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What Conditions Inspire Motivation among Employed Adults to Learn English as a Second Language?*

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Abstract

The University of Ruhuna is a national university located in the southern coast of Sri Lanka. The ELTU (English Language Teaching Unit) of the university caters for all its 9 faculties and conducts through its extension program window a set of fee-levying weekend courses titled as “English for Employment” that, being considered a substantial language education program, has a great demand from the workforce in the southern province of Sri Lanka. Every year thousands of employed adults try to seek opportunity to enter the programme. A vast majority of them are middle-age employed persons. They represent a variety of social classes. This has contributed to a curious sociolinguistic condition, and therefore the aim of this study is to explore the reason(s) for the keen interest among these middle age employed adults to learn English even 10 or 15 years after finishing their university or college education. Findings from this research will help in the process of revising the current syllabuses of the current four-part course program where there is a provision for either removing or adding items, in order to cater for the professional, academic, social and cultural enrichment requirements of the employed adults, with a focus on boosting their motivation.

Keywords: employed adults, English for Specific Purposes, middle-age, fee-levying weekend courses

* A case study based on the Extension Program in English Conducted by the English Language Teaching Unit of the University of Ruhuna, Sri Lanka.

The Effectiveness of Process Approach in L2 Writing

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Abstract

Writing is a productive skill used greatly as one of the key methods for communication. Among various approaches to help develop EFL learners' writing ability, process approach is regarded as one of the effective pedagogies in teaching writing. Many recent studies suggested that among the traditional methods of writing instruction nowadays, the process approach has been seen as an effective process to help improve EFL learners' writing ability (Ho, 2015; Samsudin, 2014; Zhou, 2015). Therefore, this paper aims to discuss the effectiveness of the process approach in L2 writing. The paper starts with the discussion on the history and the definitions of the writing process approach, followed by stages in the process approach and the commonly-employed models. Finally, the paper moves onto discussing the effectiveness of the process approach shown in prior studies.

Keywords: *L2 writing, process approach, teaching writing*

1. Introduction

Writing is one of the important productive skills for communication. Among the other communicative skills, namely reading, listening and speaking, it is considered as the most complex and challenging skill to be mastered (Bayat, 2014; Puengpipattrakul, 2014; Zhou, 2015). Writing is viewed as a meaning-creating process which writers attempt to generate and convey their ideas into written forms (Pasand, Sabet, & Tahriri, 2013; Zamel, 1982). According to Hashemnezhad (2012), writing is reflected as an important tool for learners since it helps them to understand ideas and concepts better. However, writing in English especially in a foreign language context is quite difficult for EFL learners due to some differences such as the differences in linguistic features or in writing styles between L1 and L2 of the learners (Melgarejo, 2009). In order to help EFL learners enhance their English writing ability, one of the effective approaches suggested in certain studies is the process approach (BAYAT, 2014; Melgarejo, 2009; Thinley, 2013; Zhou, 2015).

2. History of the Process Approach

The so-called process approach in writing captured scholars' interests in the period between the 1960s and 1970s (Honeycutt & Pritchard 2006; McQuitty, 2014). This very approach was first divided into seven steps by Day (1947) according to Honeycutt and Pritchard (2007). Despite being recognised in the 1960s, this approach had not been frequently applied in the classroom context until 1970s. By that time, a group of teachers from San Francisco Bay area shared and exchanged their own writing model; that is, they compared the writing model of the professional writers in terms of the writing processes to the one taught in their real contexts. This is named as the process approach.

3. Definition of the Process Approach

After being proposed to the field of writing instruction, the process approach has been given the distinct definitions. Tribble (1996) defined the process approach as “an approach to the teaching of writing which stresses the creativity of the individual writer, and which pays attention to the development of good writing practices rather than the imitation of models” (Tribble 1996:160). Nystrand (2006) labeled the process approach as a traditional teaching approach which places the emphasis on prescriptive essays, forms and correct grammar, spelling and punctuation. The process approach, thus, can be seen to possess some common characteristics with the nature of writing because this approach emphasizes not only the finished product but also the thoughts and the idea developmental process. This idea goes hand in hand with the definition of the term “process approach” from Tribble as a writing pedagogy which stresses importance on the creativity and the development of practice of writers rather than the imitation of models. According to many studies, the process approach can briefly be described as an instruction in teaching learners to write through the process. The process approach consists of the writing stages. The stages in the process approach can be sorted differently according to the researchers or the instructors (Arndt & White, 1991; Hung & Young, 2015; Tribble, 1996; Zhou, 2015). Within this approach, the process consists of many composing stages which learners use in writing.

4. Stages of Process Approach

Given that the process approach has been used extensively, many previous studies have reinterpreted its stages over the past three decades and applied the process approach differently by employing a different set of its stages (Arndt & White 1991; Honneycutt & Pritchard 2006; Hung & Young, 2015; Tribble 1996; Zhou, 2015). Despite that, many studies have explained the stages of the process approach within a main similar three-step concept – planning, drafting and revising (Arndt & White, 1991; Hung & Young, 2015; Tribble, 1996; Zhou, 2015). However, the stages in one process can occur differently among the studies depending on the selection of the model in each study. In some models, each step might contain different sub-stages. Among the studies, it reveals that the stages in the process approach were based on two models: White and Arndt’s (1991) and Tribble’s model (1996). The following diagrams showing White and Arndt (1991)’s and Tribble (1996)’s were discussed in OUSKOURT (2008)’s study.

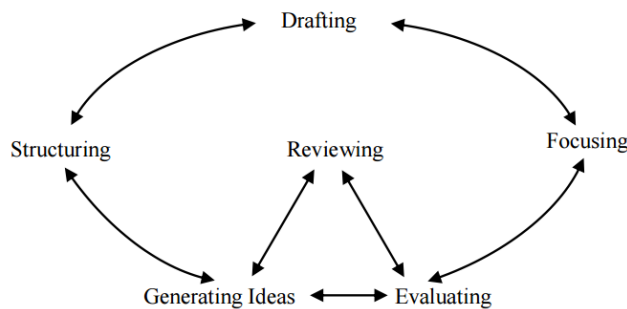


Figure 1: A Model of Writing (White and Arndt 1991)

The given figure illustrates the writing model proposed by White and Arndt (1991). They customized the model by adding certain activities in each stage. In their model, the stage of idea generation contains sub-stages, namely discussing and brainstorming. Multiple drafts are produced in the stage of drafting in order to gain feedback from teachers or peers; this stage becomes a great opportunity for learners to learn from the feedback in order to enhance their writing (Díaz Ramírez, 2014). These stages from White and Arndt’s model can be guidance for teachers to promote the recursive process, not linear one, and the nature of writing (Zhou, 2015).

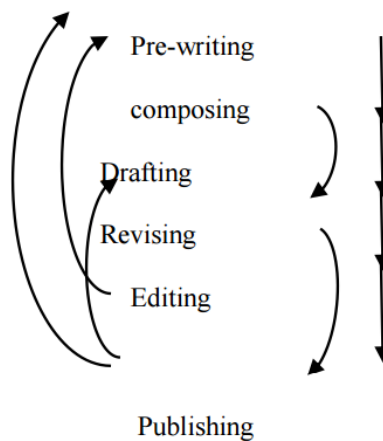


Figure 2: The Process Approach According to Tribble 1996 :39

On the other hand, its counterpart model is different in respect of certain stages. According to Tribble's model (1996), the process can be classified into six stages, namely pre-writing, composing or drafting, revising, editing and publishing. He also suggested that this is a cyclical process which writers may return to the first step again after doing the editing or revising.

5. The Effectiveness of Process Approach in L2 Writing

Throughout many years of the evolution in the field, the process approach has been investigated with different focuses. That is, most centred on the effectiveness of the process approach in writing-ability development, while the others focused on that in the development of linguistic aspects and some devoted it attention to learners' attitudes towards the approach.

5.1 Developing Writing Ability

The process approach has been a central focus in many previous studies. In particular, many laid its emphasis on its effectiveness in the development of the writing ability. Many studies found that the process approach helped improve learners' L2 writing ability with different levels of proficiency and age. Samsudin's study (2014) on the use of the process approach to teach academic writing to first year undergraduates of University of Selangor revealed that the process approach can help learners develop their academic writing skill. 25 first-year Bachelor of Education TESL students in University of Selangor who attended the academic writing skill course were the participants of this study. T-tests were also used as a tool to analyze the collected data. The pretest and the posttest of the participants were compared to investigate the change after the treatment was given. Samsudin claimed that their academic writing skill was developed due to the fact that teaching learners to write based on the process enables them to write closely the same way as the natural writing process. Another study that proves the effectiveness in developing learners' writing ability is an empirical study on the application of the process approach in non-English majors' writing conducted by Zhou (2015). The aim of this study was to investigate the influence of the process approach on non-English majors. A questionnaire was used to explore how the participants accomplished their writing task before given the treatment. Then, a treatment using the process approach to teach writing was provided for the experimental class. After a semester of instruction throughout the use of the treatment, the test was used to investigate the effects of the process approach, and it was found that the experimental class earned higher scores than did the control class for their writing. This reflects its effectiveness in promoting the writing ability; in other words, the process approach has positive effects on the learners' L2 writing ability.

5.2 Developing Vocabulary, Grammatical Structure and Other Language Aspects

Apart from examining the writing-ability development from the process approach, many studies investigated the development of linguistic aspects. Although improving L2 learners' vocabulary or grammar might not be the virtual purpose of the process approach, this kind of teaching reveals some positive effects on helping learners develop lexical and grammatical aspects. One study from Melgarejo (2009) concerning the children's perceptions of writing in EFL based on the process approach discovered not only the attitudes of the children in the study but also showed that students improved their vocabulary building and understanding of grammatical structures. Similiar to the previous study, the other study from Samsudin (2014)

showed the positive effects of the process approach on students' improvement in linguistic knowledge. It compared the process approach with the product approach in teaching academic writing to first-year undergraduates. Fiftyone students of University of Selangor were selected to be the participants in this study and divided into group A and B. Group A was taught to write academic writing based on the product approach while group B was based on the process approach. Pretest and posttest were used to obtain the data. The results demonstrated that that both groups showed the improvement in not only vocabulary but also contents, organization, language use, mechanics and overall results. Moreover, the study showed that the participant group taught through the process approach demonstrated/made the better improvement than the product approach group did. As can be seen, this very approach — the process approach — helped improve students' linguistic abilities in writing.

5.3 Learners' Positive Attitudes Towards the Process Approach

In addition, some studies swung their attention to explore the students' attitudes towards the process approach. Many studies have revealed positive attitudes of learners on using the process approach to teach writing. In particular, BAYAT (2014) investigated the effect of the process approach on the writing achievement and anxiety with first-year preschool teaching students. The participants were divided into the experimental group, who were given the process approach, and a control group. The treatment lasted for 10 weeks. Pretest and posttest were used to analyze their writing performance while data associated with writing anxiety were collected through the Writing Apprehension Test. The results revealed that the process approach had a great effect on learners' writing success and anxiety. This can be inferred that students had positive attitudes towards this approach since it could lessen their anxiety in writing. Ther other study from HO (2006) also supports the prior study's result of the positive effect of the process approach on learners' attitude. Ho's study was intended to examine the effectiveness of using the process approach to teach 200 students in the upper primary school level and lower primary school level. Participants joined the writing programme in her school. The effectiveness was investigated by using post-interviews and the comparison of a pretest and posttest. The results demonstrated that the process approach not only produced the positive effect on the participants' attitude but also helped improve their writing ability as well.

6. Suggestion

According to Honneycutt and Pritchard (2006), most of the studies related to the process approach are not research reports. That is, a number of studies dealt with questions which were unable to be answered empirically, and those published studies did not apply the empirical method in order to address the questions. Therefore, future studies should be conducted through the empirical approach to explore the process approach and should focus on other types of learners such as non-university adults. Through the discussions of the studies in this paper, it can be seen that most of the studies aimed to investigate the effect of the process approach on the learners' writing ability. However, the results were not discussed clearly. Therefore, further studies should explore and describe the writing ability clearer and thoroughly so that the effect of this approach will become more obvious which will enable or aid in the teachers' applicability in the future. Moreover, the effect of this approach on the other aspects of language such as its effect on learners' L2 structure or language use should be further examined.

7. Conclusion

Teaching EFL learners to write based on the process approach lying under the different stages which at least have to consist of three main stages including planning, drafting and revising has been found to help learners develop their L2 writing skill. In addition, the results of these studies show that the process approach not only improves EFL writing skill and language-related abilities but also has a positive effect on learners' perception and anxiety as well. Thanks to its effectiveness shown in many prior studies, many studies, thus, suggest that this kind of approach in writing instruction be applied in the real EFL classroom context.

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Animated Video on Disaster Awareness and Preparedness, and It's Implication On Knowledge Acquisition

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Abstract

This study aimed to determine the effectiveness of animated videos as an essential source of information on disaster preparedness and awareness in the College of Education – Mindanao State University – Iligan Institute of Technology. This study used a research and development method utilizing ADDIE model wherein, it uses convenience sampling. Sloven formula was used in identifying the ideal number of respondents who participated and represented the whole population of the College of Education. Three hundred thirty respondents officially enrolled at the College of Education on the second semester of School year 2015-2016 answered the questionnaire.

To measure the effectiveness of the video animation a 20 item pre-test and post test was administered in the respondents. With the mean difference of 14.1898 for pre-test and had 18.87576 for post-test and having 0.00 as a Significant 2 tailed results shows that there is a significant difference on the scores this implies that the video animation is effective.

It was recommended that the developed animated video be utilized by the college of education for disaster awareness and preparedness video, to the CWTS classes to use as an instructional media in teaching disaster awareness and preparedness. It is recommended to the teachers to use as an instructional media in teaching disaster awareness and preparedness. It is recommended to the curriculum designers to integrate animation in designing curriculums. It is recommended animation companies and industries to use the results of this study for basis and further improvements to their existing animation products.

Keywords: *Animated Video, Disaster Preparedness, Disaster Awareness*

Introduction

Since the beginning of time, natural disaster has been part of nature, from simultaneous eruption of massive volcanoes, to the tremendous earthquakes which mold the planet to what it is today. (Poitevien and Tobin, 2011) Disaster can take place anywhere, at any time and take any form, be it natural disasters as we have seen too often in our recent past or human inflicted one. They can render great impact on communities and nations, causing losses on human lives and devastating material damages. (Star, 2007). According to UNISDR (2006-2007), when a natural hazard occur, students are among the most vulnerable group population, especially those who are at school during the time where the disaster strikes. Moreover school buildings are prominently destroyed, during the disaster. Taking away the precious lives of children and teachers and stalling access to education in the aftermath of disaster (UNESCO and UNICEF 2012).

According to Ozmen (2006:384), to prevent the massive destructions and for the community to become a disaster resistant society, schools can play a vital role in saving lives. Since schools are the universal institution for providing skills and knowledge, there is a great manifestation of expectations for them to be role models in providing disaster awareness. Successful disaster mitigation is one of the ultimate tests of the success of the education provided over generations. (IFC, 2010)

The question is what the best method to deliver and disseminate disaster awareness and preparedness? Several studies have manifested and demonstrated positive impact of animations on understanding abstract processes. Use of animations has been strongly encouraged as an innovative and constructivist approach. (e.g. Moreno et al., 2001; Neo & Neo, 2009). Due to visual illustration the formation of student's misconception is prevented to the new knowledge. Animations as moving illustrated materials are prominently used to depict dynamic changes over location and time, and illustrate phenomena or concepts that might be difficult to visualize (Nakhleh, 1992; Mayer & Moreno, 2002; Ruiz, Cook, & Levinson, 2009).

Through the usage of animation, visual illustration of information's about earthquake and fire awareness and preparedness could be easily presented on schools. Saving hundreds of students, teachers and faculty during the time of actual calamity.

Objectives of the Study

This research study's main focus is to develop and evaluate an animated video on disaster awareness and preparedness and its implication on knowledge acquisition. This is designed to meet the following objectives. To develop an animated video that will help impart knowledge and information on disaster preparedness and awareness in the college of education.

1. To design an animated video that will help impart knowledge and information on disaster preparedness and awareness in the college of education.
2. To assess the acceptability of the developed animated video in terms of
 - a. Subject Knowledge
 - b. Organization of Content
 - c. Graphical 3d design
 - d. Screen Design
 - e. Audio Sound Effects
 - f. Dubbing
 - g. Overall Impression
3. To assess the effectiveness of the animated video by seeing the result of the pre-test and post-test
4. Does the respondents have ...
 - Previous Disaster Experience?
 - Previous Disaster Drill Experience?
5. Is the animated video effective in acquiring knowledge and information?
6. What are the factors that make the animated video effective?
7. What are the benefits of animated video to the students?
 - 7.1 Cognitive Domain
 - Knowledge Acquisition
 - Memory Retention
 - Imagination
 - 7.2 Psychomotor Domain (Skills)
 - Concentration
 - Creativity
 - 7.3 Affective Domain
 - Life Perspective
 - Values

Null Hypothesis:

H1: There is a significant difference between pre-test and post test

Significance of the Study

This study aims to develop animated videos which will be an essential source of knowledge on disaster preparedness and awareness. The said quasi experimental research if found effective will be of significance to the following sectors and individuals.

Community: Through this study the community could use the developed video as a tool for disaster preparedness and awareness.

Companies: Animation companies and industries could use the results of this study for basis and further improvements to their existing animation products.

Researcher: This may serve as motivation to do more research and to inspire the other researcher and serve as future references.

School: Schools could utilize the animated video as a tool of instruction on disaster.

Curriculum Designers: Could use the result of the study to consider animated video as curriculum integration in instruction.

Teachers: Teachers could adopt animated videos as an instructional material, furthermore this study could help them improve their teaching methods.

Students: For the student this could be a challenge to develop new animated videos.

Scope and Limitation

This study focuses on the animated video as an essential source of knowledge on disaster preparedness and awareness furthermore it aims to assess its effectiveness.

The study was conducted at Mindanao State University- Iligan Institute of Technology at the College of Education. The study's respondents will be the students officially enrolled at the College of Education (CED), Mindanao State University- Iligan Institute of Technology on the second semester on the school year 2015-2016. A Sloven formula was used to identify the ideal sample of the College of Education who participated in this study having 1,881 as the total number of students enrolled at the college and at 95% confidence level. This study had 330 respondents who participated. Furthermore a total of 5 days was rendered in the conduct of the survey were in questionnaire was used to assess the video animation.

This study covers assessment, design, development, implementation and evaluation of the animated video furthermore this study is limited on the awareness and preparedness of the respondents on disaster. The animated video shall only contain the following:

1. Basic information about disaster
2. Basic information about fire and earthquake
3. Steps and procedure during the time of disaster
4. Possible and safety exits after earthquake
5. Possible and safety exits during fire
6. Safety ground after disaster.

No other information such as how to treat wounds, first aid, disaster casualty mitigation and others shall be associated to the study.

Method

This chapter gives an outline of research method, used by the researcher in the study conducted. This chapter included the research design, sampling design, research locale, instruments used, the (R & D) Design Research and development procedure and statistical tools and equipment used.

Project Design

This study focuses on research and development wherein it utilizes ADDIE a model of Instructional Systems Design (ISD) wherein it presents a systematic process from the planning of concept until the evaluation of the product. In this study the researchers aim to find out the effectiveness of video animation in presenting education and knowledge about disaster preparedness and awareness. Based on the researched information's about animation, disaster and learning styles. The researcher developed an animated video as a learning tool in presenting information's.

Sampling Design

The researchers used convenient random sampling wherein the respondent's participation on the study was based on their convenience. Students who were free at the time of the study's survey were approached and asked for their voluntary participation in answering the questionnaire. The researchers used Sloven formula in identifying the ideal number of respondents who participated and represented the whole population of the College of Education. CED-IIT had 1,881 students as a total number of current enrolees for the second semester of school year 2015-2016. Base on the researcher's calculation and with the aid and assistance of their adviser they come up with 330 as the official sample size of the study.

Results and Discussion

The animated video on disaster preparedness and awareness is multimedia intended for the students of the College of Education. The animated video is a 8 minute and 32 second video production which contains various multimedia elements such as, audio, Video Clips, sound effects, graphics and animations.

Pre-test and the Post Test

Table 4 Result of the Pre-test and Post-test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
PRE-TEST	96.574	329	.000	14.48485	14.1898	14.7799
POST-TEST	295.866	329	.000	18.87576	18.7503	19.0013

Table 4 shows the table for the null hypothesis. Results revealed that the mean difference of pre-test is 14.1898 however post-test had 18.87576 as the mean difference.

Pre-test and post-test was an evaluation technique. The Pre-test aims to assess the stored knowledge or the information that the respondents already knew before watching the animation. On the other hand after watching the video animation respondents were administered with the post-test, which aims to measure if the respondents learned something new from the video. Over all this evaluation technique, aims to assess the effectivity of the video animation on knowledge acquisition through assessing if there is a significant change and improvement on the post-test.

Data reveals that both pre-test and post-test has 0.00 on Sig. (2-tailed). Therefore the null hypothesis of the study is accepted. This means that there is a significant difference on the results of pre-test and post test which further implies that the developed animated video on disaster awareness and preparedness is effective in acquiring knowledge and information.

3. Respondents background on disaster and disaster drills.

Figure 6.1. Distribution of the Respondents in terms of their Previous Disaster Experience

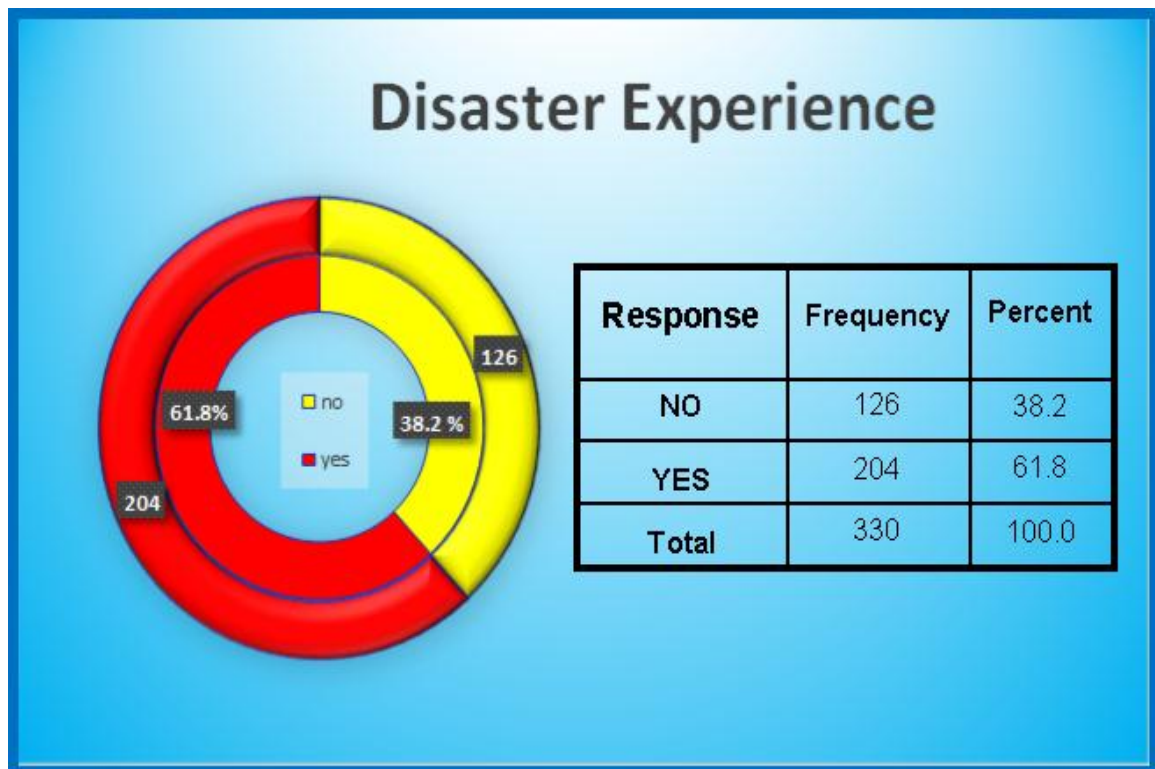


Figure 6.1 Doughnut graph presents the distribution of the respondents in terms of their response if they had previous disaster experience. 61.8% or 204 out of 330 respondents agreed that they had previous disaster experience meanwhile 126 or 38.2% of the respondents said that they don't have previous disaster experience.

This implies that majority of the respondents had previous disaster experience. According to this study's survey most of the participants were living in Iligan City, which could be associated to the fact the back on December 2011 Iligan was greatly devastated by Typhoon Washi locally known as Typhoon Sendong according to National Disaster Risk Reduction Management Council Typhoon Sendong caused 1,206 deaths in Region X, 490 of which came from the City of Iligan (NDRRMC,2012),furthermore 2,000 families were displaced at the MSU-IIT Gymnasium for shelter and direct assistance (Gonzalez, 2011).However respondents said that they have also previous encounters to other disasters that doesn't have great casualties compared to Typhoon

Sendong such as earthquake, and fire. Experience is a critical factor in learning Experiential Learning Theory or ELT defines learning as “the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb, 1984). This implies that through most of the learners acquired knowledge is based on their experiences.

Figure 6.2. Distribution of the Respondents in terms of their Previous Disaster Drill Experience

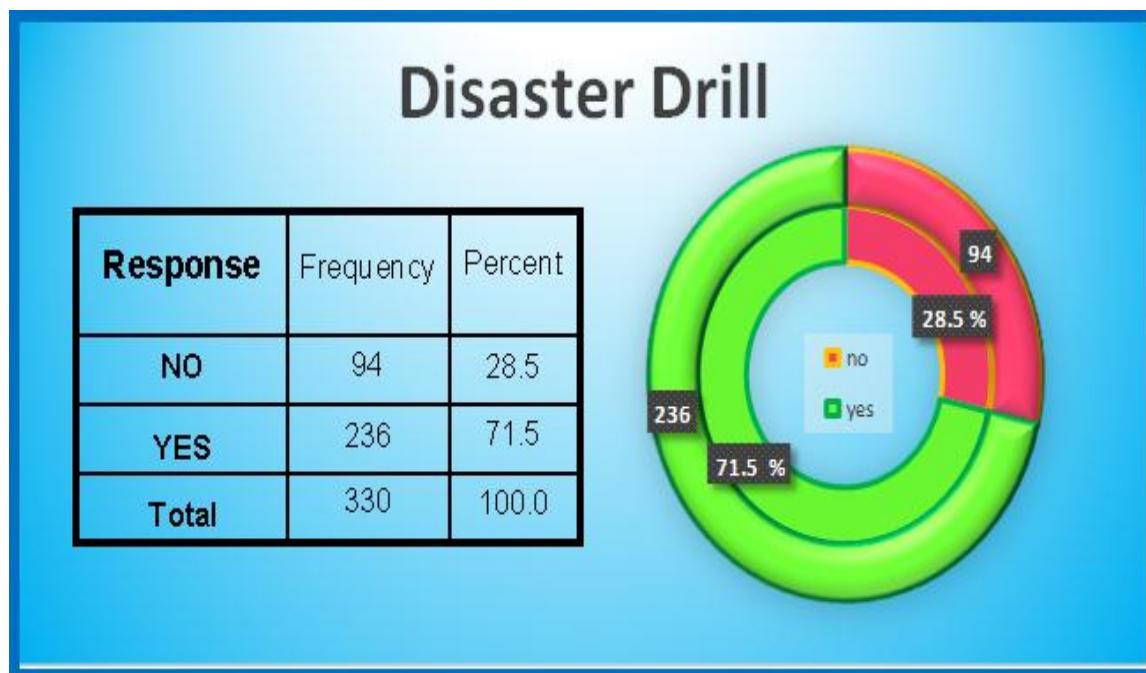


Figure 6.2 Doughnut graph presents the distribution of the respondents in terms of their response if they had a previous disaster drill experience. 236 or 71.5% out of 330 respondents agreed that they had previous disaster drill experience on the other hand 94 or 28.5% disagreed that they had previous disaster drill experience

This implies that majority of the respondents experienced disaster drill. A Senate SB number 2992. Introduced by Senator Loren Legarda, “AN ACT MANDATING THE CONDUCT OF FIRE, EARTHQUAKE, AND OTHER HAZARDOUS PHENOMENA DRILLS IN EDUCATIONAL BUILDINGS/ESTABLISHMENTS, SCHOOL BUSES, AND HEALTH-CARE INSTITUTIONS” this act was also known as "Preparedness in Buildings during Fire and Earthquake Act." According to the Section 3. Of the Act entitled “Drills in educational establishments/buildings “Letter A states that Fire and earthquake drills shall be held at least once a month in educational establishments where such establishments constitute the major function of a building. Thus, there shall be at least 10 drills in each school year. Furthermore according to the section 7 of the act entitled Penalties. Building administrators or any person in charge of the administration or management of educational establishments/buildings, health-care institutions, and school bus operators and drivers who refuses or fails to carry out the provisions of this Act shall be given a warning and penalty. However the Senate Bill is still pending from the

President's approval. This might be the reason why there are respondents who said that they don't have previous disaster drill experience. For if the bill was enacted into law, school institutions are obliged to conduct drills in which researchers could expect a hundred percent as a response on previous disaster drill experience.

Furthermore by virtue of RA 9163 otherwise known as the National Service Training Program Act of 2001, First years of MSU-IIT were enrolled on NSTP which comprises of either, Reserve Officers Training Corps (ROTC). The program component designed to provide military training in order to motivate, train, organize and mobilize students for national defense preparedness or Civic Welfare Training Service (CWTS). The program component or activities is contributory to the general welfare and betterment of life for the members of the community or the enhancement of its facilities, especially those devoted to improving health, education, environment, entrepreneurship, safety, recreation and moral of the citizenry.

CWTS students were having 54-90 training hours per semester, in which some of the trainings and seminars were focused on Disaster Risk Reduction and Management in which students were attending seminars on disasters such as earthquake, fire and bombing each has given intensive training including hands on and actual drills. This implies that majority of the students in MSU-IIT had already undergone and experienced disaster drills.

1. Is the animated video effective in acquiring knowledge and information?

Figure 7.1 Distribution of the respondents on their response on the question.

Do you think students would understand their lessons better using animations?

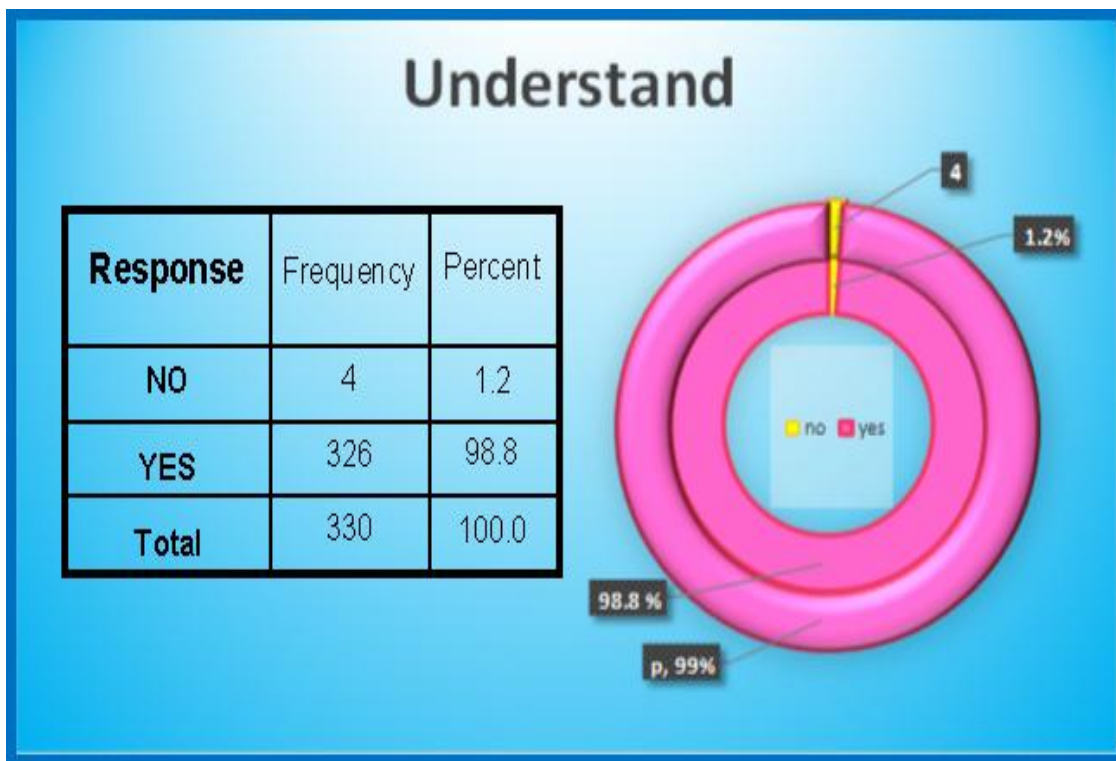


Figure 7.1 Doughnut graph presents the distribution of the respondent's response on the question being asked. 326 or 98.8 % out of 330 respondents' answered yes however 4 or 1.2% of them answered no.

Based on the data, majority of the respondents agreed that indeed they would understand their lesson better using animation. The following were the qualitative responses of the respondents on why they believed that students would understand their lesson better using animation.

Conclusion and Recommendations

Learners of today were digital natives, exposed to technology from a very young age and are proficient in using. Since their interest lies on interactive activities such as playing RPG and watching anime, it is reasonable to integrate their interest in the field of knowledge acquisition.

Animation has such potential for education, for the learners and the teachers and while it will never replace the traditional aspect of teaching, it should and can be utilized very successfully in the classroom in order to attract the attention of the learners, to maintain their concentration, develop imagination and creativity and to encourage positive perception in life and values. Furthermore this could have a favourable effect not just on the learner's achievement in the classroom but also in life.

Moreover the teaching profession is not based on gender moreover teaching profession is not a feminized profession, wherein both sexes have equal rights to teach and be part of the teaching working force, although both have unique capabilities and teaching strategies both could be an effective teacher. There are more visually inclined students on the DTTE, knowing that most of the students were enrolled on Drafting Technology, wherein students subject courses were mostly engage on visuals such as, animation, arts, drawings, canvass and others.

The developed disaster awareness and preparedness animated video is highly effective in delivering knowledge and information's about disaster on the college of education since there is a significant development of the scores of Post-test in comparison to Pre-test furthermore since there is a significant difference between the scores of pre-test and post-test on the developed disaster awareness and preparedness animated video this implies that developed animated video is highly effective which further claims that the objective of this study is obtained.

Recommendations

The findings of the study and empirical investigation have provided a basis from which the following recommendations are proposed:

1. The developed animated video be validated and evaluated further by other researchers and experts to improve the quality of effectiveness of the video.
2. It is recommended that the developed animated video register for copyright to solely authorize the researchers to be the lawful owner of the video.
3. The researchers recommend that the developed animated video be utilized by the college of education for disaster awareness and preparedness video, to the CWTS classes to use as an instructional media in teaching disaster awareness and preparedness.
4. It is recommended to the teachers to use as an instructional media in teaching disaster awareness and preparedness.
5. It is recommended to the curriculum designers to integrate animation in designing curriculums
6. It is recommended animation companies and industries to use the results of this study for basis and further improvements to their existing animation products.

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A Geography of Objects in Wallace Stevens' *Harmonium*

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Abstract

A major figure of Modernist poetry in the U.S., Wallace Stevens has puzzled and pleased generations of readers with his first book, *Harmonium*, first published in 1923. Like all of Stevens' work, this famously difficult book challenges readers by presenting imaginative accounts that are intended to "push back against the pressures of reality." That imaginative counterforce to reality is the source of some of the difficulty of the poems, and readers are gratified to locate anything that seems to offer a firm grip on meaning. Within these poems, this paper argues, geography is such a grip, for it links the imagination to reality; place-names, mostly American—Oklahoma, the Carolinas, Florida, Tennessee, Connecticut, Appalachia, the Yucatan, Havana, the Andes—anchor objects to geographical locations in a way that evokes mutual signification, the place-name lending significance to the object as the object lends significance to the place-name. The poems depict places as sources of objects that bring those places to bear on the lives of the participants of the poems. Stevens thus accomplishes a kind of productive geography of objects that is a particularly extreme example of the paradox of literary geography: geography can be seen as a function of literature even as literature itself is a product of geography. *Harmonium*, I argue, differs in imaginative extremity but not in kind from more mainstream efforts of geography, all of which seek to establish the significance of features of place.

Stress and Health Status Among the Students of College of Education

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Abstract

Stress is inevitable. It comes naturally. It is already a part of the daily problem of the students. It also becomes a concept behind students' poor performance in the academe. Stress refers to physiological and emotional responses to a significant or unexpected change or disruption in life which is brought about by real or inquired factors or events. When students talk about stress, it is usually in terms of the pressure in school they are feeling from their environment. This stress may be brought about by their peers, education, or the society. A person's lifestyle also greatly affects his health. The most optimistic assessment suggests that improper lifestyle may result to lowered resistance to illness.

Thus, this study aims to know the significant relationship between Stress and Health Status among the students of College of Education. The data are gathered from 200 students, 50 for each department using random sampling method in the College of Education, who are officially enrolled in the first semester S.Y. 2015-2016 of MSU-IIT. Information about stress and health status among the students and their personal information is obtained through modified and standard questionnaires.

Furthermore, the results showed that the independent variable stress is significantly correlated with the dependent variable which is the health status of the respondents. Thus, the moderating variables in terms of age, gender has no significant correlation with the independent variable stress. The moderating variables in terms of sleeping habit, study habit, social issues, and personal problem has a significant correlation with independent variable stress, however, variable in terms of sleeping habit and personal problems has a significant correlation with the dependent variable health status. Moreover, age, gender, study habit, and social issues has no significant correlation with the dependent variable. The results have shown that stress as the independent variable has bearing or significantly related to health status as the dependent variable.

Keywords: Stress, Health Status, Students