore, it established a positive motivation to improve social relations between participants as they engage in acting as a group. This scenario will solidify the positive effect of improvisation activities if patterned on Vygotsky's Sociocultural Theory.

**Local Studies**

On the other hand, various local studies have shown challenges faced by the senior high school students, specifically those who belong to the Humanities and Social Sciences strand. The following studies targeted their communication strategies in improving their speaking proficiency. Also, a study about the perceptions in terms of employability was also discussed.

A study by Cortes (2016) titled *Communication Strategies of Senior High School Students Towards the Improvement of their English Oral Communication* examined the relation of the Grade 11 students' communication strategies to their performance in Oral Communication. The study emphasizes the equal importance of speaking to other macro-skills and how it is often set aside in skill-building.

The study is parallel to the current study of the researcher in terms of the participants. Cortes (2016) used forty-six (46) Grade 11 HUMSS students enrolled in Lagobon National High School in Cebu City. The researcher purposely pointed out that oral communication for the cohort would be very helpful in their careers in the future, which is also the same reason why the current research is being studied.

Cortes' study used recordings and transcribed them using a taxonomy suggested by Malasit, Y. and Saborol, N (2013) to evaluate students' communication skills in their pre-test and post-test. He used a control group, being taught using a conventional lecture method, a theory of Zigried Engelmann which states that a faster pace will be seen in the students if the facilitator delivers instructions clearly, and an experimental group, which received a target communication strategy in developing their oral communication.

At the end of the research, it reaffirmed a study by Alibakhshi and Padiz (2011) who firmly argue that teaching communication skills has a positive effect on language performance of learners in English (Cortes, 2016). This strengthens the Skinner's theory of behaviorism which states that an external reinforcement betters a learner's performance. The research shows that students did not only improve in spoken language, but also perceived learning the language as interesting and fun without feeling any hesitation and discomfort. The intervention met the needs of the students as they are motivated to become successful and fluent speakers of the language. It is very important that students improve the way they look at a subject positively. It disregards the pressure of just passing the subject. The study of Cortes (2016) achieved the objectives of encouraging students to take risks and utilize communication strategies and provide opportunities for practice of the target communication strategies.

This kind of effect, that of the students improving in spoken language and perceiving language learning as fun, can also be seen in students who will experience learning languages using improvisational activities as instruction. This is reaffirmed by Walker, R. et.al. (2015) in a study titled *Constructing identity and motivation in the drama classroom: A sociocultural approach*, where they stated: While performance in the drama classroom is sometimes an individual activity, student performance often develops out of highly collaborative classroom activity and this has a powerful motivating effect, despite individual concerns of having one's identity "judged".

The researchers of the said study reaffirm the use of drama activities in heightening students' motivation, which can later have an effect on their study habits. Motivation is a very important tool for students, especially if they are still unprepared for different changes that are happening. It will be the only thing that can keep students going despite occurring changes.

A study from Anselmo Sandoval Memorial National High School titled *Assessment for the Preparedness of Senior High School Students Under Academic Strands for College* was conducted last October 2017. It is a study conducted by Grade 12 Senior High School students of the same school. The study was undertaken during the first few years of implementation of the senior high school program. Even if this is an undergraduate study, the research becomes valid as these students were able to come up with the idea of assessing the preparedness of their fellow senior high school students. It justifies their thinking that they themselves are not prepared for this kind of changes.

This study is made through the use of descriptive research, assessing the readiness of the SHS students for tertiary level of education or college. The researchers of the said study pointed to the grades or performance inside the class as one of the indicators of the students' preparedness for college. They did this by determining the respondents' behavior and habits inside the class, as they will be reflected in the grades and performance of the students, which are strictly monitored in the tertiary level.

The study also pointed out the purpose of offering the senior high school program. It was said to provide guidance and direction to the students' chosen course for college and to develop the students' intrapersonal skills and abilities based on the students' fields of interest that can be used later in college. They emphasized the importance of the SHS program as a phase in building a foundation for the students, which will let them focus on their chosen course during their college phase. Preparation of students in SHS involves communication skills. In addition, HUMSS students emphasize the need for them to develop their mastery of the spoken language.

However, another study about the Perceptions of the Senior High School Students on their Employability Skills by Quennie Palafox (2018) was presented during the De La Salle University Research Congress 2018. The study aimed to determine the perceptions of the

Senior High Schools on their Employability Skills and the relevance of these skills to decent employment and career development.

The respondents of the study were Grade 12 Senior High School Students of Malacampa National High School in ABM (Accountancy, Business and Management) and HUMSS (Humanities and Social Sciences) Strand, each with one section composed of 46 and 30, respectively. A combined total of 67 respondents from ABM and HUMSS were surveyed in this study which represents 88% or 76 of the combined population of the 2 grade strands. Based on the findings of the said study, Independent Learning Skills got the highest rank under employability skills category competence among the HUMSS students based on their perceptions followed by Creative/Innovation Skills. The HUMSS students perceived their Problem-Solving skills as least competent.

First, this study showed communication skills as the fourth ranked skill and second to the last under the category of competence. The students might have overlooked the communication skills as one of the most important skills for them. They must have disregarded the importance of communication skills which should have ranked the highest. Meanwhile, the skills ranked as first and second are independent learning skills and creativity/innovation skills. Being an independent learner is a must for all of the students since they will all be working on their own after they graduate.

Second, the study contradicted most of the blogs written and vlogs recorded by the HUMSS students themselves.  In 2016, Sakay who posted a blog titled *What HUMSS Is All About,* mentioned the importance of effective communication to their strand. Calendatas (2018) also supported this by stating that HUMSS students need to focus on their linguistic competence in her blog titled *Strand Shaming Among HUMSS Students.* Valdepena (2018) strengthened the claims of Sakay and Calendatas by creating a post dedicated to HUMSS students on a Facebook page which stated, "In this strand the student will learn how to

communicate properly with strangers, peers, loved ones, professionals, and even a big mass of crowd." Aside from the mentioned blogs posted by HUMSS students, several vlogs were recorded, reinforcing the benefit the strand gives regarding proper communication. Candava (2018) mentioned in her vlog titled *HUMSS Starter Pack | Philippines* that social skills are one of the most needed skills in the strand. She also added that this strand made her improve the way she socializes with people by stepping out of her comfort zone through speaking. "In the HUMSS strand, you always have to speak in front of the people," Candava (2018), which makes speaking as one of the vital skills that they must be proficient at before they graduate. This was also the content presented by Francisco (2018) in his informational vlog titled *TIPS + 10 Things To Know About HUMSS.* He stated that a HUMSS student must have communication skills because most of the things that they need to do according to him is to "…talk, talk and talk. In short, what they do is focused more on public speaking, oral communication, and performance task in HUMSS." Coming from the students who belong to the program, the assertion proves to be credible, in addition to giving insight on the nuances between how people perceive what they need and what they really experience.

Lastly, the claims of the students were supported by several blogs and online articles on the needs of the students. Since it was mentioned that the students in this cohort are future negotiators when they go outside of the school, one of the best skills that they must learn is the transfer skill. Duszynski (2019) in his article titled *Transferable Skills: Definition, Examples & List of 50+ for Your Resume* enumerated the following communication skills under transferable skills to be a good leverage in one's resume. The following items that were identified were oral communication, written communication, interpersonal communication, non-verbal communication, listening, presentation, public-speaking, relationship-building, small talk, rapport-building, negotiating, persuading, and discussion. Most of the items enumerated involve speaking as a subskill. Moreover, the speaking skill needed in most of

the items identified require a spontaneous speaking, which is the main skill targeted in this study.

**Synthesis**

The studies prove that drama activities play an important role in the holistic development of the students. Integrating these activities in the classroom enhances not only the students' communication skills but also their self-management skills. However, only few instructors are familiar with using drama as an improvisation activity, the reason why it is not often utilized in learning engagements.

Aside from this, the literature collated added to the fact that fluency in speaking English is vital for the students under Humanities and Social Sciences strand. Hence, it justifies the need for conducting this study as the HUMSS students themselves affirm the importance of speaking skills. Furthermore, it gives an elaboration of how problems in speaking proficiency continue to arise as students go to college.

It also shows that the theories used in this study are substantial to test the effectiveness of using drama improvisation activities in enhancing the speaking skills of the chosen participants.

## CHAPTER 3

### Methods and Procedures

This chapter presents the research design, respondents of the study, sampling technique, data-gathering instrument, data-gathering procedure and statistical treatment of the study.

**Research Design**

This study examined how improvisational activities helped heightened the speaking proficiency of the learners. The role of the researcher was participant-observation in the role of facilitator. The data collection included interviews, video recordings, observation and field notes, and findings reported accordingly.

This study used a quantitative method to achieve the research objectives. McLeod (2019) defined the aim of Quantitative research as to establish general laws of behavior and phenomenon across different settings/contexts. Research is used to test a theory and ultimately support or reject it. Surendran (2019) further explained this by elaborating the method as the systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical or computational techniques. Quantitative research templates are objective, elaborate, and many times, are investigational in nature. The results achieved from this research method are logical, statistical, and unbiased. Data collection happens using a structured method and conducted on larger samples which represent the entire population of grades 11 and 12, and the entire population of freshman college students, taking up communication.

The participants of the study may represent the other students who are taking up HUMSS as their strand in Senior High School since all of them are targeting to master a specific skill in preparation for their college course and their future profession, which is speaking. Aside from this, college participants may represent the whole population of

freshman students who are in communication classes as it is a general course. All macro skills are vital for their endeavors but fluency of speaking, which is the focus of this study, is the skill that they identified they need the most.

The researcher chose Quasi experimental as the method to be used. Jaikumar (2018) stated that quasi experimental designs are generally used to establish the effect of independent variable on dependent variable in situations where researchers are not able to randomly assign the subjects to groups for various reasons. He also added that quasi-experimental research design involves the manipulation of independent variable to observe the effect on dependent variable. Given the definition, the researcher decided to take this as the method since the participants were chosen for a purpose, and activities were implemented to this chosen cohort. The study also followed the pretest and post-test scheme which is a vital part of a quasi-experimental quantitative study.

**Respondents of the study**

The researcher considered getting respondents from the Senior High School program, specifically the Humanities and Social Sciences (HUMSS) strand for the academic year 2019-2020 and college students enrolled in the Purposive Communication class. Both cohorts of students are from Chiang Kai Shek College. The total population of the students in this group is ninety-five (95) students. Since a class under HUMSS has a small population, the researcher decided to get all Grade 11 and 12 students of the school, together with the college students who are taking up purposive communication: Thirty (30) respondents from Grade 11, Twenty-six (26) from Grade 12, and thirty-nine (39) from college.

The researcher purposely selected this group as proficient oral communication would be very helpful in the courses that they would take and the professions that they would have in the future. Through the study, the researcher believed that they would enrich their oral communication skills and soon become competent speakers.

**Instruments of the Study**

To gather the needed data, the following research instruments were used:

Survey Questionnaire. A researcher-made questionnaire to gather respondents' demographics was prepared and distributed to the respondents. Improvisation activities were used/implemented in the middle of the pre-test and post-test.

Interview. The researcher conducted an informal interview with the respondents. The information gathered was used to confirm or negate the data gathered through the questionnaire.

Pre-test and Post-test. Individual interviews were held for the evaluation of the students' speaking proficiency. The pre-test and post-tests were in the form of verbal interaction between the researcher and the respondents. A recording instrument was used to accomplish a transcribed document.

Audio Recordings. Recordings of the individual interviews during verbal interaction were transcribed and evaluated thoroughly.

**Validation of the Instrument**

The instruments were validated by the adviser, selected English subject teachers, and the panel of the CKSC College of Graduate Studies to ensure that all the instruments were substantial and within the reach of the students' level.

Validating instrument is vital to ensure that the tests that will be used are useful and can really contribute to the success of the study. Sharma (2018) explained that validity is the degree to which an instrument measures what it purports to measure. Invalid instruments can lead to inaccurate research conclusions, which in turn can influence educational decisions.

The researcher chose the following people to validate the instrument to be used because of specific reasons. The researcher sought the guidance of the adviser for the instrumentation. The researcher also asked for the help of the English subject teachers and

other teachers of senior high school program and college program as they know their students' capability to answer the given questions. Lastly, the researcher asked for the suggestions of the panel of the CKSC College of Graduate studies to improve the instruments used.

**Data Gathering Procedure**

Before starting the actual data gathering, the researcher gave out a request letter to the supervisor of the program for the conduct of the research. As soon as the authority gave the approval, copies of the survey questionnaire were distributed in preparation for their individual interviews.

Individual interviews started informally by casually asking the participant to confirm or negate the answers provided in the survey questionnaire. After that, the researcher conducted the pre-test which was in the form of a recorded formal interview.

The sources of the main data for this research were interview, audio recordings, and survey questionnaire. The tests conducted were evaluated by modifying a taxonomy suggested by Malasit and Sarobol (2013) that was used to analyze and identify SHS students' speaking proficiency. All aspects evaluating the fluency were emphasized since it is the main focus of the study. Frequency count was used to determine the communication strategies used by the HUMSS students before and after the intervention. Pre- and post- interview recordings were analyzed to determine their oral language proficiency by utilizing the Speaking Proficiency Assessment Scale to measure and analyze their speaking skills.

Between the pre-test and post-test, an intervention of drama improvisation activities through workshops were conducted. The researcher provided drama improvisation activities to the students, all targeting to enhance their speaking proficiency.

After the intervention was done by the researcher, the post-test, which was in the form of individual interviews again, were conducted to the students. In the same way, it was

evaluated using the modified taxonomy suggested by Malasit and Sarobol (2013) in evaluating students' communication strategies. The frequency count of both pre-test and post-test results was the data used for the study.

**Statistical Treatment of Data**

The following statistical tools were used in the analysis and interpretation of the data gathered:

Mean was used to get the average score in English speaking proficiency of the respondents in the pre-test and post-test.

The following self – made guide based on "*Communication Strategies of Senior High School Students Towards the Improvement of their English Oral Communication*" (Cortes, 2016) was used to describe verbally the mean English speaking proficiency:

| | |
|---|---|
| $1 \leq \bar{x} < 1.5$ | Beginning |
| $1.5 \leq \bar{x} < 2.5$ | Developing Proficiency |
| $2.5 \leq \bar{x} < 3.5$ | Approaching Proficiency |
| $3.5 \leq \bar{x} < 4.5$ | Proficiency |
| $4.5 \leq \bar{x} \leq 5$ | Mastery |

Relative Frequency Distribution was used to describe the respondents' information in terms of age, gender, regional dialect or mother tongue and language used at home, school and community.

Standard deviation was used to measure the spread of a data distribution. It measures the typical distance between each data point and the mean.

t-Test: Two-Sample Assuming Unequal Variances [two-tailed] was used to determine the significant difference between the level of the respondents' performance in the pre-test and post-test.

t-Test: Two-Sample Assuming Unequal Variances [one-tailed] was used to determine if the level of the respondents' performance in post-test is better than the pre-test. This was also used to determine the effect of the use of drama improvisations on the speaking skills of students.

# CHAPTER 4

## Presentation, Analysis and Interpretation of Data

This chapter comprises the presentation, analysis, and interpretation of the findings resulting from 95 respondents from the Humanities and Social Sciences Senior High School Grades 11, 12 and College students taking up Purposive Communication. The data were analysed using Statistical Package for the Social Science (SPSS) computer program, and were presented in tables and texts and interpreted by the researcher.

### 1. Profile of the Respondents

1.1 Age

**Table 1**

**Frequency and Percent Distribution of the
Respondents by Age**

| Age | Frequency | Percent |
|---|---|---|
| 16 years old | 14 | 14.7 |
| 17 years old | 26 | 27.4 |
| 18 years old | 25 | 26.3 |
| 19 years old | 14 | 14.7 |
| 20 years old | 4 | 4.2 |
| 21 years old | 6 | 6.3 |
| 22 years old | 3 | 3.2 |
| 23 years old | 3 | 3.2 |
| **Total** | **95** | **100.0** |

Table 1 shows that 26 or 27.4% of the respondents were 17 years of age; 25 or 26.3%, 18 years of age; 14 or 14.7%, 16 years of age; 14 or 14.7%, 19 years of age; 6 or 6.4%, 21 years of age; 4 or 4.2%, 20 years of age; 3 or 3.2%, 22 years of age; and 3 or 3.2%, 23 years of age. Majority of the participants belong to the age bracket of 16 and 19 years, which stands at 83.1% of the respondents. Ages 16 and 19 are the ideal age range

for Grades 11, 12, and college as prescribed by DepEd.

1.2 Gender

**Table 2**

**Frequency and Percent Distribution of the
Respondents by Gender**

| Sex | Frequency | Percent |
|---|---|---|
| Male | 35 | 36.8 |
| Female | 60 | 63.2 |
| **Total** | **95** | **100.0** |

Table 2 shows that 60 or 63.2 percent of the respondents are female and 35 or 36.8 percent are male. This implies that a higher number of females participated in the study than males, because most of the students in the Humanities and Social Sciences enrolled are mostly females. In the total number of Grade 11 and 12 students enrolled in the Humanities and Social Sciences strand, only 19 out of 56 students are male, and the other 37 students are female.

1.3 Grade Level

**Table 3**

**Frequency and Percent Distribution of the
Respondents by Grade Level**

| Grade Level | Frequency | Percent |
|---|---|---|
| Grade 11 | 30 | 31.6 |
| Grade 12 | 26 | 27.4 |
| College | 39 | 41.0 |
| **Total** | **95** | **100.0** |

Out of 95 participants, 39 or 41% of the respondents were from College, 30 or 31.6% of the respondents were from Grade 11, and 26 or 27.4% of the respondents were from Grade 12. The College students were chosen because they were taking Purposive Communication class which requires them to develop a higher level of speaking proficiency. On the other hand, the Senior High School Grades 11 and 12 of the Humanities and Social Sciences strand were chosen because speaking is one of the vital skills and focus of their strand, just how it was explained in the previous chapters.

1.4 First Language

**Table 4**

**Frequency and Percent Distribution of the
Respondents by First Language**

| First Language | Frequency | Percent |
|---|---|---|
| Filipino | 67 | 70.5 |
| English | 8 | 8.4 |
| Chinese | 17 | 17.9 |
| Other Filipino Dialects | 3 | 3.2 |
| **Total** | **95** | **100.0** |

The table above shows the distribution of the 'mother tongue' or the acquired language of the participants. As shown in Table 4, 67 out of the 95 respondents had Filipino as their first language, 17, Chinese; 8, English; and 3 had other Filipino dialects as their first language. This implies that only 8.4% of the respondents are confident and comfortable enough to speak in the English language as they have acquired it first and have been using the language at home. If the results of the conducted tests are successful, it will strengthen the effectiveness of the use of drama improvisation activities since not all of them use English as their home language.

**2. English speaking proficiency of the respondents according to the results of the pre-test and post-test**

**Table 5**

**Descriptive Analysis of the Respondents' Level on English Speaking Proficiency**

| Speaking Proficiency | n | Mean | Standard Deviation | Minimum | Maximum |
|---|---|---|---|---|---|
| Pre-test | 95 | 2.756 | 0.872 | 1.2 | 4.8 |
| Post-test | 95 | 3.722 | 0.769 | 2 | 5 |

The mean of the pre-test (2.756) and the standard deviation of 0.872 show lower achievement compared to the post test with a mean of 3.722 and standard deviation of 0.769. Both the pre-test and post-test have low standard deviation. This means that the scores of the respondents both in the pre-test and post-test are close to the mean. The pre-test obtained a minimum score of 1.2 and maximum score of 4.8. The post-test gained a minimum score of 2 and maximum score of 5.

The mean of the English speaking proficiency in the pre-test drew near the level of approaching proficiency while the mean of English speaking proficiency in the post-test reached the level of proficiency. According to Cameron School of Business (2020), when a student is in 'approaching proficiency', he or she is very skilled in the use of a language but speaks the language less easily at a less-advanced level than a native or fluent speaker. In 'proficient level', a person shows mastery by speaking with a fluid speech. Having the level next to a native speaker is the optimal goal of any language teacher. The learning is not limited to achieving the same fluency as the native speaker, but it takes time since it is the primary language of the native speakers. Thus, seeing an improvement in the mean scores of the respondents from having 'approaching proficiency' to 'proficiency' solidifies the utilization of drama improvisations in improving their speaking proficiency level.

Since none of the respondents got the score of 0, it proves that the expectations from the respondents, pointed out in the previous chapter, were met, that all of them have a prior proficiency level already.

**3. Significant difference in the level of the respondents' performance in the pre-test and post-test**

**Table 6**

**Difference in the Level of the Respondents' Performance
in Pre-test and Post-Test**

| Speaking Proficiency | n | Mean | Variance | t Stat | t critical (two-tailed) | *p*-value | Remarks |
|---|---|---|---|---|---|---|---|
| Pre-test | 95 | 2.756 | 0.872 | 8.100 | 1.973 | .000 | Significant |
| Post-test | 95 | 3.722 | 0.769 | | | | |

Table 6 shows the result of the t-Test: Two-Sample Assuming Unequal Variances to determine if there is a significant difference in the level of the respondents' performance in the pre-test and post-test. With t Stat (8.100) greater than t critical (1.973), there is a statistical difference in the performance in the pre-test and post-test. With the p-value (.000) < 0.05 level in scores, the difference is statistically significant.

This table shows that the results of the post-tests are higher than the pre-tests since the minimum and maximum scores received by the respondents got higher.

**4. Effect of the Use of Drama Improvisations on the Speaking Skills of Students**

**Table 7
Effect of the Use of Drama Improvisations on the
Speaking Skills of Students**

| Speaking Proficiency | n | Mean | Variance | t Stat | t critical (one - tailed) | *p*-value | Remarks |
|---|---|---|---|---|---|---|---|
| Pre-test | 95 | 2.756 | 0.872 | 8.100 | 1.653 | .000 | Significant |
| Post-test | 95 | 3.722 | 0.769 | | | | |

Table 7 shows the result of the t-Test: Two-Sample Assuming Unequal Variances to determine if the level of the respondents' performance in post-test is better than the pre-test. With t Stat (8.100) greater than t critical (1.653), the performance in the post-test is better than the pre-test. Effect of the use of drama improvisations on the speaking skills of students was observed. With the p-value (.000) < 0.05 level in scores, the effect is statistically significant.

This table shows the effectiveness of using drama improvisations to target the subskills identified in order to heighten their scores and improve their speaking proficiency. This strongly approves that drama improvisations may be used to enrich the speaking proficiency of the students. It also reaffirms the study of Fauzan (2014) on the use of improvisation techniques to improve the oral proficiency of EFL students, as mentioned in the previous chapter. Fauzan shows that the students improved from being 'fair' to 'good' based on the test he administered. This finding is the same as the outcome of the present study. The test given by the researcher shows the respondents' improvement from 'approaching proficiency' to 'proficiency'. Aside from this, these results also give a wider and stronger view of Guzel's (2017) study on how drama activities heighten student's fluency in the target language.

**5. Teaching Strategy to enrich speaking skills**

Given the successful results verified by the statistics on pre-test and post-test, it is strongly proven that integrating drama improvisation activities can help heighten the speaking proficiency level of the learners. To further elaborate the success of the intervention used, a conversation model applying drama improvisation activities was proposed as a teaching strategy.

Conversation model shows how interactive communication happens between two or more people. The researcher chose to use conversation model over communication model

because it parallels to the principles of drama improvisation. Conversation is spontaneous and dynamic. It is not planned or scheduled. People do not prepare their response to something that someone says – it emerges spontaneously (Gurteen, 2020). There are many types of conversations, but an exactly the same conversation will not occur twice, so one drama improvisation performance differs from all other improvisation performances. Lakhani (2020) further elaborated this by explaining that effective communication only occurs when it involves mindfulness – or one person's awareness of what is happening. Therefore, both drama improvisation and conversation are proven to be spontaneous and dynamic.

In the intervention activities conducted, the conversation was the core of how the students would enrich their speaking skills. Since the participants are more focused on what is going to happen next in the activities that they are doing, their priority is to respond immediately to what is happening rather than thinking if their sentences are grammatically structured. This breaks the impediment of monitor hypothesis and affective-filter hypothesis of Krashen's Second Language Theory for the students to produce comprehensible input. Furthermore, it entirely trails the stimulus-response of Le Vygotsky's Theory of Social Constructivism as the participants utter their responses immediately. As a result, the participants did not mind if their sentences are grammatically correct and the anxiety to talk during the activities and post-test has been lowered. Thus, improvisation activities play an important role in developing speaking fluency, whether conversation model will be effective or not.

The figure 3 shows the Dialogue-driven Conversation Model (DCM) which can be used as a teaching strategy in enriching the speaking skills of the students. DCM is adapted from Gordon Pask's (1975) Conversation Model and modified to align the context of the study. Pangaro (2015) explained that the fundamental idea of the theory was that learning occurs through conversations about a subject matter which serve to make knowledge explicit,

which is the same goal of the study. However, the five major elements of conversation in the diagram are contextualized to show how drama improvisation activities build successful interaction among participants.

The ultimate goal of this model is to let the learners master a transactional dialogue. According to the types of conversations listed by Brown (2000), transactional dialogue is a type of conversation with responsive speaking for the purpose of exchanging information through conversation and dialogues. It is worth mentioning that an improvisational activity develops this kind of conversation as it is not well-planned; participants do not know what is going to happen. This encourages them to have their own goal in their minds. When the facilitator gives the prompt, the exchange of dialogues starts, which triggers action/reaction from the participants. Then, the participants come to a point of connection, sharing the same goals, working collaboratively to continue the performance.
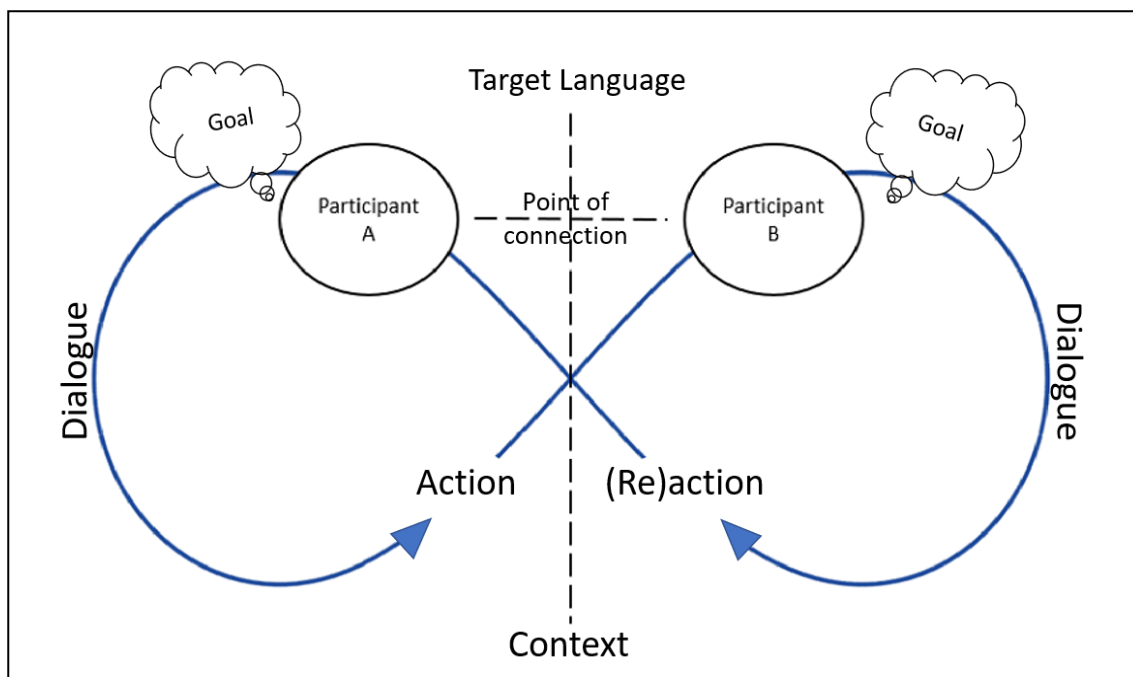


**Figure 3**

**Dialogue-driven Conversation Model**

As they work to make the performance coherent and sensible, the participants come up with a sole context. All these are happening without their knowing that they are enriching their speaking skills already. This makes the conversation as the one in-charge of the enrichment of speaking proficiency of the students.

The conversation model is named Dialogue-driven Conversation Model (DCM) since the conversation is built using dialogues that they produce during the activities. It could be used as a teaching strategy for it abides by the goals and principles of drama improvisation. It lets the students forget that they are learning a target language by focusing themselves on building an agreed context. This strengthens Krashen's Language Acquisition Theory which states that students attain language skills through acquisition, and not through learning.

The Dialogue-driven Conversation Model may work on any speaking activity in the classroom. However, to provide a compact output, drama improvisation activities are prescribed to go with the model. Several drama improvisation activities which are available online, are used but researcher-modified activities are included in this study, too. The following activities are all based on the improvisation activities that actors use during rehearsals and acting workshops. Each activity will target subskills in improving speaking proficiency, include materials needed, observe procedure of how it is done, and apply the suggested proficiency levels. Facilitators may modify the following activities to lower or higher the standards and cater the speaking proficiency levels to all students in the class.

**Table 8**

**Drama Improvisation Activities Appropriate
to the Conversation Model**

| | |
|---|---|
| Activity 1 | Channel Hopping |
| Target subskills | Thought flow, Conviction, Mindfulness of the Language |
| Suggested level of speaking proficiency | Approaching Proficiency and above |
| Material/s needed | remote control |
| Procedure | 1. Divide the class into groups and give each group "channels" or "television shows". Possibilities include a soap opera, a sportscast, a reality show, an action movie, or even a Netflix series they are all familiar with, too.

2. The facilitator will be acting as a television viewer and the students are the mere performers. This will test the creativity and spontaneity of students by thinking of many ways to keep their audience stay tuned on their show. The facilitator will point the remote at one group and pretend to "turn on" the channel. The group must provide the speech of the channel or show they represent.

3. After a while, "change" the channel by pointing to a different group. The first group stops and the second one begins. Tell the students that you are very picky and will change the channel if you get bored! On another day you can give the remote control to a different student who can "channel hop". Just like every TV show, the students need to come up with good interaction to be able to create a sensible and coherent conversation that will entertain the viewers. |
| Activity 2 | Alphabet Dialogue |
| Target subskills | Conviction, Mindfulness of the Language, Clarity of Pronunciation |
| Suggested level of speaking proficiency | All |
| Material/s needed | none |
| Procedure | 1. Ask the students to form a circle.

2. The facilitator gives a scenario to the students. For instance, attending a party or having a picnic in the park.

3. Then, the students are to speak one by one, clockwise or counterclockwise, to give dialogue-comments to the current situation.

4. This reply should consist of 26 lines of dialogue. The first line starts with a given letter (say 'R'). The reply to that line must start with an 'S', and so on, until the whole alphabet has been covered (you can leave out the letters K, Q, X and Z unless you want to make it really challenging!). After 'Y' comes 'A'. Students that hesitate, or use the wrong letter is considered 'Out'. The next student continues the |

dialogue. To modify the activity and cater to the beginning proficiency levels, one possibility is to give several "filler" or "hesitation" words or sounds in English that they could use:

| | |
|---|---|
| A – Ahh, anyway… | M – Mmmmmm … |
| B – But … | N – Now, as I was saying … |
| C – Come to think of it … | O – Oh, but …. |
| D – Does that mean …? | P – Perhaps, |
| E – Err … | R – Right … |
| F – Fine, but … | S – So …. |
| G – Good point … | T – Talking about …. |
| H – Hmmm … | U – Umm … |
| I – I'd say …. | V – Very interesting, but … |
| J – Just a minute … | W – Well … |
| L – Let me see … | Y – Yes, I know but… |

The students will be improving their mindfulness when it comes to creating conversations. The facilitator gives a prompt and shows how the students are opted to respond. This will improve the stimulus-response of the students when it comes to spontaneous conversations

| | |
|---|---|
| Activity 3 | The Good, the Bad, and the Ugly Advice |
| Target subskills | Conviction, Mindfulness of the Language, Clarity of Pronunciation |
| Suggested level of speaking proficiency | Approaching Proficiency and above |
| Material/s needed | none |
| Procedure | 1. The class will nominate three students. |
| | 2. They form a line (or sit down in a row). The class asks questions or gives problems for which they need advice. |
| | 3. Each of the three students provides a different kind of advice: good, bad, and really bad (ugly) advice. |
| | 4. Switch the roles around so that different people get a chance to provide different kinds of advice. If the 'bad advice' is really bad, then the 'ugly advice' should be even worse. This is very good for practicing the speaking skills of the students by also learning modal verbs forgiving advice (should, ought to, must). |

| | |
|---|---|
| Activity 4 | The Fortune Teller with Two Heads |
| Target subskills | Thought Flow, Mindfulness of the Language, Detailed Response |
| Suggested level of speaking proficiency | Proficiency and above |
| Material/s needed | none |
| Procedure | 1. Nominate two students to be the fortune teller. |
| | 2. People from the class can ask them questions about the future. The catch is that the fortune teller must answer the question three words at a |

time per student, then the second student will be continuing the advice given. This is quite challenging because the fortune teller's "heads" cannot consult each about what they are going to say as they must be told to stand back to back.

> For instance:
> Question (from class): What might happen to me today?
> Student A: You will meet
> Student B: a beautiful frog
> Student A: that will let
> Student B: you fall in

3. After 5 rounds of going back and forth, the class may ask again another question. If they wish to, they can also change the two fortune tellers in front. This will be helpful for the students to be mindful of the language by creating a cohesive response.

| | |
|---|---|
| Activity 5 | Hot Seat |
| Target subskills | Conviction, Mindfulness of the Language, Detailed Response |
| Suggested level of speaking proficiency | Developing proficiency and above |
| Material/s needed | chair, fish bowl |
| Procedure | 1. This activity is beneficial if utilized as a routine activity. First, each student takes a spot on the hot seat.<br><br>2. Then, the chosen student will be picking a paper from the fish bowl. Each paper consists of a famous character they are familiar with, too.<br><br>3. The other students ask questions about the character. The questions can be about anything, whether related to the plot, or not. The character's childhood, embarrassing moments, and pet hates are all fair game.<br><br>4. This activity can also be used as a prep exercise for story performance. Either way, it is an effective way to get the students think deeply about characters and create plausible personalities in fictional worlds. |
| Activity 6 | Synchronized Storytelling |
| Target subskills | Thought Flow, Conviction, Detailed Response |
| Suggested level of speaking proficiency | Developing proficiency and above |
| Material/s needed | fish bowl |
| Procedure | 1. The facilitator will group the students into pairs, but will not announce it yet to the class unless it is their turn already.<br><br>2. In this activity, students must tell a story. The students will pick a paper from the fish bowl. Each paper has the title of the story they need to tell. One tells the story orally, while the other acts it out. |

| | |
|---|---|
| | 3. Then, when the facilitator tells them to 'SWAP', their roles must switch. The one telling the story will be the actor already and the one previously acting should continue the story. |
| | 4. The activity may be modified to cater to beginning proficiency learners by changing the set of stories to more familiar ones. On the other hand, the facilitator may also add difficulty by putting unique titles that the students do not know. |
| Activity 7 | The Hitchhiker |
| Target subskills | Thought Flow, Conviction, Detailed Response |
| Suggested level of speaking proficiency | Developing proficiency and above |
| Material/s needed | chairs |
| Procedure | 1. Place four chairs on stage to represent four seats in a car. Four students start in the car and they are going somewhere. |
| | 2. A "hitchhiker" stands up and puts their thumb out. The hitchhiker has a very strong characteristic, such as enormous sneezes, extremely old age, and annoyed business person. |
| | 3. One of the passengers will say "look, hitchhiker" and they will pull over to pick the hitchhiker up. The hitchhiker enters the front passenger seat and the other students rotate around clockwise. The driver gets out of the car. |
| | 4. As soon as the hitchhiker enters the car, all the passengers and driver take on the hitchhiker's characteristics immediately and to the extreme. This new set of students must talk about something. For example. the hitchhiker is very loud and cheerful; all passengers inside the car must be like him while having their conversation. |
| | 5. They continue dialogue until new hitchhiker comes on. This round robin should move very quickly. |
| Activity 8 | The Expert |
| Target subskills | Thought Flow, Conviction, Mindfulness of the Language |
| Suggested level of speaking proficiency | Developing proficiency and above |
| Material/s needed | list of subjects to be expert at |
| Procedure | 1. Students become "experts" in certain subjects for a day. |
| | 2. Students take turns going in front of class. |
| | 3. As soon as one student is in front of the class already, the facilitator will give a subject that the student is expert in (e.g. Mobile Legends, Covid-19, Philippines, Vlogging, etc.) |

| | 4. The student must talk about that subject expertly for one minute. He/she should be encouraged to go on talking and to say whatever comes to mind no matter how absurd. The only rule to observe is that they can never stop talking. |
|---|---|
| | 5. The activity can be modified by letting the audience pick the subject for their classmate. |
| **Activity 9** | Gibberish Conversation |
| Target subskills | Thought Flow, Conviction, Mindfulness of the Language |
| Suggested level of speaking proficiency | Developing proficiency and above |
| Material/s needed | none |
| Procedure | 1. Before playing this game, introduce Gibberish to the students with a game like Gibberish Interpreter. |
| | 2. Then, the facilitator will ask two students to take the stage. They will be the actors in the scene. The facilitator will assign another two students to stand on either side of them. They will be the interpreters. |
| | 3. The facilitator will give the actors a topic. (Or ask for a suggestion from the class.) |
| | 4. The first actor speaks a line in gibberish, then his interpreter will translate it into English for the audience. The second actor then responds in gibberish, while her interpreter translates. |
| | For example: <br> Topic: Street Food <br> Actor 1: Gil kro bumne berse ber viti? <br> Interpreter 1: Have you tried eating street food in Vietnam? <br> Actor 2: Mui yoy, beek ploter woter magory. <br> Interpreter 2: Oh yes, I would definitely go back for their street food. |
| **Activity 10** | Descriptive Drawing |
| Target subskills | Detailed Response |
| Suggested level of speaking proficiency | All |
| Material/s needed | paper, marker/pen |
| Procedure | 1. The facilitator will divide the class into two groups: Group A and Group B. |
| | 2. Different topics will be assigned for each group. The students need to draw a visual representation of the topic given. |
| | 3. Then, the facilitator will call pairs in front. The students must sit back to back, or away from each other, as long as they do not see each other's drawing. |

| | |
|---|---|
| | 4. Student A will start his turn by describing his drawing, while student B draws it on his paper. After that, Student B takes his turn. |
| | 5. The activity ends by letting the students compare their drawings to the original drawing. If the picture seems to be close to the original, they have successfully given the details. |
| | 6. The facilitator may decide to stake one pair in front and let the whole class do it in pairs simultaneously to save time. |
| Activity 11 | Desert Island |
| Target subskills | Conviction, Clarity of Pronunciation, Thought Flow |
| Suggested level of speaking proficiency | Developing Proficiency and above |
| Material/s needed | paper, marker/pen |
| Procedure | 1. The facilitator will ask the students to draw an item, any item, on a piece of paper. |
| | 2. The facilitator will collect the drawings for a while. |
| | 3. Then, the facilitator will tell the students that they have been stranded on a desert island, and only half of the class can survive and continue to inhabit the island. |
| | 4. The only thing each student will have on the island is the item depicted in the drawing given to them, and their goal is to convince the class that they should survive based on that item. |
| | 5. To keep the spontaneity, no student shall receive his/her own drawing, which must be given before his or her turn only. |

It could be observed that most of the activities suggested by the researcher cater to the speaking level of developing proficiency and above. The activities are designed to cater to these levels since these are only enrichment activities. The same goes true for the study, since the participants of the described activities are expected to have prior skills in speaking already. However, these activities may still be modified to lower and/or higher the standards of the task.

All in all, the conversation model and the activities both aim to create exchange of dialogues among participants. When this conversation happens, the acquisition of the target language occurs.

# CHAPTER 5

## Summary, Conclusions and Recommendations

This chapter presents the summary of findings, conclusions, and recommendations of the study.

**Summary of Findings**

After determining the relative frequency distribution of the respondents' information in terms of age, gender, grade level, and regional dialect or mother tongue, the researcher obtained the following findings:

1. Majority of the participants belong to the age bracket of 16 and 19 years, which stands at 83.1% of the respondents. Ages 16 and 19 are the ideal age range for Grades 11, 12, and college as prescribed by DepEd.

2. In the total number of Grade 11 and 12 students enrolled in the Humanities and Social Sciences strand, only 19 out of 56 students are male, and the other 37 students are female.

3. Out of 95 participants, 39 or 41% of the respondents were from College, 30 or 31.6% of the respondents were from Grade 11, and 26 or 27.4% of the respondents were from Grade 12.

The College students were chosen because they were taking Purposive Communication class which requires them to develop a higher level of speaking proficiency. On the other hand, the Senior High School Grades 11 and 12 of the Humanities and Social Sciences strand were chosen because speaking is one of the vital skills and focus of their strand.

4. Out of the 95 respondents, 65 had Filipino as their first language, 17, Chinese; 8, English; and 3 had other Filipino dialects as their first language.

This implies that only 8.4% of the respondents are confident and comfortable enough to speak in the English language as they have acquired it first and have been using the language at home. If the results of the conducted tests are successful, it will strengthen the effectiveness of the use of drama improvisation activities since not all of them use English as their home language.

**Conclusions**

1. Speaking is a vital element of communication and students must reach a certain proficiency level in order for them to be understood. If the classroom learning atmosphere puts away Krashen's monitor hypothesis and affective-filter hypothesis, the line between acquisition and learning becomes thinner, making the students perform more productive.

2. Integrating drama improvisation activities to target subskills of speaking skill is one way of enriching the proficiency level of the students. Skinner's Theory of Behaviorism which states that people act in respond to the internally and externally generated physical stimuli was affirmed by this study.

3. Acquiring language, instead of learning it, through exchange of dialogues which are not planned, helps in developing fluency, and eventually speaking proficiency. This is confirmed by Krahen in his Second Language Acquitision Theory which states that acquisition system is contradicting the learned system, thus, the need for application of acquisition system in developing frequency, to obtain more natural and better performances.

4. Social interaction is vital in acquiring language, which Vygotsky's Social Constructivism Theory which focuses on language communication between individuals; that is, this method of acquiring language is highly associated with learner's interaction with their peers, teachers and others in society. According to Vygotsky, learning is a social negotiation of concepts and meanings using language in order to help others and solve problems. The theory suggests that concepts of acquiring of language of the individuals and development

could not be understood without reference to the social and cultural context in which these concepts are embedded.

**Recommendations**

1. English teachers should use the proposed conversation model, together with the drama improvisation activities, to enrich the speaking proficiency level of the students;

2. Students should apply spontaneity as a target subskill in speaking activities or performances in the class to address the difficulty of the learners to speak before the class or to communicate with others.

3. Schools should encourage English teachers to attend seminar-workshops on drama improvisation activities, to upgrade their ability in making the language more 'functional' in response to students' needs

4. Future researchers should conduct a follow-up study, to evaluate the effectiveness of this study, applying a longer time duration in the implementation of the intervention strategy or in enhancing other macro-skills using drama improvisations

# REFERENCES

## A. Books

Bonquin, Mary Rose et al. October 2017. Assessment for the Preparedness of Senior High School Students Under Academic Strands for College.

Cortes, Arnel P. October 2016. Communication Strategies of Senior High School Students Towards the Improvement of their English Oral Communication.

Ekola, Tytti. December 2016. English Language Needs and Language Proficiency of Academic Professionals as a Basis for Developing Language Training: A Case Study of Environmental Researchers.

Fabio, Torrico. 2014-15. Drama Techniques to Enhance Speaking Skills and Motivation in The EFL Secondary Classroom.

Fauzan, Umar. Decenber 2014. The Use of Improvisations Technique to Improve the Speaking Ability of EFL Students.

Guzel, MuhammetCagn. December 2017. Developing Oral Proficiency and Motivation Through Script-Based and Improvisational Drama.

Palafox, Quennie Ann J., et al. June 2018. Perceptions of the Senior High School Students on their Employability Skills, California State University.

Rose, S., & MacDonald, R. 2015. The process of improvisation. In N. Beech & C. Gilmore (Eds.), Organising Music: Theory, Practice, Performance (pp. 181-187). Cambridge: Cambridge University Press. doi:10.1017/CBO 9781139644365.020.

Walker, R., Anderson, M., Martin, A.J., & Gibson, R. 2015. Constructing identity and motivation in the drama classroom: A sociocultural approach. In S. Davis, B. Ferholt, H Grainger Clemson, S-M Jansson, & A. Marjanovic-Shane (Eds). Dramatic interactions in education: Vygotskian and sociocultural approaches to drama, education and research. London: Bloomsbury Academic.

## B. Journals

Al Hosni, Samira. 2014. Speaking Difficulties Encountered by Young EFL Learners, International Journal on Studies in English Language and Literature (IJSELL), Vol. 2, Issue 6, pp. 22-30.

Boudreault, Chris. 2018. The Benefits of Using Drama in the ESL/EFL Classroom, The Internet TESL Journal, Vol. XVI, No. 1.

Holhus, Kari et al. July 2016. Improvisation in teaching and education—roots and applications, Retrieved from https://www.cogentoa.com/article/10.1080/233 1186X.2016.1204142.

Leaño, A. J., Rabi, N. M., & Piragasam, G. A. G. 2019. Speaking Difficulties of Philippine Indigenous Learners in English Phonology. International Journal Academic Research Business and Social Sciences, 9(1), 1231–1244.

Liu, Dayan. December 2015. A Critical Review of Krashen's Input Hypothesis: Three Major Arguments, Journal of Education and Human Development, Published by American Research Institute for Policy Development, Vol. 4, No. 4, pp. 139-146.

Malasit, Yupadee and Sarobol, Nopporn. 2013. Communication Strategies Used by Thai EFL Learners. 802-815.

Parker, William A. June 2016. Improvisation: Skills for Theater and Life, Trinity University: Digital Commons @ Trinity, Retrieved from https://digitalcommons.trinity.edu/cgi/viewcontent.cgi?article=1357&context=educ_understandings.

Rezeq. Abu et al. September 2018. Problems English Majors Encounter in Learning Drama in English at Al Aqsa University in Gaza and Ways to Reduce Them, International Journal of Research in English education.

Rublik, Natalie. 2017. Language Acquisition and Cultural Mediation: Vygotskian Theory, Asia Pacific Journal of Contemporary Education and Communication Technology (APJCECT), Vol. 3, Issue 1, (ISBN: 978 0 9943656 82; ISSN: 2205-6181)

### C. Online Resources

Abola, Exie. 25 March 2019. How Improv Freed This Fortysomething from His Fear of Failure and Obsession with Being in Control, retrieved from https://news.abs-cbn.com/ancx/culture/spotlight/03/25/19/how-improv-freed-this-fortysomething-from-his-fear-of-failure-and-obsession-with-being-in-control

Bruce T. 12 May 2020. A Guide to Improvisational Theater. Retrieved from https://www.theaterseatstore.com/blog/improv-theater

Calentadas, Mary Grace. 12 Nov 2018. Strand Shaming Among HUMSS Students. Retrieved from https://marygracecalendatas.wordpress.com/2018/11/12/strand-shaming-among-humss-students/

Candava, Yzabelle. 16 July 2018. HUMSS Starter Pack || Philippines. Retrieved from https://www.youtube.com/watch?v=b_YxsWE2t6k

Clandfield, Lindsay. n.d. At the Imrpov. Six Drama Speaking Activities for the EFL/ESL Classroom. Retrieved from http://www.onestopenglish.com/skills/speaking/ lesson-plans/pdf-content/speaking-skills-lesson-plans-drama-activities-teachers-notes-intermediate-to-advanced/149726.article

Daskal, Lolly. 3 January 2018. 8 Ways Improvisation Can Make You Into a Better Leader. Retrieved from https://www.inc.com/lolly-daskal/how-improv-can-make-you-a-better-leader.html

Donnchaidh, Shaine Mac. n.d. Guesswork, Improv and More: 5 Exciting Drama Activities for Teaching ESL. Retrieved from https://www.fluentu.com/blog/ educator-english/esl-drama/

Drama Games. n.d. Retrieved from http://www.bbbpress.com/dramagames/

Duszynski, Maciej. 06 April 2020. Transferable Skills: Definition, Examples & List of 50+ for Your Resume. Retrieved from https://zety.com/blog/transferable-skills

Erickson, Karen. 16 November 2015. Improvisation: Five Approaches. Retrieved from https://onestopdramashop.com/blog-posts/improvisation-as-a-teaching-technique/

Five Improv Principles that Create Great Leaders. 22 March 2017. Rappler.com. Retrieved from https://www.rappler.com/bulletin-board/164803-5-improve-principles-leaders

Flanagan, Linda. 30 Jan 2015. How Improv Can Open Up the Mind to Learning in the Classroom and Beyond. Retrieved from https://www.kqed.org/mindshift/39108/ how-improv-can-open-up-the-mind-to-learning-in-the-classroom-and-beyond

Florea, Pamila J. 2011 Using Improvisational Exercises for Increasing Speaking and Listening Skills. Retrieved from https://asian-efl-journal.com/PTA/May-2011-Florea

Hurt, Natalia. 2019. Improv 101: 5 Activities That Use Language Improvisation to Accelerate Learning. Retrieved from https://www.fluentu.com/blog/educator/ language-improvisation/

Jaikumar, Maheswari. 7 Nov 2018. Quasi Experimental Research Design. Retrieved from https://www.slideshare.net/maheswarijaikumar/quasi-experimental-research-design-122264986

Jimenez, Roda S. 14 August 2018. The Decline of English Proficiency in the Philippines. Retrieved from https://punto.com.ph/the-decline-of-english-proficiency-in-the-philippines/

Kahneman, Daniel. 15 June 2012. Of 2 Minds: How Fast and Slow Thinking Shape Perception and Choice. Retrieved from https://www.scientificamerican. com/article/kahneman-excerpt-thinking-fast-and-slow/

Katigbak, Karr. 12 April 2018. K-12 Academic Track Series: HUMSS. Retrieved from https://portal.edukasyon.ph/blog/k-12-academic-track-series-humss

Kendra, Cherry. 5 Sept 2019. A Step-by-Step Guide to How Classical Conditioning Really Works. Retrieved from https://www.verywellmind .com/classical-conditioning-2794859

K-12 Academic Track Series: HUMSS. Retrieved from https://portal.edukasyon.ph/blog/ k-12-academic-track-series-humss

Lavery, Clare. n.d. Improvisations, British Council. Retrieved from https://www.teaching english.org.uk/article/improvisations

McLeod, Saul. 2019. What's the Difference Between Qualitative and Quantitative Research? Retrieved from https://www.simplypsychology.org/qualitative-quantitative.html

Mendoza, Aih. 24 Jan 2018. Funny is a Side Effect: How Third World Improv is Developing People. Retrieved from https://cnnphilippines.com/life/culture /2018/01/26/third-world-improv.html

Mercado. 6 March 2019. More Int'l Acts in 5th Improv Fest. Retrieved from https://www.bworldonline.com/more-intl-acts-in-5th-improv-fest/

Pangaro. 2015. Conversation Theory. Retrieved from https://www.instructionaldesign.org /theories/conversation-theory/

Pasulka, Adam. 16 October 2017. Everything You Should Know About Improv. Retrieved from https://www.backstage.com/magazine/article/everything-know-improv-3218/

Pusing, Kythe. 12 March 2017. Struggles of a HUMSS Student (With Tips!). Retrieved from https://kythesus.blogspot.com/2017/03/illustration-by-victor-covarrubias-1.html

Sanal, Fahritdin. 2017. Foreign Language Teaching and Learning Theories/Approaches. Retrieved from https://atif.sobiad.com/index.jsp? modul=makaledetay&Alan =fen&Id=AWWFky3hHDbCZb_mQrXN

Sicat, Rogelio. 15 November 2017. Humanities and Social Sciences (HUMSS) Strand. Retrieved from https://rogeliosicat4.wordpress.com/2017/11/15 /humanities-social-sciences-humss-stran/

Lester. 1 Feb 2019. What is HUMSS Strand? | Reasons Why You Should Choose HUMSS in Senior High School 2019. Retrieved from Sir Lester Channel https://www.youtube.com/watch?v=O2lz39ULoWM

Steps to Knowing Which Senior High School Track Best Fits You. 29 September 2017. College of Arts and Technology. Retrieved from https://www.ciit.edu.ph/senior-high-school-track/

Teacher Geraldine. n.d. No Drama: Improvisation in the ELT Classroom. Retrieved from https://geraldineubeda.wordpress.com/2018/08/12/improvisation-in-the-elt-classroom/

Zilberman, Arkady, 3 Feb 2018, Training Vs. Rote Memorization in Learning English: What are the Differences? Retrieved from https://elearningindustry.com/rote-memorization-in-learning-english-vs-training

# APPENDICES

# Appendix A

## Permit to Conduct Study

January 11, 2020

**Sherwin Pedernal**
SHS Supervisor
Chiang Kai Shek College

Warmest Greetings!

I am Jon Aldrin Antonio, student of Chiang Kai Shek College taking up Master of Education major in English Language Teaching and currently a teacher in the same school. I am in my thesis phase and I would like to ask some help from your school so I could complete the study.

I would like to ask your permission to allow me to conduct interviews with the students in your school. This is in connection with my thesis on *"The Use Drama Improvisation in Enriching Speaking Skills of the Humanities and Social Sciences Strand in Selected Filipino-Chinese Schools in Tondo, Manila: Basis for a Proposed Conversation Model as a Teaching Strategy"*. I will conduct the interviews with the senior high school students enrolled in the Humanities and Social Sciences strand. Each interview will last only for five (5) minutes. The interview will just be a casual talk between the researcher and the student. It will serve as the pre-test and post-test on the students' speaking proficiency.

Aside from the interviews, I would like to conduct workshops for your students about the skill targeted in my study, which is speaking. While the workshops will help in determining the effect of the intervention strategy on the students' speaking skills, my passion to impart my knowledge on such strategy, modesty aside, will benefit the students.

Here is the timeline of the phases of the said study:

- Month of January – Interview with the students (Pre-test)
- Month of February – Workshop
- Month of March – Interview with the students (Post-test)

Please let me know your preferred schedules of these interviews and workshops. I am free on Tuesdays and Wednesdays, but I can adjust depending on the availability of the students. Rest assured that all of the information gathered from them will be safe and confidential.

Thank you for your kind consideration. I look forward to your affirmative response.

Respectfully yours,


**Jon Aldrin Antonio**
Student
MAEd – English
Chiang Kai Shek College

Noted by,

**Dr. Aida S. Villanueva**                                        **Dr. Rolance Chua**
Thesis Adviser                                                          Dean
CKS College of Graduate Studies                         CKS College of Graduate Studies

# Appendix B

## Research Instrument

For the interview pre-test and post-test, the students will be given this set of topics. Each topic has four (4) corresponding questions which they need to answer. The only instruction given to them is to choose one topic and answer the questions in complete sentences.

| **Island** |
|---|
| Have you ever been to any island? |
| Are there any island in your country? |
| Do you want to live on an island if you have a chance? |
| What do you like to do when you are on an island? |

| **Trust** |
|---|
| Who do you trust most? |
| What kind of people do you trust? |
| Have you ever lost trust in somebody? |
| Do you trust artificial intelligence? |

| **Makeup** |
|---|
| Do you often wear makeup? |
| What does wearing makeup mean to you? |
| Do you give makeup as a gift? |
| What do you think when you see a man wearing makeup? |

| **Eating** |
|---|
| Do you eat out a lot? |
| Do you eat healthy food? |
| How often do you eat with your family? |
| Do you prefer eating at home or at a restaurant? |

| **Tiredness** |
|---|
| What kinds of things make you tired? |
| What do you do when you feel tired? |
| Who do you usually talk to when you feel mentally tired? |
| Do you like to talk to strangers when you feel mentally tired? |

| **Social Media** |
|---|
| Do you use social media websites? |
| How did you first find out about social media websites? |
| Do you think social media will become more popular in the future? |
| Do you feel social media is more of a positive thing, or more of a negative thing? |

| **Transport** |
|---|
| What kind of transport do you most often use? |
| How did you go to school when you were a child? |
| Do you prefer to use public, or private transportation? |
| Do you think you'll use public transport more in the future? |

| **Travel** |
|---|
| What's the most beautiful place you've been to? |
| Do you prefer traveling alone or in a group? |
| When you visit new places, what do you like to do? |
| What is your dream holiday vacation? |

| **Numbers** |
|---|
| Do you often use numbers to do something? |
| Are you good at memorizing numbers? |
| What is your favorite number? |
| Would you like to have a job dealing with numbers? |

| **Places to Play** |
|---|
| Where did you play when you were a child? |
| Did you play at your friend's home? |
| Did you prefer to play outside or inside when you were young? |
| Do you think it's important for children to play outside? |

## Appendix C

## Results of Pre-Test and Post-Test

| Respondent No. | Pre-Test Scores | | | | | Average |
|---|---|---|---|---|---|---|
| 1 | 4 | 2 | 3 | 3 | 3 | 3 |
| 2 | 3 | 2 | 2 | 3 | 2 | 2.4 |
| 3 | 2 | 3 | 4 | 3 | 4 | 3.2 |
| 4 | 3 | 2 | 1 | 1 | 2 | 1.8 |
| 5 | 4 | 2 | 1 | 2 | 1 | 2 |
| 6 | 3 | 4 | 3 | 4 | 3 | 3.4 |
| 7 | 3 | 2 | 4 | 3 | 3 | 3 |
| 8 | 3 | 3 | 4 | 4 | 3 | 3.4 |
| 9 | 4 | 3 | 2 | 4 | 2 | 3 |
| 10 | 3 | 1 | 2 | 2 | 2 | 2 |
| 11 | 3 | 1 | 2 | 2 | 1 | 1.8 |
| 12 | 3 | 2 | 3 | 3 | 3 | 2.8 |
| 13 | 5 | 4 | 5 | 5 | 5 | 4.8 |
| 14 | 3 | 2 | 2 | 3 | 3 | 2.6 |
| 15 | 3 | 2 | 2 | 3 | 2 | 2.4 |
| 16 | 3 | 2 | 1 | 2 | 2 | 2 |
| 17 | 3 | 3 | 3 | 2 | 2 | 2.6 |
| 18 | 3 | 2 | 2 | 3 | 2 | 2.4 |
| 19 | 4 | 2 | 3 | 3 | 2 | 2.8 |
| 20 | 4 | 3 | 3 | 3 | 4 | 3.4 |
| 21 | 1 | 2 | 3 | 3 | 2 | 2.2 |
| 22 | 3 | 2 | 3 | 3 | 3 | 2.8 |
| 23 | 3 | 1 | 2 | 3 | 2 | 2.2 |
| 24 | 3 | 2 | 1 | 3 | 2 | 2.2 |
| 25 | 5 | 4 | 5 | 4 | 5 | 4.6 |
| 26 | 3 | 2 | 2 | 2 | 2 | 2.2 |
| 27 | 3 | 1 | 2 | 2 | 2 | 2 |
| 28 | 3 | 2 | 1 | 2 | 4 | 2.4 |
| 29 | 3 | 3 | 3 | 2 | 3 | 2.8 |
| 30 | 5 | 4 | 3 | 4 | 4 | 4 |
| 31 | 4 | 3 | 4 | 4 | 2 | 3.4 |
| 32 | 4 | 3 | 3 | 3 | 3 | 3.2 |
| 33 | 5 | 4 | 4 | 4 | 4 | 4.2 |
| 34 | 2 | 2 | 2 | 2 | 2 | 2 |
| 35 | 3 | 4 | 4 | 4 | 2 | 3.4 |
| 36 | 3 | 2 | 2 | 1 | 2 | 2 |
| 37 | 4 | 3 | 3 | 3 | 3 | 3.2 |
| 38 | 2 | 4 | 4 | 5 | 3 | 3.6 |
| 39 | 3 | 5 | 3 | 5 | 3 | 3.8 |

| 40 | 1 | 3 | 3 | 3 | 4 | 2.8 |
|---|---|---|---|---|---|---|
| 41 | 3 | 2 | 3 | 3 | 3 | 2.8 |
| 42 | 3 | 1 | 3 | 1 | 2 | 2 |
| 43 | 2 | 2 | 3 | 1 | 1 | 1.8 |
| 44 | 2 | 3 | 3 | 4 | 5 | 3.4 |
| 45 | 5 | 4 | 3 | 5 | 5 | 4.4 |
| 46 | 3 | 5 | 4 | 4 | 5 | 4.2 |
| 47 | 1 | 3 | 2 | 3 | 3 | 2.4 |
| 48 | 2 | 2 | 3 | 3 | 4 | 2.8 |
| 49 | 2 | 2 | 2 | 3 | 3 | 2.4 |
| 50 | 3 | 2 | 3 | 2 | 2 | 2.4 |
| 51 | 2 | 1 | 1 | 2 | 2 | 1.6 |
| 52 | 1 | 1 | 1 | 1 | 2 | 1.2 |
| 53 | 4 | 1 | 3 | 2 | 4 | 2.8 |
| 54 | 2 | 2 | 2 | 2 | 3 | 2.2 |
| 55 | 4 | 4 | 2 | 2 | 4 | 3.2 |
| 56 | 1 | 2 | 2 | 3 | 3 | 2.2 |
| 57 | 2 | 2 | 2 | 3 | 3 | 2.4 |
| 58 | 2 | 1 | 1 | 1 | 1 | 1.2 |
| 59 | 3 | 3 | 4 | 3 | 3 | 3.2 |
| 60 | 4 | 2 | 4 | 4 | 3 | 3.4 |
| 61 | 3 | 2 | 3 | 4 | 4 | 3.2 |
| 62 | 2 | 2 | 2 | 3 | 2 | 2.2 |
| 63 | 1 | 1 | 2 | 2 | 2 | 1.6 |
| 64 | 1 | 1 | 2 | 1 | 1 | 1.2 |
| 65 | 3 | 2 | 2 | 1 | 2 | 2 |
| 66 | 2 | 2 | 2 | 1 | 2 | 1.8 |
| 67 | 3 | 5 | 4 | 5 | 4 | 4.2 |
| 68 | 5 | 3 | 4 | 4 | 3 | 3.8 |
| 69 | 2 | 2 | 3 | 3 | 3 | 2.6 |
| 70 | 2 | 3 | 3 | 4 | 3 | 3 |
| 71 | 1 | 2 | 3 | 3 | 3 | 2.4 |
| 72 | 3 | 2 | 2 | 3 | 3 | 2.6 |
| 73 | 3 | 3 | 4 | 4 | 3 | 3.4 |
| 74 | 5 | 4 | 5 | 5 | 5 | 4.8 |
| 75 | 3 | 2 | 3 | 1 | 1 | 2 |
| 76 | 2 | 2 | 3 | 3 | 2 | 2.4 |
| 77 | 1 | 3 | 4 | 4 | 4 | 3.2 |
| 78 | 1 | 2 | 3 | 2 | 3 | 2.2 |
| 79 | 2 | 2 | 3 | 2 | 2 | 2.2 |
| 80 | 4 | 3 | 3 | 3 | 4 | 3.4 |
| 81 | 1 | 2 | 2 | 1 | 1 | 1.4 |
| 82 | 1 | 2 | 2 | 2 | 3 | 2 |
| 83 | 2 | 1 | 1 | 1 | 1 | 1.2 |

| 84 | 3 | 4 | 1 | 4 | 3 | 3 |
|----|---|---|---|---|---|-----|
| 85 | 1 | 1 | 2 | 1 | 1 | 1.2 |
| 86 | 2 | 3 | 3 | 3 | 2 | 2.6 |
| 87 | 3 | 5 | 5 | 5 | 3 | 4.2 |
| 88 | 5 | 5 | 5 | 4 | 4 | 4.6 |
| 89 | 5 | 4 | 5 | 5 | 4 | 4.6 |
| 90 | 4 | 3 | 4 | 4 | 3 | 3.6 |
| 91 | 3 | 3 | 4 | 4 | 3 | 3.4 |
| 92 | 2 | 3 | 3 | 4 | 3 | 3 |
| 93 | 2 | 2 | 3 | 2 | 2 | 2.2 |
| 94 | 2 | 2 | 4 | 3 | 2 | 2.6 |
| 95 | 2 | 2 | 3 | 3 | 1 | 2.2 |
| Mean | | | | | | 2.755789 |

| Respondent No. | Post-Test Scores | | | | | Average |
|----|---|---|---|---|---|-----|
| 1 | 5 | 4 | 5 | 5 | 4 | 4.6 |
| 2 | 5 | 4 | 3 | 4 | 3 | 3.8 |
| 3 | 5 | 5 | 3 | 4 | 2 | 3.8 |
| 4 | 3 | 3 | 4 | 4 | 4 | 3.6 |
| 5 | 5 | 4 | 5 | 4 | 4 | 4.4 |
| 6 | 5 | 5 | 5 | 5 | 5 | 5 |
| 7 | 4 | 3 | 2 | 3 | 3 | 3 |
| 8 | 4 | 3 | 3 | 4 | 2 | 3.2 |
| 9 | 3 | 4 | 4 | 4 | 4 | 3.8 |
| 10 | 4 | 3 | 3 | 4 | 4 | 3.6 |
| 11 | 4 | 3 | 4 | 4 | 4 | 3.8 |
| 12 | 4 | 3 | 2 | 2 | 3 | 2.8 |
| 13 | 5 | 4 | 3 | 3 | 3 | 3.6 |
| 14 | 4 | 4 | 5 | 5 | 4 | 4.4 |
| 15 | 3 | 4 | 5 | 5 | 4 | 4.2 |
| 16 | 5 | 4 | 5 | 5 | 5 | 4.8 |
| 17 | 5 | 4 | 4 | 5 | 4 | 4.4 |
| 18 | 4 | 3 | 3 | 4 | 3 | 3.4 |
| 19 | 4 | 4 | 3 | 3 | 3 | 3.4 |
| 20 | 4 | 5 | 5 | 4 | 3 | 4.2 |
| 21 | 3 | 3 | 4 | 3 | 3 | 3.2 |
| 22 | 4 | 2 | 3 | 3 | 2 | 2.8 |
| 23 | 4 | 3 | 4 | 4 | 4 | 3.8 |
| 24 | 5 | 5 | 5 | 5 | 5 | 5 |
| 25 | 2 | 3 | 4 | 4 | 3 | 3.2 |
| 26 | 4 | 3 | 4 | 4 | 4 | 3.8 |
| 27 | 4 | 2 | 3 | 4 | 3 | 3.2 |
| 28 | 4 | 3 | 2 | 4 | 3 | 3.2 |
| 29 | 5 | 4 | 5 | 5 | 5 | 4.8 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 30 | 4 | 3 | 2 | 2 | 3 | 2.8 |
| 31 | 4 | 3 | 2 | 4 | 3 | 3.2 |
| 32 | 5 | 5 | 5 | 5 | 5 | 5 |
| 33 | 4 | 3 | 3 | 3 | 3 | 3.2 |
| 34 | 5 | 2 | 4 | 4 | 4 | 3.8 |
| 35 | 5 | 4 | 5 | 5 | 4 | 4.6 |
| 36 | 4 | 3 | 4 | 4 | 2 | 3.4 |
| 37 | 5 | 4 | 4 | 4 | 4 | 4.2 |
| 38 | 5 | 4 | 5 | 5 | 5 | 4.8 |
| 39 | 2 | 3 | 3 | 4 | 3 | 3 |
| 40 | 4 | 4 | 5 | 5 | 4 | 4.4 |
| 41 | 4 | 5 | 5 | 5 | 4 | 4.6 |
| 42 | 3 | 3 | 4 | 3 | 4 | 3.4 |
| 43 | 3 | 3 | 5 | 3 | 3 | 3.4 |
| 44 | 2 | 2 | 3 | 3 | 1 | 2.2 |
| 45 | 2 | 3 | 3 | 2 | 2 | 2.4 |
| 46 | 1 | 2 | 2 | 2 | 3 | 2 |
| 47 | 3 | 3 | 4 | 4 | 3 | 3.4 |
| 48 | 3 | 4 | 1 | 4 | 3 | 3 |
| 49 | 2 | 2 | 3 | 2 | 2 | 2.2 |
| 50 | 3 | 1 | 2 | 3 | 3 | 2.4 |
| 51 | 4 | 3 | 3 | 4 | 4 | 3.6 |
| 52 | 4 | 4 | 5 | 5 | 4 | 4.4 |
| 53 | 5 | 4 | 5 | 5 | 5 | 4.8 |
| 54 | 4 | 4 | 4 | 4 | 4 | 4 |
| 55 | 4 | 3 | 4 | 5 | 5 | 4.2 |
| 56 | 3 | 3 | 3 | 4 | 3 | 3.2 |
| 57 | 2 | 2 | 3 | 3 | 3 | 2.6 |
| 58 | 3 | 3 | 5 | 5 | 4 | 4 |
| 59 | 4 | 3 | 3 | 2 | 3 | 3 |
| 60 | 4 | 3 | 3 | 4 | 4 | 3.6 |
| 61 | 3 | 2 | 2 | 1 | 2 | 2 |
| 62 | 5 | 3 | 3 | 4 | 5 | 4 |
| 63 | 3 | 4 | 3 | 4 | 4 | 3.6 |
| 64 | 4 | 4 | 3 | 3 | 4 | 3.6 |
| 65 | 4 | 3 | 4 | 4 | 4 | 3.8 |
| 66 | 3 | 2 | 3 | 1 | 2 | 2.2 |
| 67 | 4 | 4 | 5 | 3 | 3 | 3.8 |
| 68 | 2 | 4 | 3 | 3 | 5 | 3.4 |
| 69 | 5 | 4 | 4 | 5 | 5 | 4.6 |
| 70 | 4 | 5 | 5 | 5 | 4 | 4.6 |
| 71 | 4 | 4 | 5 | 5 | 4 | 4.4 |
| 72 | 5 | 4 | 5 | 5 | 4 | 4.6 |
| 73 | 5 | 5 | 5 | 5 | 4 | 4.8 |

| 74 | 5 | 4 | 5 | 4 | 4 | 4.4 |
|---|---|---|---|---|---|---|
| 75 | 3 | 3 | 4 | 4 | 3 | 3.4 |
| 76 | 3 | 4 | 5 | 5 | 5 | 4.4 |
| 77 | 2 | 3 | 3 | 3 | 3 | 2.8 |
| 78 | 4 | 4 | 5 | 4 | 4 | 4.2 |
| 79 | 4 | 5 | 5 | 5 | 4 | 4.6 |
| 80 | 3 | 3 | 3 | 2 | 3 | 2.8 |
| 81 | 5 | 5 | 4 | 5 | 4 | 4.6 |
| 82 | 5 | 4 | 5 | 5 | 4 | 4.6 |
| 83 | 5 | 5 | 3 | 4 | 3 | 4 |
| 84 | 4 | 5 | 5 | 4 | 3 | 4.2 |
| 85 | 5 | 4 | 4 | 4 | 4 | 4.2 |
| 86 | 4 | 4 | 4 | 5 | 5 | 4.4 |
| 87 | 2 | 3 | 3 | 3 | 3 | 2.8 |
| 88 | 5 | 5 | 4 | 5 | 3 | 4.4 |
| 89 | 4 | 2 | 3 | 2 | 3 | 2.8 |
| 90 | 3 | 5 | 4 | 4 | 5 | 4.2 |
| 91 | 4 | 4 | 3 | 3 | 3 | 3.4 |
| 92 | 4 | 4 | 5 | 5 | 4 | 4.4 |
| 93 | 4 | 4 | 4 | 5 | 3 | 4 |
| 94 | 3 | 2 | 3 | 2 | 2 | 2.4 |
| 95 | 3 | 4 | 3 | 4 | 4 | 3.6 |
| | | | | | Mean | 3.722105 |

**Appendix D**

**Intervention Matrix**

The optimal goal for all language learners is to be able to communicate effectively. Furthermore, when it comes to speaking, another vital aspect is spontaneity, but it is not possible to teach it all at once. Therefore, targeting subskills with different activities will strengthen the core of speaking. With this, the researcher created a workshop flow for the respondents to be able to enhance their speaking proficiency by using drama improvisations. The drama improvisation activities are created either by the researcher or adapted and modified from different drama activity sites online.

The Intervention Matrix below showcases the target subskills, the drama improvisation activities that may be integrated in the classroom, and their descriptions. The respondents are given opportunities to practice their speaking proficiency by doing the researcher-initiated interventions in the matrix. The learning competencies are for the students to (1) acquire giving detailed response by verbally scrutinizing observations, (2) enhance flow of thoughts by using principles of effective speech delivery in different situations, (3) improve clarity of pronunciation by giving focus on phonics, pace, and volume, (4) boost conviction by showing high level of confidence in speaking in English without shifting to L1, and (5) be mindful in using the language by knowing how and when to self-repair.

| Target Subskill | Drama Improvisation Activity | Description |
|---|---|---|
|  |  | A picture will be shown to the respondents and they should answer the three questions (one |

| | | |
|---|---|---|
| Detailed Response | "See-Think-Wonder" (Improv Style) | question per round) following the title of the activity – (1) What do you see? (2) What do you think? (3) What do you wonder? – Each respondent must speak after one another and should not repeat anything that has been stated already. With this, a tedious scrutiny must be done by the respondents to be able to give the specific details of the picture shown. |
| | "Creating Backstories" | A strip of paper will be given to the respondents. Each strip has an occupation written on it. The respondents must think of a 5-second introduction of themselves without speaking. Then, the audience must create a backstory from what they think the job is. They must be able to create a detailed backstory of the actor by agreeing on what one said and adding details to it. |
| Thought Flow | "Circle of Nonsense Questions" | The respondents will be given a strip of paper containing a nonsense question. After this, they will be placed into a two-circle formation equally (inner and outer circle facing each other). They will be tasked to answer each other's nonsense question and they must answer it spontaneously. Then, the inner circle will be asked to move clockwise for another round with another partner. |
| | "Story Train" | The group will be divided into subgroups of 8-10 members each. This is an open stage activity wherein the respondents must create a story with a concrete flow (with beginning, middle, and end) by following one another's performance. A respondent takes the center stage and starts to tell a story. When the facilitator claps, the next respondent must continue the story. This activity trains improvisers to listen, and not plan too far ahead. |
| Clarity of Pronunciation | "Active Phonics" | The activity starts with tongue twister exercises. Each tongue twister highlights a sound of a letter. The respondents must be able to emphasize that sound. After that, the respondents will be given a script (in pairs) that they are going to deliver. A letter will be assigned for each pair and must be emphasized during the performance. |
| | "Consonant | Each respondent will be assigned to a consonant blend (bl, ch, sh, sp, etc.). They are going to think of an action that is appropriate for the assigned consonant blend. Just like any |

| | | |
|---|---|---|
| | Blending Actions" | other improvisational theater, this will be an open stage performance. One respondent will be asked to start the open stage performance. The others are tasked to go to the stage if they think their action relates to the current scenario being performed. Each respondent is only allowed to exit the stage (if they wish to) after two successors. |
| Conviction | "Actor Switch" | Three actors are given a situation and a character from the audience. They start a scene. At some point during the scene, the facilitator calls out SWITCH! The three actors now have to switch characters. That means they have to really listen to each other and be aware of who the other characters are, so that they can pick up another character at any moment. The aim is to keep striving for a complete cohesive scene no matter what the situation. |
| | "Lie to Me" | Ask two respondents to take the stage and face the audience. The two players must act as if they have a close relationship (siblings or best friends). The facilitator will ask the players a question about something they did and together they must come up with a lie (explanation). One player starts, then turns to the other who continues the story, then they continue back and forth. The audience may raise their hands and ask questions along the way. The aim is to convince the audience that they are not lying. |
| Mindfulness of the Language | "Foreign Film Dub" | A scene for a group of four. Two players act out a scene in gibberish. The second two players are their English Language "Dubbers." They translate the scene into English. Tips for the scene – those using gibberish should use a lot of physical action to give clues to their translator counterparts. You have to work together as a team to make the best scene possible. Once the scene is complete, switch roles. The sentences must be kept short because the main goal is to get the translators speak continuously without buffering or correcting any grammatical error made in the performance. |
| | "Yes-Based Conversations" | People in pairs have simple conversations where they use a lot of 'yes' statements. One participant will start a statement such as 'I think it's a perfect time to go to the beach', then the next one says yes to that statement, and try to give another thought relating to that. All |

| | | participants will have their turn in giving their yes-based statements. |
| --- | --- | --- |

# Appendix E

## Rubrics for Evaluating Pre-test and Post-test

| Speaking Proficiency Strategy | 5 Mastery | 4 Proficiency | 3 Approaching Proficiency | 2 Developing Proficiency | 1 Beginning Proficiency |
|---|---|---|---|---|---|
| Detailed Response | Responds to the question excellently by providing a thorough elaboration | Responds to question directly, and provides some elaboration | Responds to question directly, and provides few elaboration | Responds to question directly, and does not provide elaboration | Attempts to respond to the question, but attempts may not have been successful |
| Thought Flow | Consistently and thoroughly shows a clear flow of response. | Shows a clear flow of response, and seldom stops in the middle of talking or uses filters to cover the gap | Often shows a flow of response, and often stops in the middle of talking or uses filters to cover the gap | Seldom shows a flow of response, and usually stops in the middle of talking or uses filters to cover the gap | Attempts to show a clear flow of response, but attempts may not have been successful |
| Clarity of Pronunciation | Speaks clearly and distinctly all the time with no prolonging of the sounds of words and/or letters and consistently speaks at the right pace and volume | Speaks clearly and distinctly and sometimes prolongs the sounds of words and/or letters and sometimes speaks at the right pace and volume | Speaks clearly and distinctly and often prolongs some of the sounds of words and/or letters and often speaks at the right pace and volume | Speaks indistinctly and usually prolongs most of the sounds of words and/or letters and usually speaks at the right pace and volume | Speaks indistinctly and prolongs most of the sounds of words and/or letters or fast uttering of the words and speaks too fast or too slow and volume |
| Conviction | Shows high level confidence by consistently speaking in English | Shows moderate level of confidence by speaking in English most of the | Shows low level confidence by speaking in English, but seldom translates | Shows a very low-level confidence by speaking in English, | Attempts to show a level of confidence, but attempts may not have been successful and |

| | | time | some the words into L1 (code-switching) | but usually translates most of the words into L1 (code-switching) | can only answer by using L1 (code-switching) |
|---|---|---|---|---|---|
| Mindfulness of the Language | Exhibits accuracy In grammatical structures without committing any mistakes | Exhibits accuracy in grammatical structures, but sometimes self-repairs the committed errors | Exhibits accuracy in grammatical structures, but frequently self-repairs the committed errors | Exhibits accuracy in grammatical structures, but seldom self-repairs the committed errors | Attempts to exhibit accuracy in grammatical structures, but attempts may not have been successful |

The rubrics used to evaluate the pre-test and post-test of the students are modified from the Speaking Strategies made by Malasit, Y. and Sarobol, N. (2013) that was used by Cortes (2016). The basis of the categories is the target learning competencies of the intervention matrix, and the indicator of the level proficiency is modified from the Cameron School of Business (2020) 'Determining Language Proficiency'. Those who are in the beginning level are ought to have the difficulty understanding native speakers and have low ability to speak simple phrases or sentences. When a student is in the 'developing proficiency' level, there is an intermediate level where the speaker can handle a variety of basic and social situations, like simply talking about their self and family or asking and answering questions. The 'approaching proficiency' level shows very skilled characteristics in the use of a language but the language is less easily at a less-advanced level than a native or fluent speaker. On a higher level, those who reached the 'proficiency' level in the language shows mastery by speaking with a fluid speech and clarity. The highest level is the 'mastery' level wherein the speaker can speak the language any time at different situations without hesitations. These subskills and level indicators will define the scores that will be used to interpret the effectiveness of drama improvisation activities.

# CURRICULUM VITAE

Name: **JON ALDRIN E. ANTONIO**
E-mail address: antoniojonaldrin@gmail.com
Contact number: +63 905 918 6006
Address: Block 6, Lot 8, Hanoi Street, KS19,
Lancaster, General Trias, Cavite

## EDUCATIONAL BACKGROUND

| | |
|---|---|
| Graduate Studies | Chiang Kai Shek College<br>2018 – 2020<br>Master of Arts in Education major in English Language Teaching |
| Tertiary Level | Philippine Normal University<br>2013 – 2017<br>Bachelor of Secondary Education major in Speech and Theater Arts |
| Secondary Level | Don Alejandro Roces Sr. Science-Technology High School<br>2009 – 2013 |
| Primary Level | Mater Carmeli School, D. Tuazon<br>2003 - 2009 |

## ELIGIBILITIES

Board Licensure Examination for Professional Teachers (BLEPT)
Date of Issuance: October 2018

120-Hour Teaching English for Speakers of Other Languages (TESOL)
Certification Program: December 2018
International TESOL Education and Consultancy Corporation (ITECC)

120-Hour Teaching English as a Foreign Language (TEFL)
Online Certification Program: June 2020 (High Distinction)
TEFL Professional Development Institute

## RESEARCH PAPER

Common Production Management Practices of Selected
School-Based Theater Organization (2017)

# WORK EXPERIENCE

Language Acquisition Teacher    (June 2017 – May 2019)
Performing Arts (Drama) Teacher   (June 2018 – present)
DP CAS Coordinator             (June 2020 – present)
International Baccalaureate Program
Chiang Kai Shek College

Purposive Communication Instructor (November 2019 – present)
College Department
Chiang Kai Shek College

## AFFILIATIONS AND PROFESSIONAL EXPERIENCES

| | |
|---|---|
| Public Relations Officer | Graduate Studies Student Body<br>Chiang Kai Shek College<br>2019 – 2020 |
| | Kislap Sining Dance Troupe<br>Philippine Normal University<br>2013-2017 |
| Founding Member | Youth Educators Society<br>2019-present |
| Volunteer | Feeding Change Philippines<br>2019-present |
| Member | Speech and Theater Arts Guild in Education 2014 – 2017 |
| | Philippine Barangay Folk Dance Troupe 2017 – present |
| Student Teacher | Ramon Magsaysay High School<br>January – March 2017 |
| Delegate | Bali Asia Int'l Model United Nations (Bali, Indonesia) March 22-24, 2019 |
| | Koronadal International Folklore Festival (South Cotabato) Aug 2015 |
| Delegates' Adviser | Xavier School Model United Nations Aug 31 – Sept 1 2019 |
| | Philippine Model United Nations UP Diliman (June 13-15 2019) |

Regional and National Champion         Philippine Association of State
                                       Universities and Colleges Folk
                                       Dance Category 2015 & 2016

Club Moderator                         IB Student Council
                                       2019 – present

                                       Student Artists' Club
                                       2019 – 2020

                                       Model United Nations
                                       2019 – 2020

# Undergraduate Students as Partners in a Writing Course:

# A Case Study

Authors: Pr. Maria Assif, Sonya Ho, Shalizeh Minaee, and Farah Rahim

University of Toronto Scarborough

Engaging undergraduate students and faculty as partners in learning and teaching is arguably one of the most important and flourishing trends higher education in the 21$^{st}$ century, particularly in the UK, North America, Australia, and New Zealand.  Students as partners is a concept that intersects with other major teaching and learning topics, such as student engagement, equity, decolonization of higher education, assessment, and career preparation.  In this context, the aim of this presentation is to report on a case study, where four undergraduate students (hired as undergraduate research students) and a faculty/program coordinator collaborated in the fall of 2020 to review and re-design the curriculum of English A02 (Critical Writing about Literature), a foundational course in the English program at the University of Toronto Scarborough.  This presentation will serve as a platform for these students and faculty to share the logistics of this partnership, its successes, challenges, future prospects, and possible recommendations for faculty and students who may partake similar projects in the future.

Keywords: Students as Partners (SaP), writing, curriculum, decolonization.

# What makes sex education interventions effective: needs and expectations?

Anastasia Eleftheriou[1]*, Kalli Koulloufidou[1], Antigoni Avraam[1], Kostas Kouvaris[1]

[1]Affiliation: T.R.I. Technologos Research and Innovation Services ltd

*contact: anastasia@technologos.com.cy

**Abstract.** Evidence indicates that people not only mistakenly believe they are able to recognise risky situations in their everyday lives and avoid Sexually Transmitted Infections (STIs), but also that they hold stereotypical beliefs about who is most likely to contract an STI. In particular, if the image of a sexual partner is not consistent with the stereotypical image of someone who is infected with an STI, the possibility that the partner could be infected may be underestimated. Digital interventions offer enormous potential for young people's sex education. This paper focuses on designing and developing interventions that could give people the potential to engage with the world and their sexual interactions on a different layer within which they can come to better understand the ramifications of the risk taking involved in their sexual behavior, via a safer setting. But what makes an effective sex education program? As early literature evidence suggests, a two-way, interactive, secure and tailored form of education is more promising than a traditional one-way passive from of education. A survey was conducted and the collected data was analysed to further elicit the user requirements of innovative digital sex education interventions.

*Keywords: sex education, digital interventions, sexual health, innovation.*

## 1.  **Introduction**

Evidence (Agocha VB, 1999) suggests that people not only mistakenly believe they are able to recognise risky situations in their everyday lives and avoid Sexually Transmitted Infections (STIs), but also that they hold stereotypical beliefs about who is most likely to be infected with STIs. More precisely, people tend to underestimate the probability of an individual being infected with an STI if their appearance does not match the typical image of a person infected with an STI (Epstein, 2007). Implicit personality theories suggest that people's judgement, about whether a person is infected with an STI, is heavily dependent upon an already established set of assumptions or beliefs; more interestingly, people tend to rely on those beliefs to evaluate the risks. For example, an individual met at a club is perceived as more likely to be infected with an STI than someone met at a family dinner. Also, people misjudge a partner's risk level for STI contraction based on their partner's visible or inferred characteristics, such as appearance, education, and occupation, or the type of relationship that they have with that partner, such as short/long term, hooking-up, exclusive and open (Eleftheriou A B. S., 2016) (Eleftheriou A B. S.-S., 2019).

More than one million STIs are acquired every day worldwide (WHO, 2020). The best method for preventing the spread of these infections is the correct use of a condom (Holmes, 2004). However, people, especially youth (Chanakira, 2014), are engaging in `risky sexual behaviours' such as having sex with multiple partners without the use of a condom or using condoms incorrectly (Baxter, 2011). For this reason, there are several strategies and intervention programs in place to encourage consistent condom use and safer sexual behaviour.

Digital interventions offer enormous potential for sex education as they can give young people the opportunity to engage with the world and their sexual interactions on a different layer (i.e., a digital representation) within which they can come to better understand the ramifications of their risk-taking sexual behaviour via a safer setting. This two-way, interactive and tailored education is a more promising form of education compared to traditional one-way passive education, as early literature evidence suggests (DeSmet A, 2015) (D'Cruz J, 2015).

Adding to the above, condom use decisions are often affected by the "heat of the moment" (Ariely, 2006), making it difficult for people to use logical and critical thinking. Evaluating the infection risk in a real-life scenario is highly subjective, thus hard to rationalise and predict, even when you acquire the basic knowledge about sexual health issues. The use of a digital platform could rectify this situation.

This paper aims to answer the question: *"What makes an effective sex education program?"*, based on data collected from a relevant survey. According to Kirby et. al (Kirby D. S., 1994), ineffective sex education programs are generally too broad and they have no focus. On the other hand, effective programs focus on a few main points such as contraception, information on risks and how to avoid them through experimental activities, acknowledge the social and media influences and practiced negotiation skills. Kirby et al. (Kirby D. R., 2007) added that it is important for the sex education program to meet the needs of the audience by taking into account the different backgrounds and community values. The researchers also highlighted the importance of presenting the user with topics in a logical order, through engaging and interactive activities.

This following section presents the methodology and the results of the user survey.

## 2. **Methods**

*Participants*

Data was collected by advertising the survey on social media (LinkedIn, Facebook and twitter). The inclusion criterion was the following: individuals over 18 years old. Potential participants were informed that the data collected would be used for the purpose of the study on sex education and were asked to give electronic consent.

*Measures*

An electronic questionnaire was employed to collect participants' data. The questionnaire consisted of five sections: (1) Demographics e.g. country of residence, gender identification and relationship status, (2) Sex life e.g. first sexual experience, condom use and partner age (3) STI-related information e.g. frequency of checkups and sexual history, (4) Sex education at school and (5) Digital Literacy and Sex Education.

**Demographics**

Participants were asked about their age, ethnicity, country of residence, occupation, religion, level of education, gender identification and relationship status.

**Sex Life**

Before proceeding to the questions of this section, the participants were asked about their sexual attraction, and whether they had ever engaged in any sexual activity. If they had, they continued with the normal flow of the questionnaire, otherwise they were asked to skip to section (3) about the participant's STI checkup history.

The sex life section began with questions about the participant's first sexual experience, including age, sexual activities, type of the relationship, age difference with partner, and condom use.

Then moving on to their sex life in general, participants were asked about the number of sexual partners they have had in their lifetime and in the past six months. They were asked about casual and same sex relationships, largest age difference with partner, and condom use.

**Sexually Transmitted Infections (STIs)**

Participants were asked if they ever had an STI checkup, and if they had one in the past six months. They were then asked if they ever had an STI, and if so, which one.

**Sex Education**

Participants were asked at which age they believed sex education should start at school. Next, they were asked and whether they received any sex education classes themselves and at which age sex education started. They were also asked how satisfied they were with the education they received, whether they wished there was more material on STIs and whether sex education affected their decisions on condom use. They had the option to provide examples of what they felt was missing from the class. Finally, they were asked if they believed in

the benefits of a digital platform (the platform would integrate personalization, gamification and interaction features into lectures, games, simulations and quizzes).

**Digital Literacy**
Participants were asked to select the types of devices they use and how comfortable they would feel sharing sensitive data on a digital sex education platform. Participants were then asked to choose the most desirable set of requirements for such a platform and to list their concerns regarding its usage.

### 3. Results

Sixty-eight participants attempted the questionnaire and 51 of them gave consent and completed it. Hence, the results below present the analysis of 51 samples.

Demographics

The average age of the participants was 30.18 years (std = 4.50). Thirty-five percent of the participants identified as Male and 65% as Female. The percentage of participants by country of residence is depicted in figure 1.
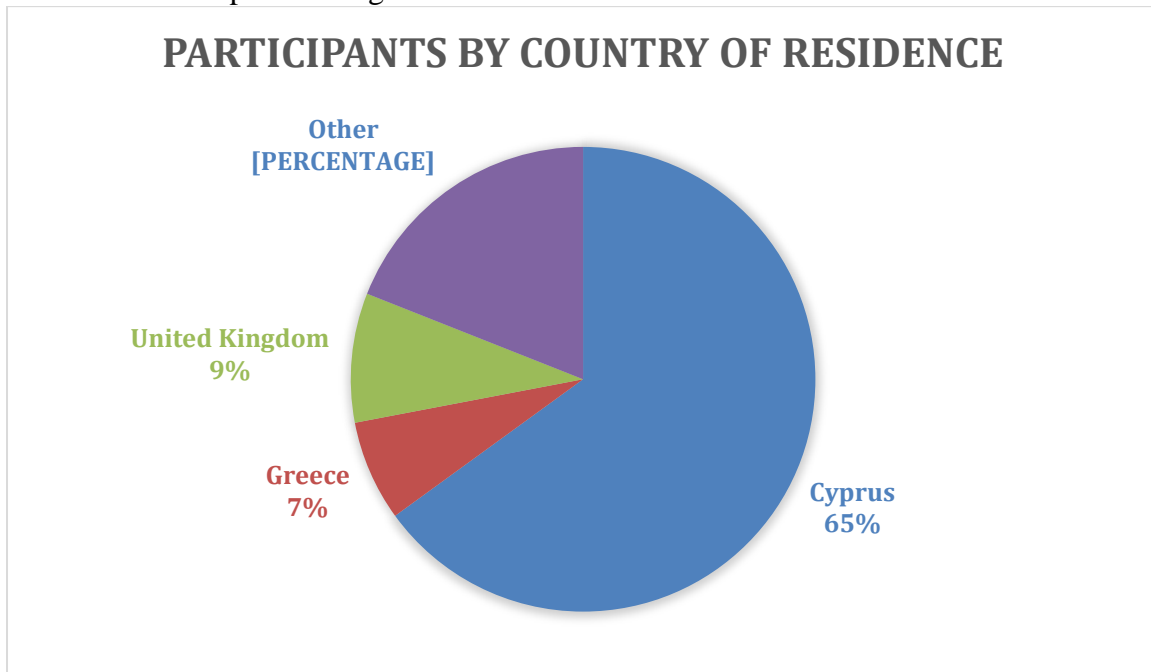


*Figure 1 Percentage of participants by country of residence*

Eighty-eight percent of participants identified as white and the rest identified as 'other' or preferred not to answer. Approximately 59% of participants reported practising Christianity as a religion, 8% reported being agnostic, 20% reported being atheist and 13% reported practising other religions. The majority of participants (67%) held an advanced degree (MSc, PhD or M.D), 19.6% held a bachelor's degree, 3.9% held an associate degree and the rest had either graduated from high school or a technical school. Twenty-one participants reported being single, 20 being in an exclusive relationship, 5 being engaged and 5 being married. Almost half of the participants were working in architecture, education or in a science/technology-related field. The percentage of participants by occupation is depicted in figure 2.
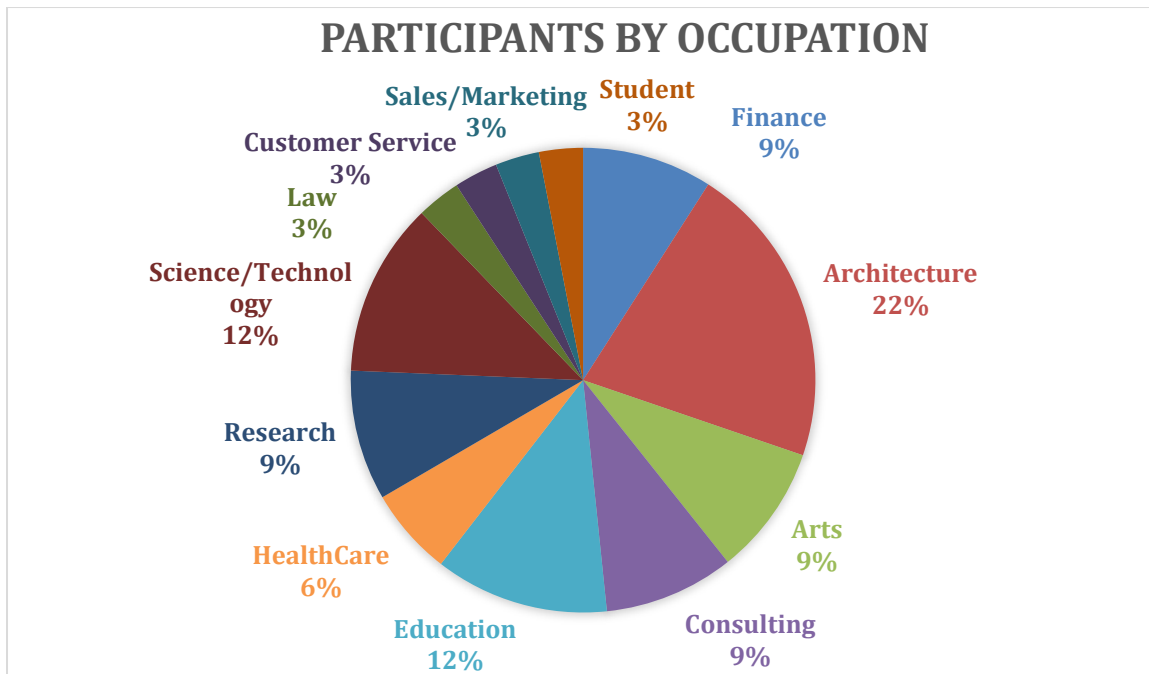
*Figure 2 Percentage of participants by occupation*

Sex Life

Forty-nine participants reported having engaged in sexual activities in the past, whilst two of them reported no previous sexual activity. The majority of participants (82%) identified as heterosexual. The average age of first sexual interaction was 18.82 years old (std = 3.55). The majority of participants (64.7%) reported having their first sexual experience in a long term relationship, whilst the rest (35.3%) reported having it in a casual relationship. In the question "What was your age difference with your first sexual partner?" the average was calculated as 2.45 years (std = 2.7). Eighty percent of participants reported having used a condom during their first sexual interaction. Figure 3 presents the sexual activities that participants' first
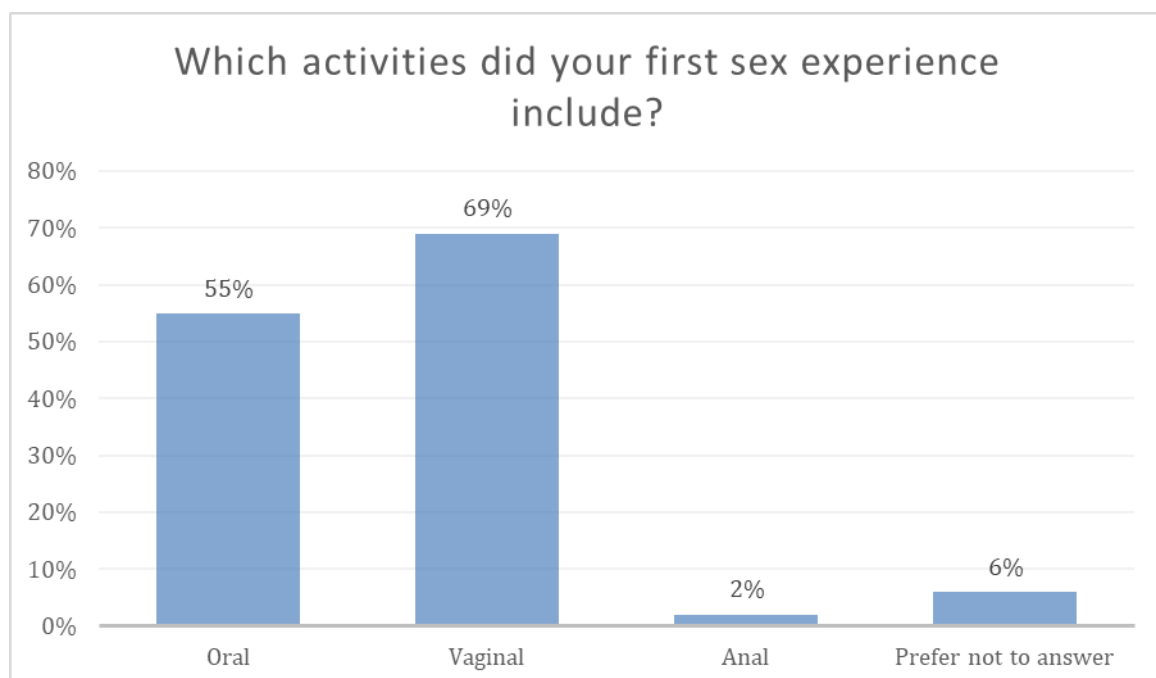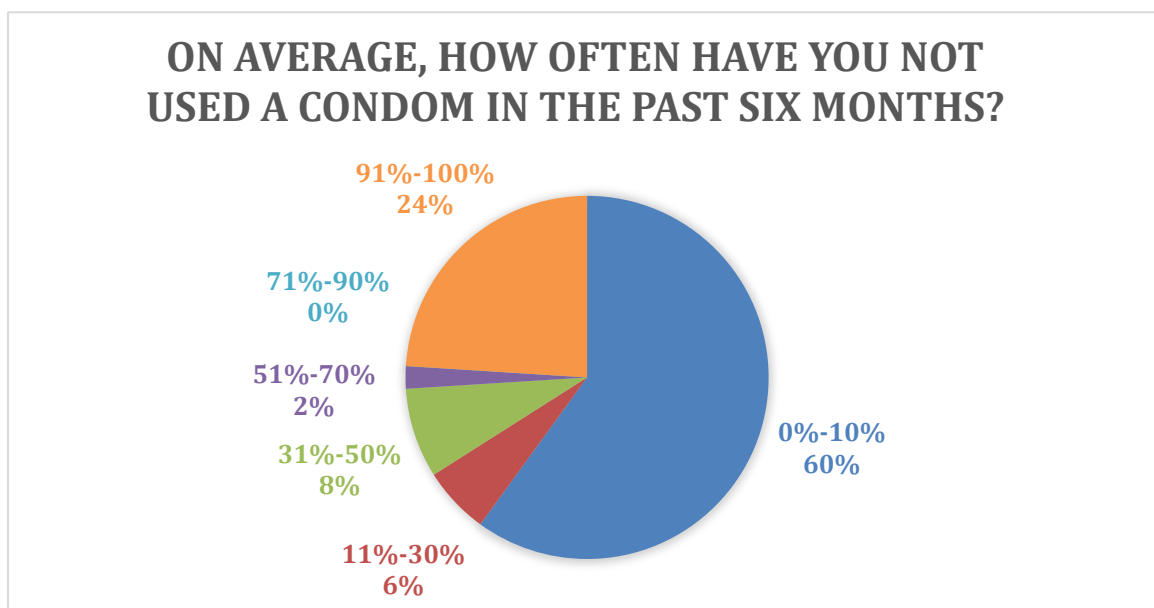


*Figure 3 The percentage of participants that engaged in each sexual activity in their first experience*

experience included.

On average, the average number of total sexual partners for the participants was 17.02 (std = 64.43) and the average number of sexual partners during the past 6 months was 1.68 (std = 4.18). The average largest age difference between the participants and their sexual partners was 9.52 (std = 8.49). Forty-two percent of the participants had never had an STI checkup and eighty-two percent of the participants had not had an STI checkup in the past six months. Surprisingly though, 17.65% of the participants reported having had an STI in the past, such as herpes, hpv, chlamydia, etc. In the 6-month-window before the date of the survey, the majority of participants (60%) reported not using a condom in less than 10% of the times they had sex, see figure 4.

### Sex education

Only 49% of the participants reported having received a form of sex education at school and only 19.6% were satisfied with the resources provided and the knowledge they acquired. Nevertheless, 41.2% of the participants remember having an interest in sex education whilst at school. Figure 5 shows the age at which participants started receiving sex education. It is surprising that one in five participants does not remember the age at which sex education began at school. Figure 6 indicates that the overwhelming majority of participants wished there was more material related to STIs in the curriculum. More precisely, only 3% thought that the resources provided on STIs were sufficient. Figure 7 shows that 92% of the participants believed that sex education should start before the age of 15. Overall, figures 5, 6 and 7 indicate that sex education currently offered at school is inadequate and does not meet students' expectations as far as starting age and resources provided are considered. Figure 8 shows the strong effect that sex education had on participants' condom use decisions, thus provides evidence on the benefits that sex education can have on students' health choices. Figure 9 reveals that more than half the participants were willing to anonymously share sensitive data on a digital platform. To capture the market segment of hesitant users with mistrust in digital interventions, focus on security and confidentiality, will be placed. Finally,



**ON AVERAGE, HOW OFTEN HAVE YOU NOT USED A CONDOM IN THE PAST SIX MONTHS?**

- 91%-100% 24%
- 71%-90% 0%
- 51%-70% 2%
- 31%-50% 8%
- 11%-30% 6%
- 0%-10% 60%

findings presented in figure 10 show that nearly all participants believe on the possible

*Figure 4 Sixty percent of the participants reported not using condoms less than 10% of the times in the past six months*

benefits that a digital sex education intervention with emphasis on STIs can bring. Most importantly, none of the participants preferred the currently established traditional teaching methods to a digital sex education intervention.
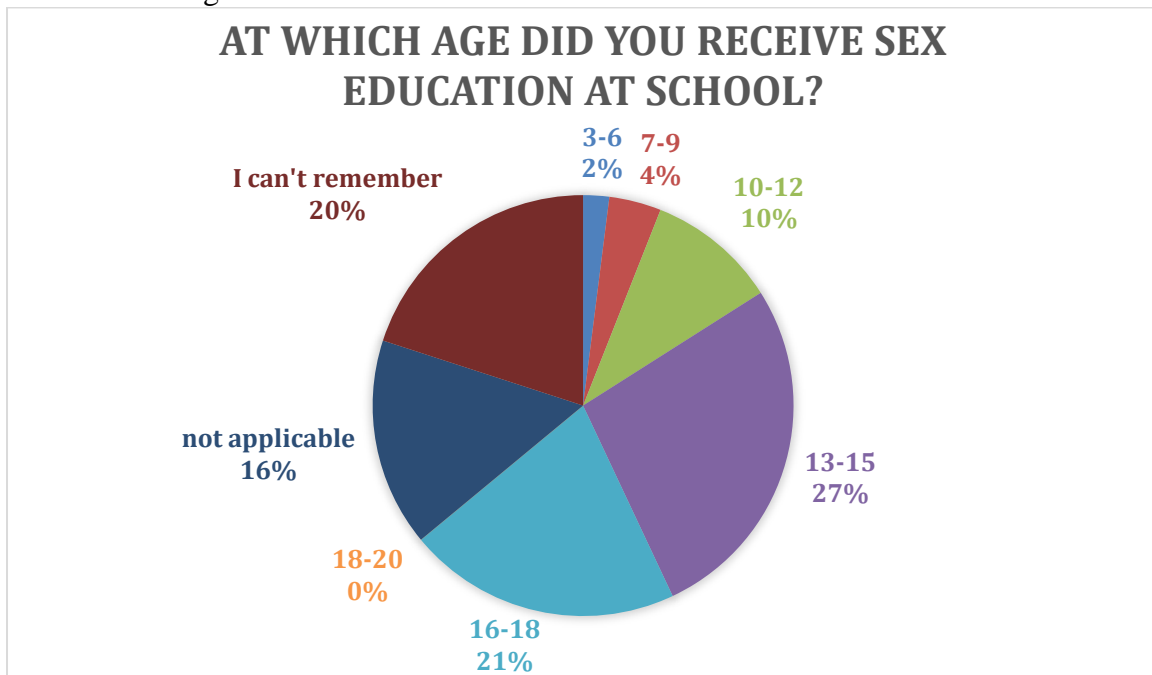
## AT WHICH AGE DID YOU RECEIVE SEX EDUCATION AT SCHOOL?

3-6
2%

7-9
4%

10-12
10%

I can't remember
20%

13-15
27%

not applicable
16%

18-20
0%

16-18
21%

*Figure 5 Percentage of participants by age at which their sex education began at school.*

## I WISH THERE WAS MORE MATERIAL RELATED TO SEXUALLY TRANSMITTED INFECTIONS IN THE CURRICULUM

Disagree
3%

Not applicable
3%

Neutral
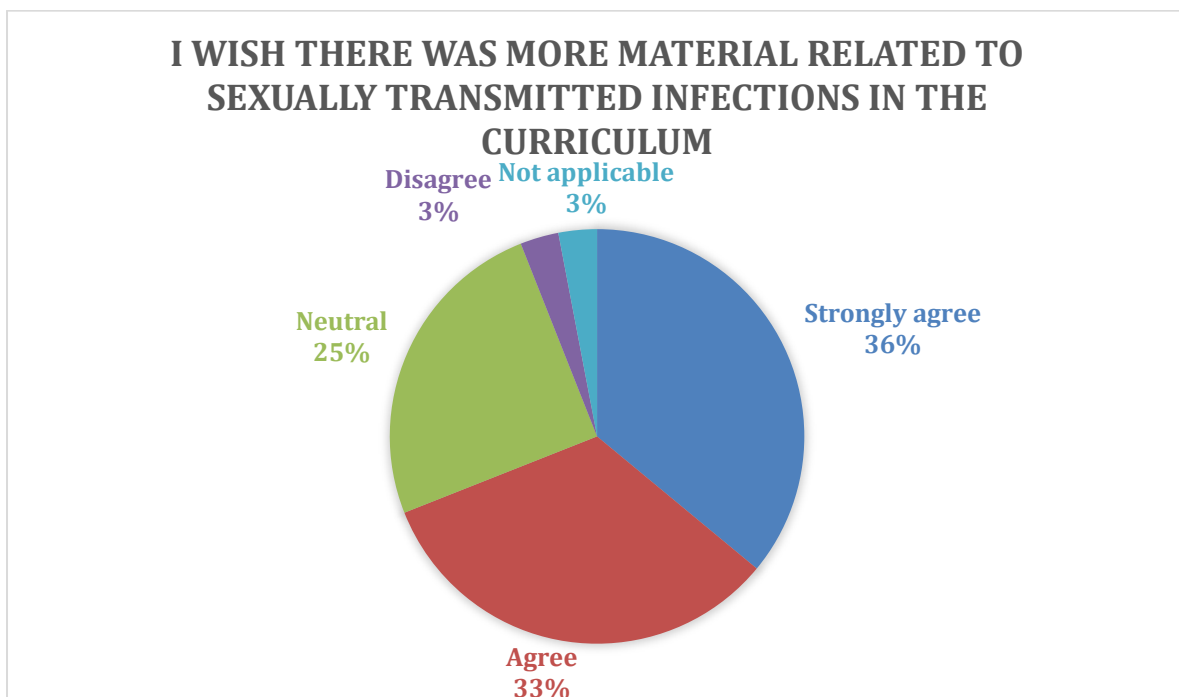25%

Strongly agree
36%

Agree
33%

*Figure 6 Participants' opinion on whether there should be more material on STIs taught in sex education cases at school.*

# AT WHICH AGE DO YOU WISH SEX EDUCATION STARTED AT SCHOOL?



16-18
6%

18+
2%
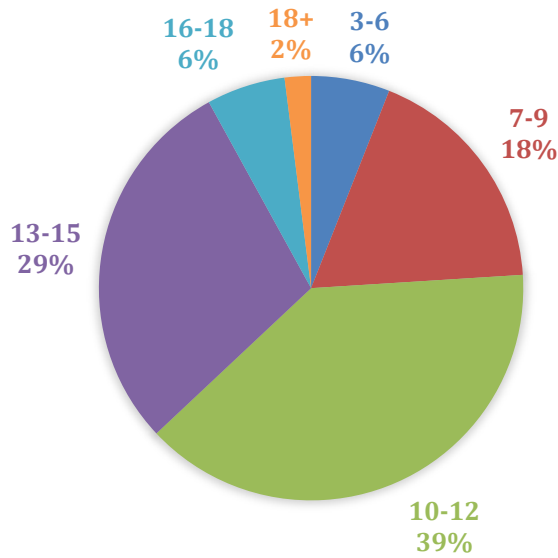
3-6
6%

7-9
18%

13-15
29%

10-12
39%

*Figure 7 Participants' opinion on the optimal age at which sex education should start at school.*

If you agreed with the previous statement, can you think of some examples you wished were in the sex education class curriculum?



*Figure 8 Effect of sex education on condom use decisions later in life*

Platform features

Participants were asked to select from a list of devices, the ones that they use: 94.1% reported using a smartphone, 31.4% a mobile phone with internet access, 76.5% a laptop, 27.5% a desktop machine, 25.5% a tablet device, 5.9% a Netbook and 5.9% an eReader. Only 3.9% of the participants said they were using a mobile phone without internet access. Figure 11 shows the percentage of participants thinking that each individual feature should be incorporated into the platform. The most desirable trait was security and confidentiality, followed by interactiveness, personalisation and storytelling. Figure 12 shows that the majority of participants thought they would benefit from a digital platform at the time of the survey (even though the average age of participants was above 18 years of age). This result provides strong evidence on the need for a digital platform on sex education both among children and adults.

*Figure 9 Participants' willingness to anonymously share sensitive data on a digital sex education platform*

*Figure 10 Participants' opinion on the possible benefits arising from a digital sex education platform as opposed to traditional teaching methods*

Lastly, in figure 13, participants were questioned upon their concerns about the use of a digital platform. Although the majority of participants did not express particular concerns, some people worried about privacy and anonymity.
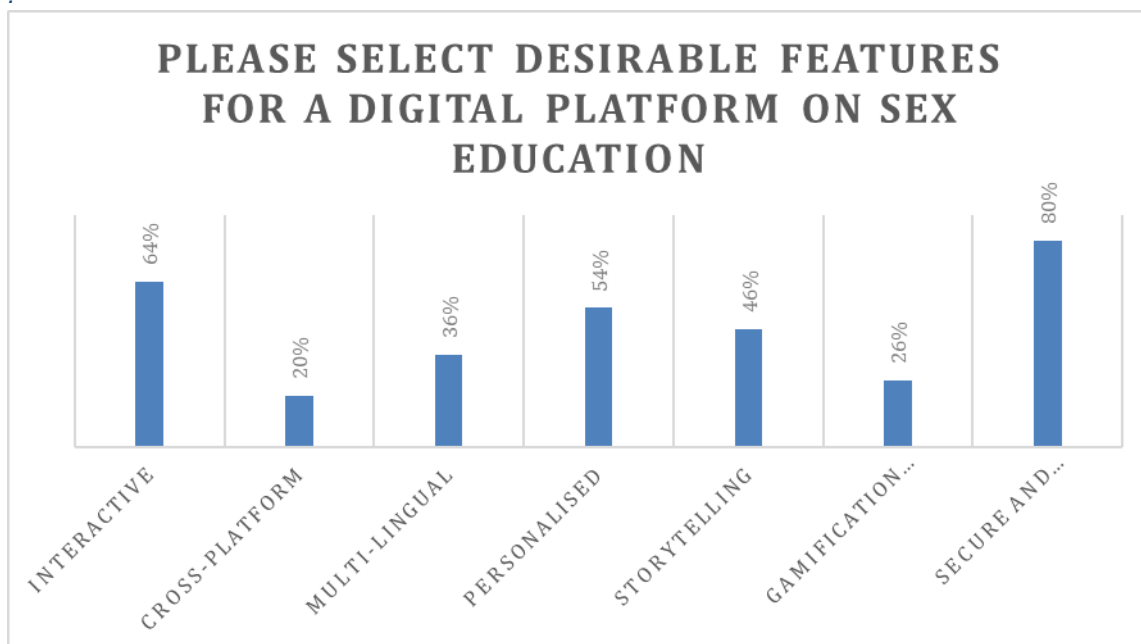.



*Figure 11 Most desirable platform features according to the participants*

*Figure 13 Participants' concerns on the use of a digital sex education platform.*

*Figure 12 Participants' opinion on the benefits of a digital sex education platform at the time of survey*

Table 1 examines the correlation between different sets of variables and the importance of such association to digital intervention design. Two variables are examined each time. Variables could either be participant profile characteristics or specific answers to questions in the survey. The correlation between each set of variables is measured using Pearson coefficient. The statistical significance of the association is found by calculating sigma (2-tailed). Lastly, variable associations are classified according to the degree at which they can help design the digital intervention. Unfolding patterns between variables can help optimise personalisation features of the platform by adapting content, delivery methods and activities to better match the user profile. For example, more content on STIs could be offered to users with a larger number of sexual partners (in their lifetime or in a 6-month-window prior to the survey). In addition, more activities focused on contraception and decision making could be offered to individuals with a larger number of sexual partners in a 6-month-window prior to the survey or individuals that were more interested in sexual education at school. Finally, individuals that believed on the positive impact of introducing a digital sex platform at school, would be keen on using such a platform even after they had graduated.

| Variable 1 | Variable 2 | Pearson coefficient | Sigma (2-tailed) | Significance to digital interventions |
|---|---|---|---|---|
| Age | Relationship status | 0.64 | <0.001 | Low |
| Gender | Sexual Attraction | 0.76 | <0.001 | Low |
| Lifetime Sexual partners | Largest age difference between partners | 0.62 | <0.001 | Medium |
| Sexual partners in the last 6 months | Largest age difference between partners | 0.55 | <0.001 | Medium |
| Lifetime Sexual partners | I wish there was more material related to Sexually Transmitted Infections (STIs) in sex education class at school. | -0.6 | <0.001 | High |
| Sexual partners in the last 6 months | I wish there was more material related to Sexually Transmitted Infections (STIs) in | -0.61 | <0.001 | High |

| | sex education class at school. | | | |
|---|---|---|---|---|
| Sexual partners in the last 6 months | Sex education at school affected my decisions on using a condom in my sexual relationships. | -0.51 | 0.003 | High |
| I remember being interested during sex education class at school. | Sex education at school affected my decisions on using a condom in my sexual relationships. | 0.66 | <0.001 | High |
| In school, I would have benefited from the introduction of a digital platform on sex education, particularly about STIs, as opposed to the traditional sex education class. (The platform would be personalized according to the current knowledge and data supplied by each student. It would also be interactive, including lectures, games, simulations and quizzes.) | I feel I would currently benefit from a digital platform on sex education, particularly about STIs. (The platform will be personalized according to the current knowledge and data supplied by you. It will also be interactive, including lectures, games, simulations and quizzes.) | 0.68 | <0.001 | High |

*Table 1: Correlation coefficient for different sets of variables and its importance in digital intervention design*

### 4. **Discussion**

Nowadays, computer games constitute an important part of our culture. A proof lies in the fact that young people are spending more and more of their leisure time in front of a screen. Although video games have been previously considered as a distraction from more 'worthy' activities such as homework and social interactions, researchers and teachers are now investigating how this powerful medium can be used to support the educational process across all levels and topics (Eleftheriou A B. S., 2017).

Findings from the survey agree with literature (Eleftheriou A B. S., 2017). Participants strongly believed on the positive impact of a digital sex education platform on the educational process. Their belief was independent of their country of residence, educational background, past experiences and sexual preferences (Services, 2020). Such a platform is currently being developed by the authoring team of the paper under the commercial name sGuide. Participants' requirements for such a platform agreed with the initial priorities of security, interactiveness, personalisation, gamification and storytelling. Additionally, an interesting trend in participants' responses was found; the more individuals were interested in sex education at school, the more it affected their decisions on condom use decision making. This

is an encouraging trend for sex educators: the more students engage with the material and delivery method, the stronger the impact on their behaviour. Hence, to optimize effectiveness of the sex education platform, focus should be placed on developing engaging activities.

As mentioned above, 42% of the participants never had an STI checkup and 82% of the participants had not had an STI checkup in the 6-month-window prior to the survey. At the same time, 17.65% of the participants reported having had an STI in the past, such as herpes, HPV and chlamydia. The majority did not use condoms in less than 10% of the times in the 6-month-window prior to the survey. This data clearly shows the urgent need to address the inconsistent and/or incorrect use of a condom, together with the lack of STI check-ups. Digital interventions can come to play a big part in this effort, by helping achieve a significant drop in the transmission of STIs.

Additionally, the results support the evidence that sex education at school is currently not fully adequate to cover all the needs of the participants, with respect to when it is being delivered to students and the material that is being delivered in class. According to the responses, the starting age of sex education, the material taught in class and the delivery method should change. For this reason, the majority of participants reported that a sex education intervention like sGuide (Services, 2020) would have been beneficial to them at the present moment, even though all of them are currently above 18 years old. This indicates that a digital sex education intervention should not limit its target audience to teenagers.

In brief, although the user survey had some limitations that we should acknowledge, such as limited number of participants, under-representation of minority groups and recruitment of mainly white well-educated people, it did reveal some interesting trends and patterns that will shed light during the definition of user requirements for sex education interventions that will be developed in the future. To the best of our knowledge, no similar surveys have been performed in the literature. Hence, this is the first step into collecting and analysing relevant information about this specific combination of variables that cover the user profile, background, sexual experiences and tendencies, previous sex education, current sex education needs and preferences for sex education interventions. Future work in this direction will enhance the personalization of sex education interventions, ameliorating the degree to which the user engages with the platform. High interest in the platform will in turn help achieve a positive behavior change and improved sexual health.

## 5. Conclusions

To conclude, in order to reach the final requirements, an end user survey was designed and disseminated to several potential users of sex education interventions, confirming our main initial hypothesis and observations:

- STI spread is a problem troubling people independent of their gender, age, background and sexual orientation.
- Traditional sex education methods and resources fail to meet students' demands.
- An interactive, personalised and engaging sex education intervention is preferred to traditional teaching methods.
- More engaged users are more likely to adopt good practices and shift towards safer health choices.
- Security and confidentiality are key factors to consider when designing sex education interventions.

# References

Agocha VB, C. M. (1999). Risk Perceptions and Safer-Sex Intentions: Does a Partner's Physical Attractiveness Undermine the Use of Risk-Relevant Information? *Personality and Social Psychology Bulletin*, 25(6):751-765.

Ariely, D. L. (2006). The heat of the moment: The effect of sexual arousal on sexual decision making. *Journal of Behavioral Decision Making*, 87-98.

Baxter, S. B. (2011). Views regarding the use of contraception amongst young people in the UK: a systematic review and thematic synthesis. *The European Journal of Contraception & Reproductive Health Care*, 149-160.

Carpenter, D. &. (2010). The sexual inhibition/sexual excitation scales – short form (SIS/SES-SF).

Chanakira, E. O. (2014). Factors perceived to influence risky sexual behaviours among university students in the United Kingdom: a qualitative telephone interview study. . *BMC public health*, 1055.

D'Cruz J, S. M. (2015). Promoting parent-child sexual health dialogue with an intergenerational game: parent and youth perspectives. . *Games Health J* , 4(2):113-122.

DeSmet A, S. R. (2015). A systematic review and meta-analysis of interventions for sexual health promotion involving serious digital games. *Games Health J*, 4(2):78-90.

Eleftheriou A, B. S. (2016). Does attractiveness influence condom use intentions in heterosexual men? An experimental study. *BMJ Open*, 6:e010883.

Eleftheriou A, B. S. (2017). Using Computer Simulations for Investigating a Sex Education Intervention: An Exploratory Study. *JMIR Serious Games*, 5(2):e9.

Eleftheriou A, B. S.-S. (2019). Does attractiveness influence condom use intentions in women who have sex with men? *PLOS ONE*, 14(5): e0217152.

Epstein, J. K. (2007). Perceived physical attractiveness, sexual history, and sexual intentions: an internet study. *Sex Roles*, 23-31.

Google. (2020, July 25). *Firebase*. Retrieved from https://firebase.google.com/

Holmes, K. K. (2004). Effectiveness of condoms in preventing sexually transmitted infections. *Bulletin of the World Health Organization*, 454-461.

Kirby, D. R. (2007). Tool to Assess the Characteristics of Effective Sex. *Healthy Teen Network (HTN)*.

Kirby, D. S. (1994). School-based programs to reduce sexual risk behaviors: a review of effectiveness. *Public health reports*, 339.

Services, T. T. (2020, Aug 25). *sGuide*. Retrieved from https://technologos.com.cy/sguide/

Unity. (2020, June 5). Retrieved from www.unity.com

Unity. (2020, August 13). *PlayerPrefs*. Retrieved from Unity documentation: https://docs.unity3d.com/ScriptReference/PlayerPrefs.html

WHO. (2020, August). *World Health Organization*. Retrieved from Sexually transmitted infections (STIs): http://www.who.int/mediacentre/factsheets/fs110/en